
IVC 1998 ACCREDITATION SELF STUDY REPORT

THE COMPREHENSIVE SELF-STUDY REPORT OF IRVINE VALLEY COLLEGE

Presented to the Western Association of Schools and Colleges
In support of
Application for Reaffirmation of Accreditation
Fall 1998

South Orange County Community College District
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92620

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Team visit: October 27, 28, 29, 1998.

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

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

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FROM: Irvine Valley College
 5500 Irvine Center Drive
 Irvine, California 92620

The Institution Self-Study Report is submitted for the purpose of assisting in the determination of the accreditation status of Irvine Valley College.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

JOHN WILLIAMS

President, Board of Trustees

South Orange County Community College District

KATHLEEN O'C. HODGE,

Interim Chancellor, South Orange County Community College District

-
RAGHU P. MATHUR

President, Irvine Valley College

-
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Chair, Accreditation Self-Study Report

PAULINE MERRY

Accreditation Liaison Officer

LOIS DI ALTO

Associate Editor, Accreditation Self-Study Report

*

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(Acting) President, Academic Senate

BECKY THOMAS

Chair, Classified Leadership Liaison

TAMARA CARNINE

(Acting) President, Classified Senate

ALI HOJAT

President, Associated Students of Irvine Valley College

*At the time of this printing, the Academic Senate indicated that it would submit minority reports on Standards Four, Five and Ten.

STANDARD ONE, Institutional Mission

Irvine Valley College has a mission statement consistent with its stature as an independent, comprehensive, and inclusive California community college, offering a wide variety of lower-division transfer, vocational, and basic skills programs and courses. These educational programs, together with comprehensive support services and co-curricular activities, aim to help an increasingly diverse student population meet short- and long-term learning goals while becoming critically thinking, well informed, and culturally aware individuals.

A strategic planning process, initiated in 1995, now guides IVC's planning and decision making in implementing the mission statement.

STANDARD TWO, Institutional Integrity

IVC continues to represent itself with integrity and accuracy. A comprehensive catalog, published annually, describes educational offerings, policies, and student requirements. A schedule of classes is published and disseminated each semester and for the summer sessions, and is posted on the Worldwide Web.

A district policy, last revised in 1989, guarantees academic freedom to faculty in the selection of instructional materials. The academic senates of Irvine Valley and Saddleback colleges are jointly developing a more comprehensive policy delineating the rights, responsibilities, and obligations of academic freedom for both faculty and students.

Through its policies and programs, IVC continues to demonstrate a concern for equity and diversity consistent with its community and mission. In addition to its established support programs, including DSP&S (Disabled Students Programs and Services) and EOPS (Extended Opportunity Program and Services), the college has added its own independent Financial Aid Office, a Multicultural Center, and a combination of AmeriCorp, CalWORKS, and New Horizon programs designed to help eligible participants transition from college to gainful employment.

The college maintains its accreditation status through conscientious adherence to commission recommendations and standards. A dedicated liaison officer prepares required reports and maintains open communication with the Commission throughout the multi-year cycle.

STANDARD THREE, Institutional Effectiveness

Since 1992, IVC has been integrating systematic institutional planning and research into its fabric as a growing, increasingly responsible institution.

The college recently refined its strategic planning process, begun in 1992, to provide a more inclusive, "bottom up" process for identifying desired goals and implementation strategies. Recognizing a growing need for institutional research to evaluate and guide its planning efforts, the college will seek to employ a dean of research, planning, and resource development.

A formal and comprehensive program review process began in the fall semester of 1996, and was pilot tested on four programs. A refined process continues through the 1997-98 year on a six-year cycle that will encompass all programs.

Developed collegially and approved by the board of trustees in 1996, coordinated educational and facilities master plans continue to guide the educational and physical growth of the college. Established shared governance committees collaboratively plan for the institution's physical, financial, and human resource needs.

STANDARD FOUR, Educational Programs

In keeping with its mission as a comprehensive California community college, IVC offers instructional programs in a variety of areas leading to degrees and certificates of competency. Complementing traditional transfer, vocational, and basic skills instruction, the college has recently added many courses aimed at meeting the needs of the surrounding technology-oriented community. Developed in partnership with local employers, these courses include Introduction to Local Area Networks, Introduction to the Internet, and Hardware for Networking.

The college offers consistently high quality instruction at its 100-acre Irvine campus, the nearby El Toro Marine Base and local high schools, and via cable television and the Internet. Adding to standing articulation agreements with 14 other community colleges, 15 California State University campuses, nine University of California campuses, 20 private four-year colleges, and three international colleges, IVC recently developed agreements with two local school districts and a regional occupational center through its Tech Prep program. These agreements encompass 40 courses to date, with 19 more in process as of this writing.

To improve access to its educational programs, IVC has begun offering courses via cable television and the Internet. Using a newly installed information network, the college has created a presence on the Worldwide Web and developed a plan for distance education. In addition, the state chancellor of community colleges has recently awarded the college a \$500,000 grant to develop a distance education system in collaboration with business and industry, other community colleges, and the California State University.

A Technology Resource Center has been established for faculty use in preparing instructional materials.

IVC continues to expand its offerings in community and contract education in response to the needs of the local community, business, and industry.

STANDARD FIVE, Student Support and Development

IVC continues to offer students a full range of services supporting access, progress, and success. These include matriculation, assessment, counseling, health services, child care, career counseling, job placement, transfer assistance, disabled student services, financial assistance, and a veterans program. In 1996, IVC established its own financial aid office, separate from Saddleback College, to better serve its students. A new student handbook, providing a wealth of helpful information to students, has been developed and distributed, and a student equity plan has been developed and approved by the state. Long-term grants directly benefiting students, including AmeriCorps, New Horizons, and CalWorks, have been awarded to IVC. A new Child Development Center opened in 1993, and a Multicultural Center has been established to increase understanding of the diverse backgrounds among the college community.

To improve its support of students, the college seeks to strengthen matriculation-related research, implement a long-term plan for expanding student services facilities, fill needed vacant staff positions, establish uniform operating hours, and develop a student tracking system.

STANDARD SIX, Information and Learning Resources

The information and learning resources IVC offers its students dramatically improved with the 1997 opening of a new Library. This 38,000-square-foot facility not only provides expanded library services, but also serves as an information and technology hub, distributing audio, video, and data resources electronically to classrooms, laboratories, and offices college-wide. A fiber-optic network connects 600 stations on campus to internal information resources and to the Internet, and all students are provided access to this network.

The college has identified and seeks to implement various improvements in its information and learning resources, including expanding the library collection, developing a Web page and handbook of available information technology services, and increasing staffing to meet national standards.

STANDARD SEVEN, Faculty and Staff

IVC now serves over 11,000 students each year, compared with 9,700 in 1992. To address this growth, and comply with state requirements for full-time instruction, the college has increased the number of full-time faculty from 73 to 104. Ethnic and gender diversity has also increased and correlates well with that of the community served.

Beginning with the 1997-98 academic year, the college moved from a school chair model of administration, in which 10 faculty members were reassigned from teaching duties to manage the 10 academic schools, to a dean model. A full-time academic dean now administers each of the five reconfigured academic clusters.

In April 1998, the district board of trustees established a new employment procedure for executive positions, providing the option of greater board participation in the selection of the district chancellor, vice chancellors, college presidents, and vice presidents. The current faculty labor contract, effective July 1, 1998, continues the option of peer review for the evaluation of faculty hired after June 30, 1990.

To carry on its expanding mission, the college has identified a need for 13 full-time faculty and 11 full-time/part-time classified employees and will seek to fill these positions in the fall of 1998.

STANDARD EIGHT, Physical Resources

To better serve its growing student population, IVC has expanded and reconfigured its campus facilities, adding a new Child Development Center, Library, Gymnasium, and three new parking lots since 1992.

The college's Educational and Facilities Master Plan, updated in 1996, forecasts full buildout of the 100-acre campus by 2015 with an enrollment of 25,000 students. IVC's 1999-2003 five-year construction plan calls for expansion of the physical sciences building, a humanities classroom building, a performing arts center and theater, a physical education and swim training facility, a life sciences building, and a studio arts building, as well as campus infrastructure improvements. Anticipated shortfalls in state funding will probably delay construction of these badly needed planned facilities and prolong the college's dependence on temporary buildings.

In 1993, IVC moved from a centralized district system of maintenance and operations, establishing its own independent department. Although the new system has improved quality and efficiency, the district board of trustees has adopted a reorganization plan that will re-centralize the two college departments of maintenance and operations starting January 1, 1999.

Since 1996, IVC has received approximately \$1.5 million in state block grant funds to purchase instructional equipment, replace classroom furniture, and support the college's Technology Initiative.

STANDARD NINE, Financial Resources

In 1996, the district board of trustees delegated the determination of budget processes to the academic senates. A district resource allocation committee was formed and now determines how financial resources will be distributed among IVC, Saddleback College, and the district. A financial resource allocation committee was also established to oversee and issue public advisories on the district's financial condition. The IVC shared governance Committee on Budget and Operations develops the college's annual general fund and categorical budgets. The college seeks to more clearly document its budget development process to increase faculty awareness and participation.

The college has identified the need to update its educational and facilities master plans in 2001 in light of available state funding and increasing student demands

In 1995, the college strengthened financial controls by establishing a bursar's office responsible for central processing and deposit of all cash receipts and the disbursement of all financial aid checks.

The IVC Foundation has expanded and reorganized, contributing over \$1.5 million to the college since 1994.

In 1996, the district issued certificates of participation totaling \$14 million to fund a district-wide technology initiative. IVC will participate in the 20-year repayment program, with estimated payments of \$300,000 annually commencing in 1999.

In 1996-97, the district reverted to state apportionment funding status after a drop in local property tax revenues and a significant increase in state funding.

IVC relies on the district's contingency fund for dealing with emergencies and unforeseen circumstances. This fund dropped below the state-recommended level of 3% in 1996 following investment losses due to the Orange County bankruptcy. Settlement of the bankruptcy and the restoration of lost property tax funds are expected to restore the contingency reserve to over 3% by the end of the 1997-98 fiscal year.

STANDARD TEN, Governance and Administration

As part of a district-wide reorganization aimed at reducing administrative costs, the district replaced IVC's system of faculty school chairs with a dean model of administration in the fall of 1997. Five full-time deans now replace the 10 faculty members who had been reassigned from teaching duties to manage the college's 10 schools. The college will monitor the effectiveness of its current administrative structure and consider necessary adjustments.

Beginning in April of 1998, the college president refined the ongoing strategic planning process to include more comprehensive input from faculty, staff, and administrators.

In 1995, in order to implement state legislation on shared governance, the district board enacted Board Policy 2100.1, establishing its "primary reliance" on the Academic Senate in 11 designated areas, absent "exceptional circumstances and compelling reasons." Disputes over the practical implementation of this policy have arisen in connection with the hiring of the current IVC president, the administrative reorganization of the college, and the appointment of key committee chairs. The college seeks to review and refine Board Policy 2100.1 to more clearly define the roles and responsibilities of the Academic Senate, district Board, and college administration.

Planning for IVC's third evaluation team visit began in the spring of 1997. At that time, faculty leadership was chosen by the Academic Senate, and an administrator was appointed as Accreditation Liaison Officer (ALO). The faculty chair of the self-study was given full release time. After the first semester of the process, release time was reduced collegewide, as a cost-saving measure. The first faculty self-study chair chose not to continue with nine LHE release time and in May of 1997, a second faculty self-study chair was recommended by the president and subsequently ratified by the Academic Senate. On March 1, 1998, that accreditation chair was appointed interim vice president of instruction. As a result, the president appointed the third faculty accreditation chair on March 23, 1998. All of these transitions have been well organized with little negative impact on the process.

The process has included a steering committee workshop with the executive director of the Accrediting Commission, periodic steering committee meetings, writing workshops, and all college forums. Prior to the completion of the first draft, all written materials, schedules, tips, and deadlines were made available on the IVC World Wide Web server (www.ivc.edu/accreditation/accred98.html). All of the draft reports were made available to all faculty, staff, administrators, and the students. In this way, more of the college community was aware of, and able to contribute to, the process than ever before.

Committees/Chairpersons/Members

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FACULTY SELF-STUDY CHAIR

Ray Chandos

COMMITTEE MEMBERS

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President, IVC Accreditation Liaison Officer Assistant Editor

Mark Pendry Helen Locke John Fraustro

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Accreditation Liaison Officer

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Cedric Moon (ASIVC) Roger Vachani (ASIVC)

-
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Mike Kindybal (ASIVC) Terry Thorpe

Marsha Meech Sandi Yunt

-

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Mahshid Hajir Stephen Rochford

Poura Khademi (ASIVC) Rebecca Welch

Roy McCord Julie Willard

Barbara Raphael (ASIVC)

The Accreditation Timeline below gives an overview of accreditation activities.

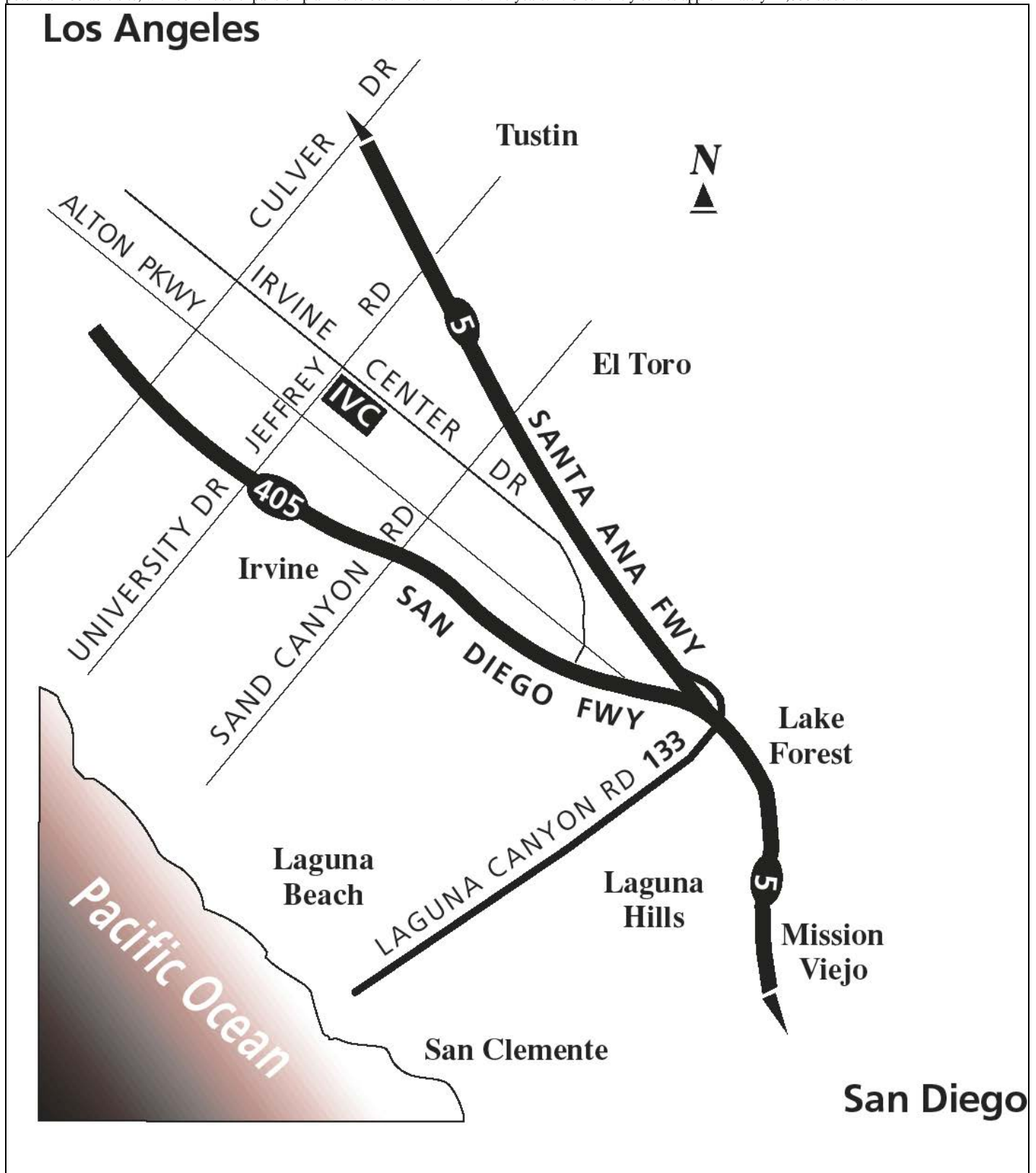
ACCREDITATION TIMELINE

1997	
June	*
Prepare drafts	Continue
July	*
Prepare drafts	Continue
August	*
Prepare drafts	Continue
Steering Committee Workshop	August 22 (In-service)
September	*
Prepare drafts	Continue
Steering Committee Meeting	September 4
Institutional Survey Preparation	September 26 - October 9
Accreditation Workshop	September 26 (Victor Valley)
October	*
Institutional Survey	October 16-23
Steering Committee Meeting	October 23
November	*
Accreditation Team Visit Training	November 3-6 (Moorpark College)
Steering Committee Meeting	November 20
December	*
All first drafts due	December 15
1998	
January	*
Self-Study Writing Workshop	January 9
All College Forum; Standards 1 and 2	January 12
All College Forum; Standards 3, 4, 7 and 8	January 13
Steering Committee Meeting	January 29

All second drafts due	January 30
February	*

March	*
All final drafts due	March 2
Steering Committee Meeting	March 5
April	*
Steering Committee Meeting	April 2
Submit final draft for Board Docket	April 6
April Board of Trustees Meeting (receive comments)	April 20
Steering Committee Meeting (review trustees' comments)	April 24
Complete final revisions	April 23 - April 29
May	
Submit revised final draft for Board Docket	(Tuesday) May 5
May Board of Trustees Meeting (approval)	May 18
June	*
Technical revisions	June 1-30
July 1998	*
Duplication and printing	July 1-30
August	*
Distribution of report to commission and visiting team	Deadline: September 11
September	*
Logistical arrangements for team visit	
October	*
Team Visit	October 26-29

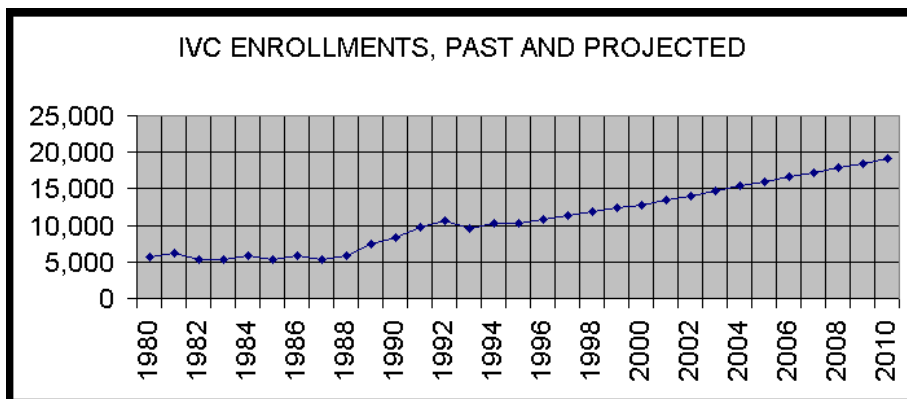
The college, located at the intersection of Irvine Center Drive and Jeffrey Road in Irvine, opened in 1979 as the North Campus of Saddleback College. In 1985, it was renamed Irvine Valley College (IVC) and became a separate college within the then Saddleback Community College District. IVC presently occupies 60 acres of its potential 100-acre site, with continued expansion planned to occur over the next five years. IVC currently serves approximately 11,000 students.



GEOGRAPHICAL DISTRIBUTION OF IVC STUDENTS
(Spring Semester, 1998)

COMMUNITY	STUDENTS	%
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Out of District	5,773	52.9%
Central Irvine	924	8.5%
El Toro	656	6.0%
North Irvine	356	3.3%
Central Tustin	342	3.1%
W. Irvine/University	306	2.8%
Laguna Hills	282	2.6%
Laguna Hills	269	2.5%
Tustin Hills	242	2.2%
West Mission Viejo	236	2.2%
East Mission Viejo	213	2.0%
Laguna Beach/San Joaquin	198	1.8%
So. Laguna/Laguna Niguel	196	1.8%
Santa Margarita	160	1.5%
Foothill Ranch	122	1.1%
Santa Margarita	105	1.0%
Newport Beach	104	1.0%
MCAS El Toro	82	0.8%
N.E. Santa Ana	63	0.6%
Dana Point	50	0.5%
San Clemente	43	0.4%
MCHAS Tustin	38	0.3%
San Juan Capistrano	35	0.3%
Unknown/P.O. Boxes	29	0.3%
East Irvine	24	0.2%
Silverado/Modjeska	21	0.2%
Capistrano Beach	15	0.1%
San Clemente	12	0.1%
Portola Hills	9	0.1%
UCI	2	0.0%
TOTAL	10,907	100%




Irvine is a major employment center in the region, a fact reflected in the substantial proportion of IVC students (52.9%) who reside outside the district boundaries. Consistent with growth in the region, IVC enrollments have increased since 1992, and are expected to reach approximately 13,000 students by 2000 and 19,000 by 2010.

The accompanying charts depict the gender and ethnic composition of IVC students.

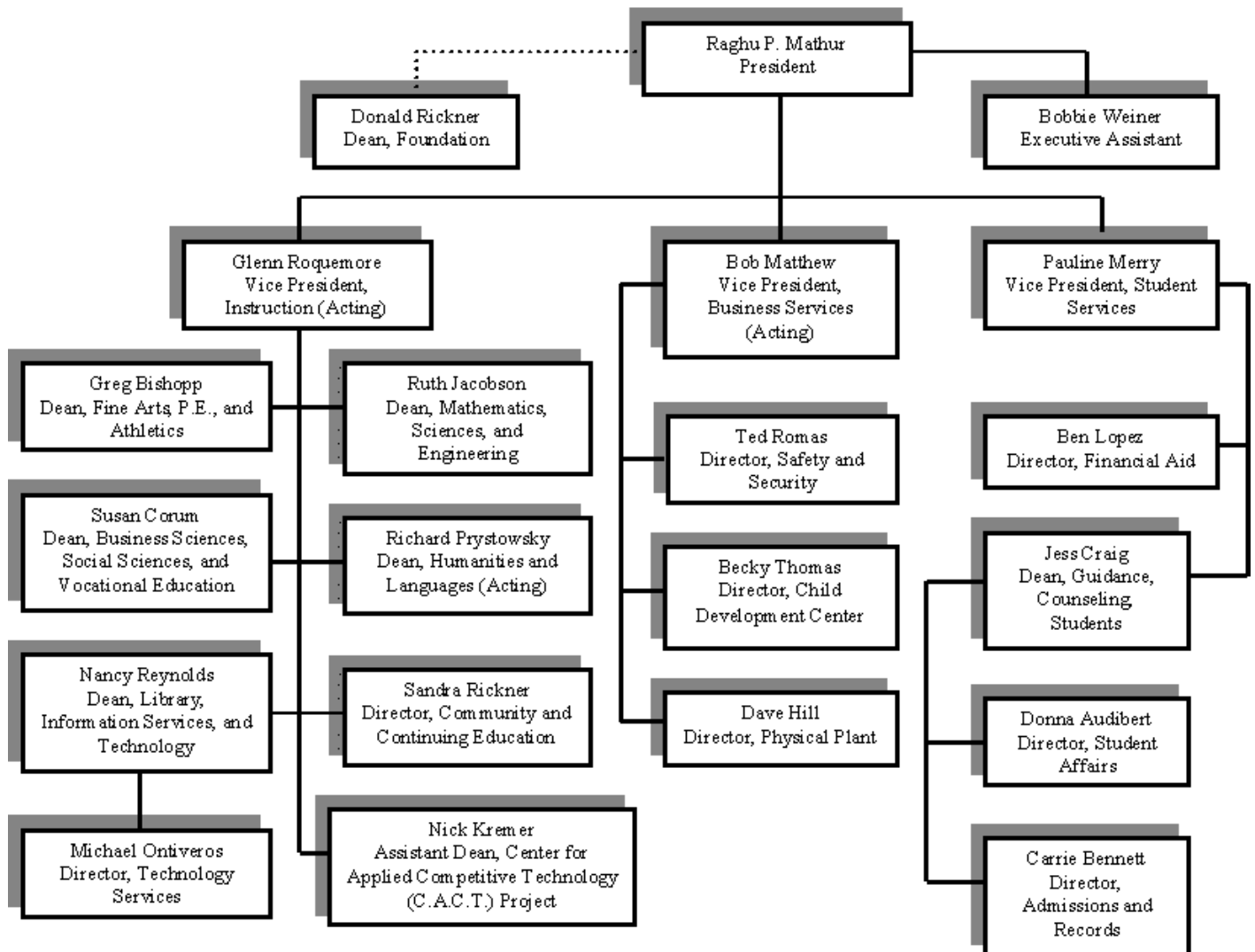
The IVC staff has grown since 1992 and now includes approximately 104 full-time and 200 part-time instructors. The accompanying charts depict the gender and ethnic composition of the IVC staff.

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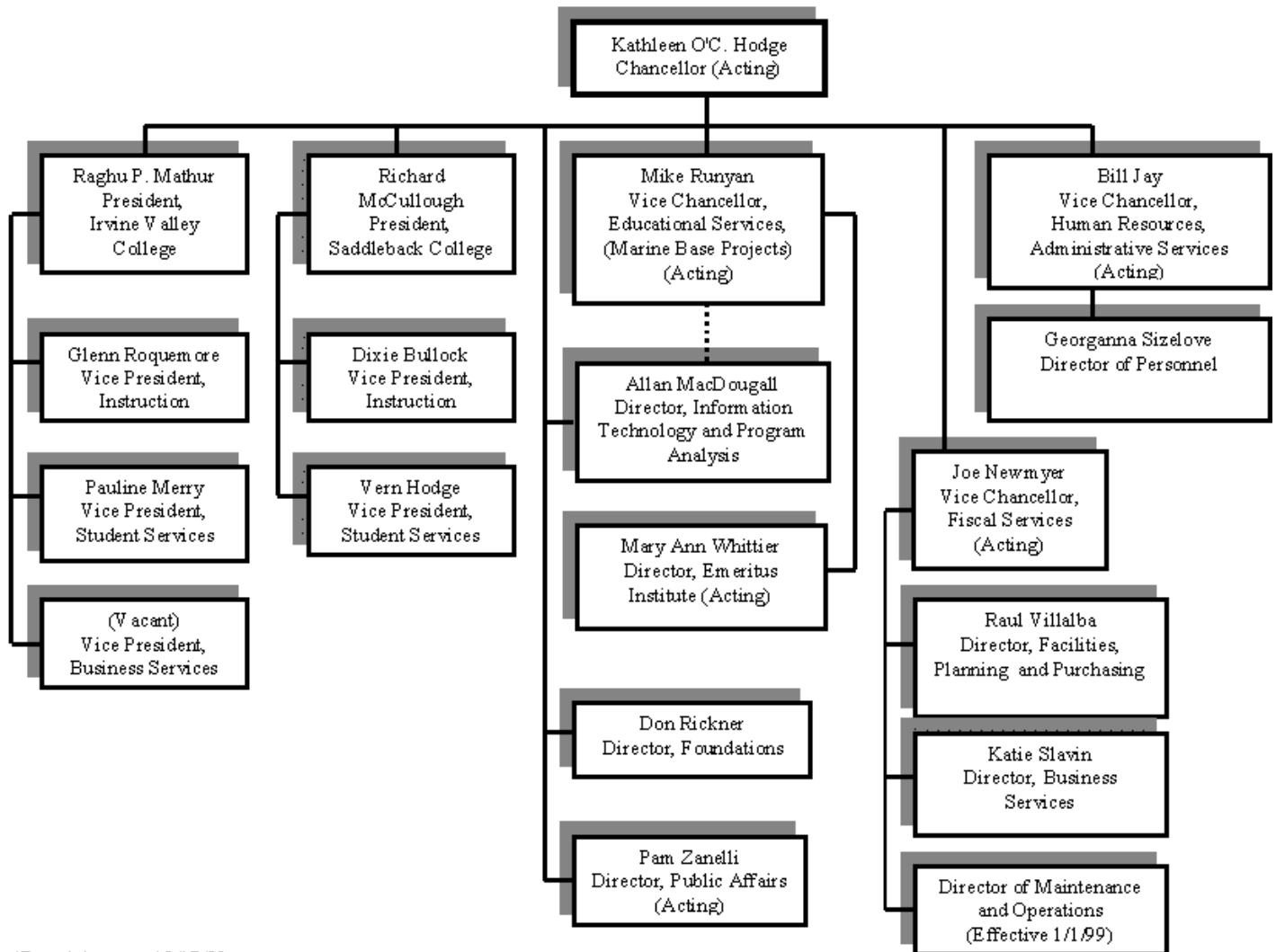
Additional enrollment and demographic information is available from the district's online almanac at <http://www.socccd.cc.ca.us/ref/almanac/s8almanac.htm>.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
IRVINE VALLEY COLLEGE ADMINISTRATIVE STRUCTURE*



*Board Approved 2/17/98

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DISTRICT EXECUTIVE ADMINISTRATIVE STRUCTURE*



*Board Approved 2/17/98

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

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IVC's continued compliance with each of the 20 Eligibility Requirements for Accreditation as listed in 1996 Handbook of Accreditation is addressed below.

1. AUTHORITY

As a lawfully established California community college, IVC is authorized to operate as an educational institution, and to award the associate in arts and the associate in science degrees by California Education Code section 66010.4(a)(1).

2. MISSION

IVC's mission statement appears in the introduction to the college catalog. Its content and approval process are fully discussed below under Standard One of this report.

3. GOVERNING BOARD

The elected seven-member board of trustees of the South Orange County Community College District governs IVC. The Board's published by-laws and responsibilities appear on the district's web site at <http://www.socccd.cc.ca.us/ref/bpolicies/8index100.htm>. Biographical information on Board members appears at <http://www.socccd.cc.ca.us/board/4boardindex.htm>.

The Board's structure, functions, and responsibilities are discussed in detail below under Standard Ten.

4. CHIEF EXECUTIVE OFFICER

IVC's chief executive officer is the college president, Raghu P. Mathur, 5500 Irvine Center Drive, Irvine, California, 92620, appointed by the Board of trustees in 1997. A professional educator for over 30 years, President Mathur has served as a faculty member, academic senate president (two terms), and administrator in the district since 1979, as well as a two-term trustee for the nearby Saddleback Valley Unified School

District.

The president's responsibilities are discussed more fully below under Standard Ten.

5. ADMINISTRATIVE CAPACITY

IVC maintains sufficient qualified staff to provide the administrative services necessary to support its mission and purpose. An organization chart of IVC's administration appears above under "Organization of the Institution." The structure, responsibilities, and sufficiency of IVC's administration are discussed in detail below under Standard Ten.

6. OPERATIONAL STATUS

Enrollments at IVC have increased from approximately 8,400 in the fall semester of 1990 to over 11,000 in 1997, and over 2,400 degrees and certificates have been awarded since the founding of IVC in 1985. Complete historical data on enrollments and degrees awarded appears on the district web site at

<http://www.socccd.cc.ca.us/ref/almanac/enrollments/c1f90to97.htm>

and

<http://www.socccd.cc.ca.us/ref/almanac/demographics/graduates.htm>.

IVC's current schedule of classes appears on the college web site at <http://www.socccd.cc.ca.us/ivc/sections983/ivcindex.html>, and its educational programs are described more fully below under Standard Four.

7. DEGREES

A substantial portion of IVC's educational offerings lead to degrees, as more fully described below under Standard Four. In the spring semester of 1998, 25% of IVC students reported the completion of an associate degree as an educational goal.

8. EDUCATIONAL PROGRAMS

IVC offers a range of educational programs consistent with its mission as a comprehensive community college, including transfer, vocational, basic skills, and community education courses. As more fully explained below in Standard Four, IVC students may choose from a full complement of transferable courses, 38 separate associate in arts degrees, 30 associate in science degrees, and 30 occupational certificate programs.

9. ACADEMIC CREDIT

IVC awards academic credits based on generally accepted practices in higher education. All academic courses are regularly reviewed by the college's committee on courses for academic rigor, transferability, and compliance with state regulations. All new courses must be approved by the Board of trustees and the State Chancellor of Community Colleges.

10. EDUCATIONAL OBJECTIVES

In its catalog, IVC defines and publishes the educational objectives of each of its programs. Historical graduation data is available on the district web site at <http://www.socccd.cc.ca.us/ref/almanac/demographics/ivcprogramaward.htm>.

11. GENERAL EDUCATION

Students must complete a substantial component of general education, at least 24.5 units, in order to earn an associate degree at IVC. As more fully described below in Standard Four, IVC's general education requirement ensures breadth of knowledge, including demonstrated competence in writing and computational skills, through course work in eight diverse categories representing major areas of knowledge.

12. FACULTY

IVC employs over 100 full-time faculty to support its educational programs. The college catalog lists the names and degrees of all faculty members. As discussed below in Standard Seven, the responsibilities of faculty are set forth in the certificated employee master agreement.

13. STUDENT SERVICES

In support of its mission, IVC provides appropriate student services and development programs including counseling, matriculation, orientation, financial aid, a veterans program, job placement and transfer assistance, career information, childcare, and support programs for disabled, low-income, and needy single-parent students. IVC's student services are discussed in detail below in Standard Five, and the demographic characteristics of its students are summarized above under Descriptive Background and Demographics.

14. ADMISSIONS

Consistent with its mission as a comprehensive California community college, IVC admits anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from the instruction. High school juniors and seniors may attend as special part-time students. Students in the 10th grade or under may attend with special recommendation from their school district and approval of the college (Board Policy 5604).

15. INFORMATION AND LEARNING RESOURCES

To support its mission and educational programs, IVC provides specific long-term access to information and learning resources and services, including a new 38,000-square-foot, 40,000-volume library and information network available to all students and staff. IVC's learning resources are discussed in detail below under Standard Six.

16. FINANCIAL RESOURCES

As a public community college, IVC is funded through the South Orange County Community College District from state and local tax dollars based on the number of full-time equivalent students. The district documents its funding base (http://www.socccd.cc.ca.us/ref/almanac/budget/dapage1_9798.htm) and expenditures (<http://www.socccd.cc.ca.us/ref/almanac/budget/expactivity.htm>) on its web site. In consultation with the district resources allocation committee, the Board of trustees determines and publishes IVC's allocation of the total district budget in August of each year. IVC's current annual budget of approximately \$20 million supports its mission and educational programs.

Through the IVC Foundation, the college also solicits private donations from individuals and corporations to support capital outlay projects and program needs.

IVC's financial resources are discussed in detail below under Standard Nine.

17. FINANCIAL ACCOUNTABILITY

Each year the college's financial records are audited by the district's independent auditor. The audit includes all funds managed by the college including general funds, categorical program funds, funds of the Associated Students of IVC, and the college Foundation. The Board of trustees publicly receives the annual audit report.

18. INSTITUTIONAL PLANNING AND EVALUATION

IVC provides evidence of comprehensive planning for its development, including the Educational and Facilities Master Plan, the IVC Strategic Plan, the Foundation Strategic Plan, and the Distance Education Plan. Its six-year program review cycle provides comprehensive assessment and documentation of how well it is accomplishing its mission. These planning and evaluation efforts are described in detail below in Standards One through Ten.

19. PUBLIC DISCLOSURE

IVC's published catalog provides accurate, current information about its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other information about attending IVC and withdrawing from it. Further information about IVC's public disclosure appears below under Standard Three.

20. RELATIONS WITH THE ACCREDITING COMMISSION

IVC is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The Board of trustees ensures effective communication with the accrediting commission and adherence to its requirements through review and approval of required self-study reports, and through the appointment of an accreditation liaison officer for IVC.

CERTIFICATION

I certify that Irvine Valley College continues to comply with the above eligibility requirements.

Raghu P. Mathur, President, Irvine Valley College

John S. Williams, President, Board of Trustees

INTRODUCTION

At its meeting on January 11-12, 1993, the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges reviewed Irvine Valley College's institutional self-study report and the report of the evaluation team which visited the college on October 13-15, 1992. Based upon the review, the college was granted accreditation reaffirmation.

The Commission requested a Midterm Report due November 1, 1995. The Midterm Report was accepted by the Board of Trustees of the then Saddleback Community College District on October 9, 1995.

Standard 1: Institutional Integrity, Purposes, Planning and Effectiveness

1. The team recommends that Irvine Valley College take steps to assess and ensure the effectiveness and the quality of its programs and services.

The college has implemented a program review process, which was developed through cooperation of the Academic Senate and the administration. During 1996-97, the college scheduled program review for the following areas on a pilot basis: the Writing program (Office of Instruction); Health and Wellness Center (Student Services); Foundation (Office of the President); and parking (Business Services). Three of the four program reviews were completed. During 1997-98, the college has chosen to complete program review through a strengthened process for the following areas: community and contract education (Office of Instruction); parking (Office of Business Services); public information (Office of the President) and grants and special projects (Office of Instruction). The college plans to continue program review in a comprehensive and cyclical manner.

2. The team recommends that the college develop and implement a systematic measurement of institutional effectiveness and report these results to its various stakeholders.

The college has begun the process of developing and implementing a comprehensive program review. The college plans to continue to strengthen this review process based on recommendations of the participants. The college conducted a campus climate survey on July 6, 1995 and its results were widely disseminated.

Standard 2: Educational Programs

1. The team recommends that the college develop and implement a comprehensive program review policy.

Noted above in our response to Standard 1.

Standard 3: Student Services

1. The team restates the recommendation of the prior accreditation team that the college make every effort to establish a financial aid office independent from Saddleback College. The team further recommends that the college request, if appropriate, from the Board of Trustees, one-time start-up funds as was done for the athletics program and the admissions and records function.

The college hired a financial aid director in the fall of 1994. On July 1, 1995, the Financial Aid Office at Irvine Valley College became a separate entity from that of Saddleback College.

2. The team recommends that adequate information support services and training be given to support student service functions in a more comprehensive manner than has been given to the college to this point.

The Technology Initiative, undertaken in spring 1996, resulted in a commitment by the college and the district to improve technology accessibility districtwide. COPS funds, state block grant funds (which now include student services), and some matriculation funds have allowed the entire student services staff to have the latest equipment. The Technology Training Center regularly offers training workshops in the use of the new technology for faculty, staff and administrators. The college and district are still waiting for the Buzzeo Company to deliver software to support research activities.

3. The team recommends that a comprehensive program review of student services be done in order to provide for long-range planning of both services to be delivered and for adequate administrative, certificated, and classified staff to support these functions.

In response to the recommendation by the Accreditation Team in their 1995 mid-term report, the college established a Program Review committee under the authority of the Academic Senate. This committee produced a Program Review Handbook in February 1997 and three programs were pilot-tested using this handbook, including one student services program, the Health and Wellness Center. As a result, it was determined that the program review instrument, geared towards instructional programs, could not be used to evaluate effectively the Health and Wellness Center or other student services programs. The Program Review Committee reviewed and revised the handbook in February 1998 to broaden the handbook's applicability to all college programs. When the Academic Senate approves this revised Program Review Handbook, the student services program review calendar will be updated and all services will be reviewed on schedule.

Standard 4: Faculty and Staff

1. The team recommends that the college develop a staffing plan for classified staff and faculty, with clear written criteria for prioritization, linkage to college goals and regular follow-up on the plan.

The college formed a classified staff hiring committee that developed a procedure for identifying and prioritizing classified staffing needs. This procedure allocates positions, based on ratios, to the offices of Instruction, Student Services, Business Services, and the President. Vacant positions are filled as funding permits.

The Academic Senate and the Instructional Council have jointly developed a faculty-staffing plan. This plan is directly linked to, and to a large extent dependent upon, certain provisions of the districtwide allocation model, which credits each college with a number of full-time and part-time faculty appointments relative to the size of the respective student populations and the approved student/faculty ratios at each institution. Appointment of these positions to specific schools and departments is determined by a set of ranked recommendations developed by the Academic Senate and negotiated with the college president. Senate recommendations are derived from a procedure that assigns to the academic department full-time positions as a function of existing full-time/part-time staffing ratios. The academic department furthest away from the college standard is assigned the top-ranked position, and the process is repeated until each department achieves minimum staffing standards.

Standard 5: Library and Learning Resources

1. The team again recommends that the college establish as a major priority increasing learning resources holdings to bring the library collection closer to accepted standards for

two-year comprehensive colleges.

The college has maintained its annual budget commitment to learning resources holdings. In August of 1997, the college opened a new 38,000-square-foot library facility. The new library budget and state equipment funds have allowed for the acquisition of new books, which will help bring the library standards up to those currently suggested for two-year institutions.

Standard 6: Physical Resources

1. It is recommended that Irvine Valley College review the effectiveness of its current maintenance arrangements and consider the establishment of a separate maintenance department.

Effective July 1, 1993, the district Maintenance and Operations Department was decentralized to the two colleges. Irvine Valley College currently has an independent maintenance and operations department staffed by a director and supported by a full range of craftspersons.

On February 17, 1998, the Board of Trustees of the South Orange County Community College District took formal action to recentralize the college maintenance and operations departments at the district level. This action will be effective January 1, 1999.

2. The team recommends that Irvine Valley College review and evaluate the establishment of a single reporting structure for the assistant director of safety and security. This will assist in the progress that Irvine Valley College has made in assumption of an identity separate from Saddleback College.

Effective August 1, 1993, the Saddleback Community College District Board of Trustees created an independent safety and security department at the college. This department is staffed by a director/chief of police, who reports to the college's vice president of business services, and safety officers who provide continuous safety and security coverage at the college.

Standard 7: Financial Resources

1. The team recommends that the district and the college develop and implement a plan to

provide adequate resources for the unfunded liability of committed district retiree benefits.

The district and Board of Trustees assume responsibility for retiree benefits. The Board has directed the district to establish an account with an annual "set-aside" of funds to meet the long-term obligation. To date, the district has established a reserve and plans to increase the reserve as funds become available.

Standard 8: Governance and Administration

1. The team recommends that the college seek a workable delineation of function between the faculty bargaining unit and Academic Senates.

The relative functions of the Academic Senate and the faculty's exclusive representation are clearly delineated in law and in local policy, a delineation generally understood and widely observed in practice. The adoption by the governing board (May 1995) of Board Policy 2101.1, Delegation of Authority to the Academic Senate, further clarifies the relationship and relative responsibilities of the two faculty groups. Items included within the master agreement are understood to fall within the scope of collective bargaining and exclusive representation. On these matters, senate recommendations are advanced to the bargaining agent (District faculty association). In addition, the senate provides counsel and assistance to the bargaining agent either as required by law or as requested by the faculty association. Similarly, on other professional and academic matters not within the scope of collective bargaining, the bargaining agent provides counsel to the senate as requested by the senate or as proffered by the faculty association. The governing board has entered into a bilateral agreement (Board Policy 2100.1) with the senates whereby the board relies primarily upon the recommendations of the senates on an itemized list of academic and professional matters. The senates attend to an additional set of responsibilities assigned either by statute, by local policy, by practice, or at the request of administrative offices. When these matters overlap responsibilities of the exclusive agent - or are joint responsibilities - the senate consults with the faculty association.

STANDARD ONE

Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

DESCRIPTIVE SUMMARY

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Irvine Valley College's current mission statement (1.1, page 7) was presented to the Board of Trustees, as part of the Irvine Valley College Strategic Plan 1996-2001 (1.2, page 5), on August 19, 1996 (1.3, page 3). IVC is part of the South Orange County Community College District (SOCCCD), so its mission statement is consistent with the mission statement of the District (1.4). The college's mission statement states that the central purpose of all programs and services offered by the college is "... the education of students who think critically, who become well-informed, culturally aware, competitive individuals who strive to achieve personal and professional goals" (1.1, page 7).

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

By enumerating the different programs offered at the college, the mission statement identifies the students IVC intends to serve as:

- a. students who want to transfer to four year colleges to continue their education;
- b. vocational students who want to earn an occupational certificate that will allow them to be more competitive in the job market;
- c. students who seek to enhance or update their education;
- d. students who need to improve their basic skills; and
- e. community education courses.

IVC is dedicated to meeting the lifelong learning needs of its students and constituent communities. Classes are offered at various times and days of the week (1.5); students have the option of pursuing associate degrees and/or certificate programs (1.1, page 23); and courses are offered for international students (1.1, page 9 and pages 45-46) and military personnel (1.1, page 9 and 1.5, page 2).

The mission statement does not define parameters under which programs can be offered and resources allocated. However, Theme Four of the Strategic Plan (1.2, pages 27-30) gives guidelines for reviewing and developing programs, and Theme One (1.2, pages 11-15) gives guidelines for allocation of revenues generated by successful partnerships. The internal allocation of resources occurs through the College Budget Committee (1.6, page 2), the Instructional Council (1.6, page 6), and the overall process established by the vice president of business services (see Standard Nine, Section A.2).

3. Institutional planning and decision making are guided by the mission statement.

In the fall of 1995, the strategic planning process was initiated and a strategic planning steering committee was formed. The committee members agreed that the first step toward planning for the future was to revise the existing mission statement to reflect the current mission of the college (1.2, page 5). The formulation of the Strategic Plan followed the guidelines contained within the revised mission statement. The Strategic Plan provides direction which guides the college's planning and decision making for now and the coming years (1.2, pages 7-8). The Strategic Plan includes a series of planning assumptions (1.2, page 3) that are based on area demographics, fiscal circumstances, employment trends, social dynamics, and government mandates. A list of 20 institutional goals was derived from these assumptions (1.2, pages 47-48). These twenty goals were further refined as six broad strategic-planning themes: promoting financial partnerships, developing technological access, refining shared governance, developing and reviewing programs, providing alternative schedules, and responding to student diversity (1.2, pages 9-10). In the fall of 1997, the Strategic Plan, and hence the mission statement, was reviewed (1.7, page 2).

4. The institution evaluates and revises its mission statement on a regular basis.

Prior to the Strategic Plan 1996-2001, the mission statement was evaluated and revised sporadically. Now, the college's mission statement is part of the Strategic Plan and will be reviewed annually by administration. Recommendations will be reviewed by each governance body and by a collegewide committee (1.2, page 4). The administration conducted the annual review of the mission statement in the fall of 1997. The mission statement was modified to reflect an inclusion of activities promoting economic development and the commitment of the college to the allocation of its resources in support of its multi-faceted mission. The modified mission statement (1.8) was made available to all governance groups for review through the President's Council on December 3, 1997 (1.9, page 3), and it was presented to the Board of Trustees as an information item during the Board's meeting on February 17, 1998 (1.10, page 7).

SELF-EVALUATION

The mission statement (1.1, page 7 and 1.8) is concise and easy to understand by faculty, administrators, staff and students. It identifies the broad-based educational objectives that IVC seeks to fulfill, as well as the students the institution intends to serve. The Institutional Effectiveness Survey (1.11) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. Of the 132 responses to Item 1 of the Institutional Effectiveness Survey (1.11, Section Three, page 1), 91.7% agreed that the mission statement correctly "defines the students IVC intends to serve." Of the 124 respondents to Item 2 (1.11, Section Three, page 1), 78.2% agreed that the mission statement "defines the parameters under which educational programs can be offered and resources allocated". Only 47.1% of the 121 respondents to Item 3 (1.11, Section Three, page 1) agreed that the mission statement guides institutional planning and decision making. This percentage may have been higher if Item 3 in the Institutional Effectiveness Survey had clearly referred to the planning of educational programs and services, as 86.8% of the respondents to Item 9 (1.11, Section Three, page 3) (112 out of 129) agreed with the statement, "The Irvine Valley College mission statement adequately defines the broad-based educational objectives the college seeks to fulfill".

The mission statement can be found in the college catalog (1.1, page 7). It would be desirable to have it included in other relevant college publications such as the faculty manual and/or student handbook.

As part of the Strategic Plan of the college, the mission statement is reviewed annually and revised as needed. The entire campus community has an opportunity to contribute to the process. This annual review helps the college to continue to perform according to the highest standards of public two-year institutions.

PLANNING AGENDA

1. The college will develop measurable ways to determine if the Strategic Plan is consistent with the mission statement.

SUPPORTING DOCUMENTATION

STANDARD ONE

1.1 1997-98 IVC Catalog

1.2 IVC Strategic Plan 1996-2001

1.3 Minutes of Board Meeting of August 19, 1996

1.4 SOCCCD Mission Statement

1.5 IVC Schedule of Classes, Spring 1998

1.6 IVC College Governance – Standing Committees

1.7 IVC Strategic Plan 1996-2001, Status: Year Two

1.8 IVC Modified Mission Statement

1.9 Minutes of President's Council of December 3, 1997

1.10 Minutes of Board Meeting of February 17, 1998

1.11 Institutional Effectiveness Survey

STANDARD TWO

Institutional Integrity

The institution subscribes to, advocates and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff and students; in the management of its affairs; and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalog, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

DESCRIPTIVE SUMMARY

Irvine Valley College's catalog (2.1) is published annually and has been recognized with numerous awards for its layout, organization, and design. The educational purpose of IVC is described in the mission statement which states, in part, that "Irvine Valley College is ...dedicated to meeting the lifelong learning needs of its students and constituent communities" (2.1, page 7). To meet this commitment, IVC currently offers 38 majors leading to an associate of arts degree, 30 majors leading to an associate of science degree and 30 fields providing an occupational certificate (2.1, page 23). Due to a printing error, the specific general education requirements for an associate of arts degree are found on a one-page, canary yellow sheet that has been inserted into the catalog. The general education requirements for an associate of science degree are found in the catalog (2.1, page 22). Specific course requirements for each associate degree, and/or occupational certificate are listed with the program descriptions in Part II of the catalog starting on page 50. Part II also offers a general description of the curriculum of the departments within each of the 10 academic schools (e.g., accounting courses within the School of Business Sciences) and transfer information.

Student fees and other financial obligations, such as health fees, application fees (if any), and instructional materials fees are described in detail in the catalog (2.1, page 14) and policies regarding all categories of fee refunds are described on page 15. IVC is strongly committed to providing financial aid to students with a demonstrated need and believes that no student should be denied access to an education for lack of funds. The financial assistance programs currently offered at IVC, and the general eligibility requirements for these programs, are listed on page 31 of the catalog.

IVC's requirements for admission, including eligibility, application process, residency, and F-1 Visas, are found on page 8 of the catalog. The academic calendar is printed on the inside cover of the catalog, and the names of support staff, administrators, and faculty start on page 268. The South Orange County Community College District (SOCCCD) administrators are listed on page 2 of the catalog, as are the members of the Board of Trustees.

Available student support services are listed on pages 31-34 of the catalog and include descriptions of Counseling, the Health and Wellness Center, the Transfer Center, the Career Center, the Re-entry and Women's Center, and Child Care Services. Information on Disabled Students Programs and Services (DSP&S), Learning Disabilities Program, Extended Opportunity Program and Services (EOPS) and the Cooperative Agencies Resource for Education (CARE) program are all found on page 34 of the catalog.

Schedules for both credit and non-credit offerings (2.2, 2.3) are published each semester and are disseminated throughout the SOCCCD. The schedule of classes is posted on the World Wide Web with some instructors maintaining hypertext links to individual course outlines, class syllabi and home pages (<http://iserver.ivc.edu/faculty/llog/spring98/index.htm>). Each school within the college has either already developed its own Web site (<http://www.ivc.edu/>) or is in the process of developing one. The schedule (2.2) also contains much of the same information about the following items as found in the catalog: the academic calendar (page 1), general education requirements (page 80), degree and certificate requirements (page 79), student fees (page 14), refunds (page 15), financial aid (page 74), and admission requirements (page 2). The schedule also contains information regarding assessment (page 7), clubs (page 77), corequisites and prerequisites (pages 4-6 and 5-6, respectively), grading policies (page 84), information about the IVC library (pages 77-78), a map of the campus (inside back cover), parking (page 86), registration (pages 3-12), student government (page 76), and tutoring (page 78). A student handbook (2.4) is produced by the Office of the Vice President of Student Services and is available to all students and staff. The student handbook contains information about academic schools and majors (pages 4-5), college resources (pages 12-20), and clubs and organizations (pages 22-23).

SELF-EVALUATION

IVC is diligent in representing itself with clarity, consistency and accuracy. The catalog, schedule, publications, printed statements, and electronically formatted information are all presented in order to provide accurate and current information regarding the college and its offerings.

The Institutional Effectiveness Survey (2.5) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. The Institutional Effectiveness Survey, Item 45 (2.5, Section Three, page 16), reflects that 93% of the 159 respondents agreed that the "institution provides accurate information to its students about its programs, policies, procedures, regulations, standards of conduct, expectations and the rights and responsibilities of students."

PLANNING AGENDA

No changes are recommended at this time.

2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

DESCRIPTIVE SUMMARY

Per Board Policy 6122 (2.7), academic freedom is assured to members of the IVC faculty. The policy, last revised in 1989, states, "The District guarantees academic freedom and encourages the faculty to exercise this right in the selection of instructional materials."

All board policies are included in the Board Policy Manual. A copy of this manual is distributed to all offices, departments and schools within the district and is required to be readily accessible to all personnel and students. Any board policy that is added, deleted or modified in any way is then distributed to all offices, departments and schools; it is the responsibility of those areas to ensure that the Board Policy Manual is kept current (2.6).

SELF-EVALUATION

Based on the Institutional Effectiveness Survey response to Item 5 (2.5, Section Three, page 2), a large majority of all employee groups (71.9% of 153 respondents) have a good understanding of their rights and responsibilities under academic freedom and 63.9% (106 of the 166 respondents to Item Four) feel they work in an atmosphere of academic freedom (2.5, Section Three, page 2). Although Board Policy 6122 (2.7) assures faculty of academic freedom, a specific board adopted policy which clearly delineates the rights, responsibilities and obligations of academic freedom for both faculty and students would be helpful. In April 1995, the IVC Academic Senate directed the Committee on Academic Affairs to develop a proposed policy statement on academic freedom and to forward its recommendation to the Academic Senate for consideration. In November 1995, the Committee on Academic Affairs put forward its recommendation for Proposed Board Policy 110: Academic Freedom (2.8). This proposed policy clearly states that IVC is committed to rights of academic freedom for its faculty and students in the pursuit of knowledge, understanding and truth. The document also defines the responsibilities and obligations of the Board of Trustees, of the faculty, and of the students to protect and foster academic freedom within the district. Proposed Board Policy 110: Academic Freedom was unanimously approved by the Academic Senate on November 30, 1995, and was then forwarded to the Saddleback College Academic Senate. The Saddleback

College Academic Senate drafted and approved its academic freedom policy in spring 1998 with the goal of arriving at a joint academic freedom policy to be submitted to the Board of Trustees for approval.

PLANNING AGENDA

No changes are recommended at this time.

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTIVE SUMMARY

The faculty and staff of IVC ensure the integrity of the learning process through the development and adherence to course outlines approved by the Committee on Courses (2.9), a subcommittee of the college Academic Senate. In accordance with provisions of Title V, each school maintains a comprehensive file of course outlines and syllabi, being certain that critical thinking skills, writing assignments, and other measurable objectives appear as part of each course offering (2.10). As part of a dynamic learning process, faculty members gather resource information from varying points of view and present it openly and honestly, while encouraging critical thinking and debate.

SELF-EVALUATION

The faculty and administration are committed to a comprehensive and dynamic curriculum. Academic rigor and teaching effectiveness are routinely evaluated through the district's faculty evaluation protocol (2.11, Article 12, Appendix A). Of the faculty and staff members responding to Item 6 of the Institutional Effectiveness Survey (2.5, Section Three, page 2), 65% agreed that "[t]hrough instruction and campus activities, the institution encourages a balanced perspective of multifaceted issues, beliefs and worldviews".

PLANNING AGENDA

No changes are recommended at this time.

4. Institutions, which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of

such policies.

DESCRIPTIVE SUMMARY

IVC does not strive to instill specific beliefs or worldviews. The college's mission statement states that the central purpose of all programs and services offered by the college is "...the education of students who think critically, who become well-informed, culturally aware, competitive individuals who strive to achieve personal and professional goals" (2.1, page 7).

Guidelines for student conduct are set forth in the California Education Code, California Code of Regulations, Title V, policies of the board of trustees, and all civil and criminal codes. A general code of conduct for students is published in the IVC catalog (2.1, page 264), schedule (2.2, page 86), and student handbook (2.4, page 27) and is supported by Board Policy 5401 (2.12). As stated in the catalog and schedule, the students at IVC "are expected to conduct themselves in a manner compatible with the function of the college as an educational institution and to respect and obey all civil and criminal laws." The Board Policy 5401 (2.12) states, "Students shall be held responsible for observing rules and regulations for student conduct promulgated under the authority of this policy by the Board of Trustees or the district's administration." The catalog (2.1, page 264) and the Student Handbook (2.4, page 27) also publish the specific regulations governing student behavior, which are in compliance with California Education. Other board policies (4000.3, 4000.5, 4016, 4054 and 4309) (2.13) address matters regarding the prohibition of workplace violence; discrimination and harassment; a drug-free workplace; employee political activities; and the duties and responsibilities of the faculty. All employees of the SOCCCD are subject to the tenets of the California Education Code. Other conduct-related issues are relegated to the collective bargaining contract.

SELF-EVALUATION

IVC encourages a balanced perspective of beliefs and worldviews, both in and out of the classroom. Of the 165 respondents to Item 6 of the Institutional Effectiveness Survey (2.5, Section Three, page 2), 64.9% agreed that the institution "encourages a balanced perspective of multifaceted issues, beliefs and worldviews."

PLANNING AGENDA

No changes are recommended at this time.

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

DESCRIPTIVE SUMMARY

Academic honesty is held as essential to the success of every educational program and is the responsibility of both faculty and students. As stated in the catalog (2.1, page 263), schedule (2.2, page 85), and student handbook (2.4, page 26), "IVC actively promotes academic and institutional honesty. Academic dishonesty runs counter to a healthy intellectual environment and tarnishes the educational opportunities offered." The catalog (2.1, pages 263-264) states "the following policy defines such acts and outlines the responsibility of students, faculty, and administrators in addressing this serious issue" and clearly presents the responsibilities and definitions for students regarding academic honesty and dishonesty. The IVC Academic Senate passed an academic honesty policy, which included a recommended range of disciplinary procedures, in March of 1997 (2.14).

SELF-EVALUATION

IVC has taken active steps to ensure a clear, unambiguous and accessible policy regarding academic honesty as it affects students, faculty, and administrators. Of the 165 responses to Item 8 on the Institutional Effectiveness Survey (2.5, Section Three, page 3), 70.9% of the respondents concur that the college "provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations."

PLANNING AGENDA

No changes are recommended at this time.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY

The college mission statement reads "IVC asserts that a high quality, accessible, and relevant education is the right of every individual." (2.1, page 7). IVC supports this goal by providing a variety of support services and special programs.

The Disabled Students Programs and Services (DSP&S) is "designed to provide all qualified disabled

students with the services and resources they need to reduce educational barriers" (2.4, page 15). The Extended Opportunity Program and Services (EOPS) is "designed to help qualified economically and educationally disadvantaged students to successfully complete their educational goals" (2.4, page 16). The Honors Program, currently on hiatus due to a lack of agreement on release time vs. stipend offered for the chair of the Honors Program, is "designed to meet the unique needs of academically talented and highly motivated students by ensuring course enrichment and accelerating their intellectual and creative development" (2.4, page 17). The International Student Office assists "with acculturation to Southern California and the college communities" (2.4, page 17). The Re-Entry and Women's Resource Center "promotes academic and personal growth of both men and women who are returning to school after a hiatus from education..." (2.4, page 19). The School of Health Sciences, Physical Education and Athletics regularly offers PESS 1: Adaptive Physical Education, a CSU/UC transferable course that is for individuals with physical limitations, and PESS 4: Wheelchair Basketball, a course that is designed for all skill levels of wheelchair users. The college supports the championship women's wheelchair basketball team (2.2, page 62). The SOCCCD, through its department of Human Resources, provides training sessions on affirmative action programs and policies, sexual harassment identification and prevention, and Americans with Disability Act compliance.

SELF-EVALUATION

IVC complies with federal and state laws, including those laws regulating equity and diversity.

PLANNING AGENDA

No changes are recommended at this time.

7. The institution demonstrates honesty and integrity in its athletic programs.

DESCRIPTIVE SUMMARY

IVC subscribes to and fully endorses the principles of honesty and integrity in all athletic programs and follows the Athletic Code of the Commission on Athletics of the Community College League of California. The college is a member of, subscribes to, and fully endorses the Athletic Code of the Orange Empire Conference. The college adheres to, and is in full compliance with, policies found in Title IX (2.15). All student athletes are bound by the standards of the Student Code of Conduct (2.1, page 264, 2.2, page 86, 2.13. 2.4, page 27)) as outlined in Question 4 above. Staff members at IVC, including coaches and the former president of IVC, have served on the Athletic Commission and other statewide groups and strongly support the Commission's Statement of Principles. The college's athletic program, under the leadership of the dean of fine arts, physical education and athletics as well as the athletic director, carefully monitor the college's

athletic programs to ensure honesty and integrity. The eligibility of athletes to compete in varsity sports is checked weekly in accordance with regulations of the Orange Empire Conference and the Commission on Athletics.

SELF-EVALUATION

IVC has done an outstanding job in developing and maintaining an athletic program of unquestioned integrity. It is a source of pride that IVC is in full compliance with Title IX (2.15), offering a completely balanced program and equal opportunity for female as well as male athletes including men's and women's basketball, volleyball, soccer and tennis.

PLANNING AGENDA

No changes are recommended at this time.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

DESCRIPTIVE SUMMARY

IVC ensures honesty and integrity in all its relationships with the Accreditation Commission through the appointment of a liaison officer dedicated to the process. The vice president for student services prepares annual reports and serves as the co-chair for the self-study along with a faculty counterpart appointed in consultation with the Academic Senate. The current self-study process has enjoyed input from faculty, classified staff, and college administration and has been coordinated through a representative steering committee (2.16), the faculty members of which have been approved by the Academic Senate. The current steering committee has among its members the president of the college, the president of the academic senate, members of the faculty, administration, staff and student government.

SELF-EVALUATION

The college is committed to honesty and integrity in the self-study process and to ensuring strict compliance with all commission standards and requirements.

PLANNING AGENDA

No changes are recommended at this time.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

The college, in concert with the SOCCCD, regularly reviews and updates its board policies, administrative regulations and administrative manuals to ensure that the policies and practices of the institution are consistent with its educational mission, programs and services. IVC has published a "Six-Year Calendar of Reports and Review" (2.17), covering 1996-2001, which establishes a regular schedule of reviews of its planning documents, including the Educational Master Plan Review and the Facilities Master Plan Review. Schedules are revised and re-published every semester; the catalog, annually.

SELF-EVALUATION

This established program of review of institutional policies, practices, and publications ensures accuracy and integrity in all representations about the mission, program, and services of IVC.

PLANNING AGENDA

No changes are recommended at this time.

SUPPORTING DOCUMENTATION

STANDARD TWO

- 2.1 1997-98 IVC Catalog
- 2.2 IVC Schedule of Classes, Spring 1998
- 2.3 IVC Corporate and Community Education Schedule, Summer 1998
- 2.4 IVC Student Handbook
- 5. Institutional Effectiveness Survey
- 6. Letter From District Enclosing Updated Board Policy Materials
- 2.7 Board Policy 6122: Challenge of Adopted Instructional Materials
- 2.8 Proposed Board Policy 110: Academic Freedom (Senate Record, Nov. 1995)
- 2.9 IVC College Governance – Standing Committees
- 2.10 Sample Course Outlines and Syllabi
- 2.11 Academic Employee Master Agreement (Faculty Contract)
- 2.12 Board Policy 5401: Rules and Regulations for Student Behavior
- 2.13 Board Policy 4000.3, 4000.5, 4016, 4054 and 4309
- 2.14 IVC Academic Honesty Policy
- 2.15 Title IX Documentation
- 2.16 Accreditation Steering Committee Membership
- 2.17 Six-Year Calendar of Reports and Reviews

STANDARD THREE

Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

DESCRIPTIVE SUMMARY

Since the last accreditation visit in 1992, Irvine Valley College has been engaged in a comprehensive and systematic process involving research and evaluation, planning, and outcomes assessment that encompasses all areas of its operations.

In August 1996, the college devised a strategic plan (3.1) spanning the years 1996-2001. This document, patterned after accreditation self-study models, was the result of broad involvement from all constituencies. A number of other public documents addressing discrete elements in the planning process preceded the Strategic Plan: the Matriculation Plan (1994) (3.2); the Organizational Assessment (1995) (3.3); the Technology Initiative Report (1995) (3.4); the Student Success Plan (1995) (3.5); the Educational and Facilities Master Plan (1995) (3.6); and the Foundation Strategic Plan (1996) (3.7). In fall 1997 the dean of library, information services, and technology prepared the Distance Education Plan (3.8) following a request from the college president. All of these documents constitute both products of institutional research in its various forms and broadest sense (collection and interpretation of statistics, interviews, surveys, and needs assessment) as well as planning guidelines. Institutional research related to student performance is conducted by the college's Matriculation Office.

The Strategic Plan (3.1, pages 27-30) also identified the need to develop a process and timeline for program review by January 1997. To that effect, a group of faculty and administrators began working on a program review process, a draft of which was developed during fall 1996 and spring 1997. The committee issued a

Program Review Handbook (3.9) and timelines in spring 1997 (3.10), and scheduled pilot-testing of the process on four programs. Several academic courses are also scheduled for review during academic year 1997-98 in what is intended to be a six-year cycle for each course (3.11).

SELF-EVALUATION

IVC has made significant progress since its last accreditation to enhance its planning and evaluation functions. The centerpiece of this effort, the Strategic Plan (3.1), is being implemented in a number of areas as evidenced by the status report issued by the Office of Instruction in fall 1997 (3.12, pages 4-6).

The district has contracted with Buzzeo, Inc. to produce a comprehensive data management system that will enable the college to effectively gather information for use in statistical analysis and research. Developing the necessary technological access has been largely successful thanks to funds provided by the South Orange County Community College District (SOCCCD) as part of a district-wide technology initiative (3.13) and the college's own contributions. The implementation of this initiative at IVC has been slow but steady. This is due, in part, to a lack of sufficient personnel to attend to needs created by a project of this magnitude, to an administrative change in the technology area, and to the unavailability of funds necessary to bring the college technologically up to date within a relatively short period of time.

A campus research office has yet to be established and currently most research is done by faculty, by staff committees, or by an individual charged with some aspect of the planning process. Planning for alternative schedules, the scope of distance learning, and assessing the effectiveness of newly created initiatives remain outstanding issues.

The Institutional Effectiveness Survey (3.14) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. Of the 85 respondents to the Institutional Effectiveness Survey, Item 12 (3.14, Section three, page 4), 54% disagreed with the statement that "institutional research is integrated with and supportive of institutional planning and evaluation."

PLANNING AGENDA

1. The college will review its Strategic Plan to include a research component and a research agenda to assist in the evaluation of the plan's initiatives.

A.2 The institution provides the necessary resources for effective research and evaluation.

DESCRIPTIVE SUMMARY

As a result of the college's Organizational Assessment (3.3, page 19), the position of director of research services was established, reporting to the dean of information services, to provide college-wide institutional research in an organized and systematic fashion and produce useful and current information. The director's responsibilities included college-wide research, student tracking, and student equity; however, the director's reassigned time for matriculation-related research was cut from 40% to 20% and for comprehensive research to 20% beginning in the fall of 1997. Further, the recently approved faculty contract eliminates all reassigned time effective July 1, 1998. The position of director is currently vacant.

For several years, the SOCCCD published a number of reports compiled under the name "The Almanac". This data is now available on-line at www.socccd.cc.ca.us/ref/almanac/s8almanac.htm through the district's Web site. The Almanac is a comprehensive document that includes information about the district's demographics, enrollment (including transfer rates to the University of California and California State University), and budget and financing (see sample reports, 3.15). This information is district as well as college-specific. The Almanac does not, however, attempt to interpret this data. The district's web site (www.socccd.cc.ca.us) also contains links to a number of research tools gathered from a wide variety of sources (3.16).

Also worthy of mention is a new information systems software being developed by Buzzeo Inc. under contract with the SOCCCD. As part of this project, the existing student information systems will be replaced with a comprehensive and fully integrated system that, among other features, will allow for a wide variety of tracking mechanisms as described in the "Features Representation Document for the Student Tracking Focus Group Session" (3.17, pages 7-12). The new information system was developed through the use of focus groups that included representation from both colleges and the district. It is expected to be in operation sometime in fall 1998. A complete list of focus group documents is available at <http://www.socccd.cc.ca.us/district/it/acanag>.

IVC began the testing and implementation of a student photo identification system during summer 1998 with ID cards expected to be issued to students in mid-September 1998. In addition to providing photo identification, the system will also allow IVC to track use of services such as Counseling, the Health and Wellness Center, and other services available to students. While the tracking system will provide valuable data on the demand for services, in order to protect the confidentiality of students it will not generate personal student data.

SELF-EVALUATION

Reductions in institutional support for research constitute a serious impairment to the institution's ability to determine its effectiveness in a systematic way. The director of research services would have provided research in the areas of matriculation, prerequisite and corequisite validation, student tracking, student equity, and other college-wide research. Some of these functions are currently being carried out on a limited basis only. The commitment to institutional research both at the district and the college needs to increase, particularly in a climate that places ever-greater demands for accountability from institutions of higher education. The district sporadically generates some research data useful to the college, but curtailed its own research function by eliminating the position of director of planning and research. A 20% reassignment or stipend does not suffice to carry out the duties of the college director of research service (3.3, page 19). Subsequent to the Organizational Assessment and the reassignment of the dean of economic development, the college administration identified the need for grant preparation as well as planning for the use of the Tustin Marine Base in 1999 and decided these combined responsibilities warranted a dean position. The president has recommended to the chancellor and the Board the need for a dean of research, planning and resource development. It is hoped that this will occur sometime during the 1998-99 fiscal year.

Of the 109 respondents to the Institutional Effectiveness Survey, Item 13, (3.14, Section Three, page 5), 72% disagreed that "the institution provides the necessary resources for effective research and evaluation." Disagreement was highest among administrators (90% of 9 respondents) and full-time faculty (86% of 46 respondents).

PLANNING AGENDA

1. The college will employ a dean of research, planning and resource development in an effort to provide stronger support in these areas.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its missions and purposes.

DESCRIPTIVE SUMMARY

As a comprehensive community college, IVC has embraced the following fundamental educational missions as outlined in the college catalog (3.18, page 7): transfer programs; vocational and career enhancement programs; basic skills courses; community education programs; and economic development (the latter was officially included as part of the college mission statement during the 1997-98 academic year) (3.19).

Clearly, one of the most obvious tools for assessing how well the college fulfills its missions and purposes is

the accreditation self-study. An integral part of this process included surveys of faculty, staff, administration, and students for the purpose of assessing institutional quality. Other examples of recent initiatives designed to measure the institution's effectiveness in carrying out its mandates are program review (which encompasses all areas of college operations, not just instructional programs), the Student Success Plan (3.5), and, to a limited extent, institutional research. For vocational programs, the state-mandated advisory committees (3.20) from relevant industries provide means for assessing program quality and compliance with industry standards. A partial list of institutional research focusing on academic performance at various levels includes "Factors Related to Success and Failure in Writing 201, May 1996" (3.21); "An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software, August 1992" (3.22); "Course Success Rates for Fall 1995 and Spring 1996, September 1996" (3.23); "Campus Climate Survey, July 1995" (3.24); "Qualification Study of the ESL Writing Sample, April 1996" (3.25); "Learning Skills of IVC's First-Time College Students, June 1996" (3.26); and "An Analysis of Student Performance at IVC, September 1997" (3.27). In early 1996, the college participated in a survey of business needs conducted by Orange County community colleges and several community partners (3.28). In 1997, another survey conducted by the community colleges of Los Angeles and Orange County provided the college with employer needs (3.29).

The college continues to enhance transfer activities through various activities. Among these are Pathways (3.30), the UC application on-line program, which is available in the Transfer Center and making Transfer Easy (MTE), which had over 300 student contacts. The Dean's Tea (3.31) reinforces successful completion of courses for transfer. IVC and the University of California have been awarded a grant to assist in increasing enrollment of community college transfers from 10,900 in 1995-96 to 14,500 or more students by the year 2005-6, representing an increase of approximately 33% over 1995-96. The grant has allowed for the creation of the Orange County Transfer Consortium. The consortium is composed of Orange County Community Colleges and the University of California, Irvine. This consortium will be working to accomplish the following tasks:

- improve articulation procedures;
- develop ASSIST (Articulation System Stimulating Inter-institutional Student Transfer) as the official statewide repository for articulation information;
- reinvigorate transfer center partnerships;
- enhance transfer alliances;
- create more part-time options at the University of California;
- develop "baccalaureate" financial aid packages;
- intensify outreach activities;
- increase data college and exchange; and
- enhance cooperative admissions programs

SELF-EVALUATION

As noted above, the college has developed various mechanisms to measure effectiveness including Program Review that serves as the umbrella mechanism for evaluation of all college programs and services. Three programs, Writing program (Office of Instruction), the Health and Wellness Center (Office of Student Services), and Foundation (Office of the President), have undergone program review and the results will be used to improve these programs and refine the program review process. All results gathered will need to be interpreted meaningfully (i.e., translated into an action plan) and clearly tied to a central planning document, such as the Strategic Plan, to make the planning process more effective, more focused, and easier to evaluate periodically. The program review process has been revised to broaden the handbook's applicability to all college programs and the revised mechanism, once Academic Senate has approved it, will be used to conduct subsequent program review (3.32). Survey results suggest a perceived deficiency in this area. Of the 113 respondents to the Institutional Effectiveness Survey, Item 14, (3.14, Section Three, page 5), 65% did not agree that the institution "has developed and implemented the means of evaluating how well, and in what ways, it accomplishes its missions and purposes."

PLANNING AGENDA

1. The college will continue to implement and revise its program review process and establish outcome measures.
2. The college will publish and disseminate outcomes of its planning and evaluation efforts through appropriate means including the college's web page.

A.4 The institution provides evidence that its program evaluations lead to improvement in its programs and services.

DESCRIPTIVE SUMMARY

The college's Strategic Plan (3.1, pages 27-30) identified the need to develop a process and timelines for program review by January 1997 and pilot-testing on three programs occurred in spring 1997: the Writing program (Office of Instruction), the Health and Wellness Center (Student Services), and Foundation (Office of the President). The results obtained will be used to refine the process and improve the programs. Currently, public information (Office of the President), community and contract education (Office of Instruction), grants and special projects (Office of Instruction), and parking (Office of Business Services) are scheduled to undergo program review.

Though delayed by the late appointment of the chair of the Committee on Courses, review of the following instructional programs under a six-year cycle of curriculum review (3.11) is currently scheduled: Accounting; Computer Information Science; Art; Applied Psychology; Art History; Biology; Astronomy; Chemistry;

Administration of Justice; and Anthropology.

In compliance with state law, college vocational programs have an industry-based advisory committee that reviews curriculum and provides advice to ensure the program meets current industry standards (3.20).

SELF-EVALUATION

A final version of the program review document has yet to be approved by the Program Review Committee.

Since instructional program reviews are tied to curriculum review when appropriate, and since there was limited curriculum action in fall 1997, curriculum review schedules have fallen behind. It is essential that curriculum review move forward to ensure that the institution proceeds with its plans for self-assessment.

Item 15 of the Institutional Effectiveness Survey (3.14, Section Three, page 5) asked if the institution "provides evidence that its program evaluations lead to improvement in its programs and services." Of the 116 respondents, 70% of administrators, 68% of full-time faculty, 54% of part-time faculty, and 6% of full-time classified (67 total) did not agree with this statement.

PLANNING AGENDA

1. The college will continue to implement its program review process and monitor resulting action plans in order to assure improvements.

A. Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

DESCRIPTIVE SUMMARY

IVC's Strategic Plan 1996-2001 (3.1) was the result of substantive work done by the Strategic Plan Steering Committee (chaired by a faculty member) and six focus groups. Each of these focus groups included

representatives from faculty, staff, students, and administration. Most recently, the college president has restructured the strategic planning process to include more comprehensive input from faculty, staff, and administrators through a written survey aimed at identifying strategies to improve student access, success and quality of educational programs (3.33). Other planning documents, including the Matriculation Plan (1994) (3.2), the Organizational Assessment (1995) (3.3), the Technology Initiative Report (1995) (3.4), the Student Success Plan (1995) (3.5), the Educational and Facilities Master Plan (1995) (3.6), and the Foundation Strategic Plan (1996) (3.7), have been prepared with broad participation from all college constituencies. Other planning processes are conducted through weekly meetings of the Executive Council (composed of the college president and the three vice-presidents), the Administrative Council (president, vice-presidents, and deans), the Instructional Council (vice presidents, deans, academic senate president, community education director), and bi-monthly meetings of the President's Council, whose membership includes college administrators and representatives from all governance groups. Minutes of these meetings are broadly disseminated (3.34). Planning also occurs within individual units of the college (academic schools, departments, and programs) through faculty and staff meetings.

SELF-EVALUATION

The college has made significant efforts in involving all segments of its community in the planning process through all the governance groups. Planning documents have been broadly disseminated. The strategic plan survey (3.33) and the scheduled cycle of program review (3.10) ensures that all members of the college community have the opportunity to become involved in developing institutional plans. Of the 133 respondents to the Institutional Effectiveness Survey Item 16 (3.14, Section Three, page 6), 59% agreed that "The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans."

PLANNING AGENDA

1. The college will continue to involve all of its constituencies in defining and conducting the planning process while broadly disseminating both the process and its results through the shared governance mechanisms.

B.2 The institution clearly defines and integrates its evaluation and planning processes to identify priorities for improvement.

DESCRIPTIVE SUMMARY

The Strategic Plan (3.1, pages 9-10) focused on six themes or priorities for improvement: Promoting Financial Partnerships; Developing Technological Access; Refining Shared Governance; Developing and Reviewing Programs; Providing Alternative Schedules; and Responding to Student Diversity. Each of these themes contained an action plan, although individual components of each plan were not prioritized. The college's Student Success Plan (3.5) is also an action-oriented document that focuses on goals and the activities supporting them.

In fall 1997, the vice-president of instruction developed a Status Report for Year II of the Strategic Plan (3.12, pages 7-9) that noted both progress made and areas where improvements were needed in the various sections of the plan. The report also identified point persons responsible for carrying out activities identified under each section, beginning spring 1998.

Most recently, the college president has restructured the strategic planning process to include a written survey aimed at identifying strategies to improve student access, success and quality of educational programs through more comprehensive input from faculty, staff, and administrators (3.33).

SELF-EVALUATION

As noted above, the Strategic Plan has identified priorities for improvement. It needs to be considered a living document to which other documents and reports relate. Through the shared governance process, the college will continue reviewing and updating the Strategic Plan on a scheduled basis, making modifications and re-evaluating priorities as needed, not only in terms of their sequence but also in terms of their total number. A priority or a "theme" has been established for the current year of the Strategic Plan to focus more directly the college's planning efforts on student access, success and quality of educational programs. The results of the process will then be discussed and prioritized at the school/department levels of the college and by the vice presidents of student services, business services and instruction in their respective areas. A final set of college-wide strategies will be developed by the president in conjunction with the Administrative Council and governance groups. Every effort will be made to allocate available institutional resources according to the strategies that are developed. Of the 113 respondents to the Institutional Effectiveness Survey, Item 17, (3.14, Section Three, page 6), 57% agreed that "the institution clearly defines and integrates its evaluation and planning processes to identify priorities for improvement."

PLANNING AGENDA

1. The college will continue to evaluate its Strategic Plan for possible modification, as needed, and determine whether it should focus on a more limited number of priorities.

B.3 The institution engages in systematic and integrated educational, financial, physical,

and human resources planning and implements changes to improve programs and services.

DESCRIPTIVE SUMMARY

In addition to the planning process resulting in the Strategic Plan, there are other areas where planning occurs.

The college's Committee on Courses (3.35, page 4) cyclically reviews and revises the instructional curriculum as needed and considers proposals for new programs and courses.

Recent requirements by the state of California stipulate that facilities planning be tied to an educational plan in order to qualify for state funding. This resulted in the college's Educational and Facilities Master Plan (1996) (3.6), which is periodically revised (supplemented by the college's program review process) as required by the state.

Chaired by the vice-president for business services, the college's Budget and Operations Committee (3.35, page 2) consists of representatives from each of the academic schools, classified staff, and students. The committee's charge is to review the financial condition of the college and make recommendations for budget priorities for the current or the following year to the college president through the President's Council. Meetings are held monthly or more often if necessary.

New faculty positions are first identified and recommended at the school level, then prioritized through a process devised by the college's Academic Senate, using available enrollment and staffing data (3.36). During spring 1998, the district Board of Trustees approved hiring 10 new faculty members recommended for fall 1998 (3.37, page 6), contingent upon available funding.

The college has formed a classified staff hiring committee to develop a procedure for identifying and prioritizing classified staffing needs (3.38). This procedure allocates positions, based on ratios, to the Offices of Instruction, Student Services, Business Services, and the President. Vacant positions are filled as funding permits.

SELF-EVALUATION

IVC has been consistent in carrying out its planning functions and continues to make efforts to effect improvements. As an example and result of exceptional physical resources and educational planning, the

college opened a state-of-the-art Library in fall 1997 that provides student and staff access to computer technology that is designed to promote greater use of computer-assisted and online instruction. The college also has several building projects on the state chancellor's list but budgetary constraints, both at the state and local levels, have prevented the college's advancement of its goals in this area of capital projects and in meeting a number of its needs (see Standard Nine). In spite of continued enrollment growth, additional classroom space may not be available due to insufficient capital outlay funds from the state.

Replacement of vacant staff positions or hiring for new positions will probably not keep pace with demand due, in part, to rising personnel costs. The college continues to manage its resources wisely and to adhere to prudent fiscal policies in order to meet its obligations.

Curriculum planning, including a plan for distance education, and staff development have occurred slowly but steadily for most of the academic year. Of the 122 respondents to the Institutional Effectiveness Survey, Item 18 (3.14, Section Three, page 7), 53% disagreed that the institution "engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services."

PLANNING AGENDA

No changes are recommended at this time.

A. Institutional Effectiveness

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

DESCRIPTIVE SUMMARY

IVC has established a number of desirable outcomes in areas of student success, program review, and its strategic plan. Program Review has been pilot-tested and has thus far yielded results in the following areas: Writing program, Health and Wellness Center and Foundation. The Strategic Plan 1996-2001 will continue to be updated as more goals are implemented as evidenced by the status report issued by the Office of Instruction in fall 1997 (3.12, pages 4-6).

SELF-EVALUATION

Program Review and the Strategic Plan have begun to yield results and work continues. Still, of 104 respondents to the Institutional Effectiveness Survey, Item 19 (3.14, Section Three, page 7), 63% disagreed that the institution "specifies intended institutional outcomes and has clear documentation of their achievement."

PLANNING AGENDA

1. The college will continue to clearly document achievements by disseminating status reports of the annual review of the Strategic Plan to ensure that faculty, staff and administrators are aware of current institutional goals.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

DESCRIPTIVE SUMMARY

Information concerning the college's educational accomplishments resulting from its evaluation and planning efforts is typically handled by the Public Information Office and the IVC Foundation through press releases and brochures such as the "Irvine Valley College and Foundation Annual Report, 1996-1997" (3.39). The college is required by law to provide information regarding campus safety and crime statistics and does so through the "Student Guide to Awareness and Campus Safety" (3.40) updated and published each year. The guide is available to the public, staff and to new and prospective students.

SELF-EVALUATION

IVC can certainly take pride in its many educational accomplishments. The "Irvine Valley College and Foundation Annual Report" (3.39) is a handsome document that contains data on student characteristics (page 4), a progress report on planning efforts (page 5), enrollment trends (page 19), and budget data (page 11), among other items. This is, in fact, the college's equivalent to a "Fact Book," which in essence serves as a vehicle to communicate matters of quality assurance to the public; 5,000 copies of the 1996-97 edition were distributed. The college needs to develop a means of assessing the public's perception of its quality. Of the 113 respondents to the Institutional Effectiveness Survey, Item 20 (3.14, Section Three, page 7), 67% did not agree that the institution "uses information from its evaluation and planning activities to communicate matters of quality assurance to the public."

PLANNING AGENDA

1. The college will develop a plan for wide dissemination of its accomplishments in all areas of its operation.
2. The college will conduct a comprehensive community needs assessment to determine the public's perception of the institution and educational needs of the community-at-large.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

DESCRIPTIVE SUMMARY

IVC has published a "Six-Year Calendar of Reports and Reviews" (3.41) covering the years 1996-2001, that establishes a regular schedule of review of its planning documents. Even though the calendar does not explicitly require research, the reports and reviews will necessitate appropriate research be conducted. The Matriculation Advisory Committee updated the college's Matriculation Plan (3.42) during academic year 1997-98, although this review does not figure in the six-year calendar.

SELF-EVALUATION

IVC continues to introduce systematic and integrated institutional planning and evaluation into the culture of the institution. Program review was itself reviewed in the fall of 1997 (3.32). Still, systematic planning and evaluation have not yet been fully integrated into the fabric of the institution. Item 21 of the Institutional Effectiveness Survey (3.14, Section Three, page 8) asked if the institution "systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness." Of the 106 respondents, 72% of administrators, 61% of full-time faculty, 53% of part-time faculty, and 50% of full-time classified (a total of 55) disagreed with this statement.

PLANNING AGENDA

1. Through the shared governance mechanism, the college will continue to review its institutional research efforts, evaluation processes, institutional plans, and planning processes, making changes where necessary.

SUPPORTING DOCUMENTATION

STANDARD THREE

1. IVC Strategic Plan 1996-2001
2. Matriculation Plan (1994)
3. Organizational Assessment (1995)
4. Technology Initiative Report (1995)
5. Student Success Plan (1995)
6. Saddleback Community College District 1996 Educational and Facilities Master Plan
7. Foundation Strategic Plan (1996)
8. Distance Education Plan
9. Program Review Handbook
10. Program Review Timeline
11. Six-Year Cycle of Course Review
12. IVC Strategic Plan 1996-2001 Status: Year Two
13. Minutes of Board Meeting of March 25, 1996
14. Institutional Effectiveness Survey
15. The Almanac – Sample Reports
16. The Almanac – Links to Research Tools
17. Features Representation Document for the Student Tracking Focus Group Session
18. 1997-98 IVC Catalog
19. IVC Modified Mission Statement
20. Vocational Advisory Committee: Invitation Letter and Agenda
21. Factors Related to Success and Failure in Writing 201, May 1996
22. An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software, August 1992
23. Course Success Rates for Fall 1995 and Spring 1996, September 1996

24. Campus Climate Survey, July 1995
25. Qualification Study of the ESL Writing Sample, April 1996
26. Learning Skills of IVC's First-Time College Students, June 1996
27. An Analysis of Student Performance at IVC, September 1997
28. Survey of Business Needs
29. Business Resource Assistance and Innovation Network Study
30. Pathways Pamphlet
31. Dean's Tea Program
32. Program Review Handbook (Revised)
33. April 27, 1998 Memorandum to All College Personnel
34. Sample Minutes: President's Council, Administrative Council, Instructional Council
35. IVC College Governance - Standing Committees
36. Approved New Faculty Positions: Academic Senate Data

SUPPORTING DOCUMENTATION

STANDARD THREE

37. Minutes of Board Meeting of February 17, 1998
38. 1997-98 Classified Employee Hiring Procedure (Revised)
39. Irvine Valley College and Foundation Annual Report
40. A Student Guide to Awareness and Campus Safety
41. Six-Year Calendar of Reports and Reviews
42. 1997-98 Matriculation Plan

STANDARD FOUR

Educational Programs

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

DESCRIPTIVE SUMMARY

Irvine Valley College, as part of the South Orange County Community College District (SOCCCD), serves the southern part of Orange County. The college is located in the city of Irvine. Irvine is a fast-growing city with a strong presence of high technology businesses. Irvine is also the location of one of the campuses of the University of California. The population of IVC's service area has a per capita income above the state's average, and a large part of its adult population has some level of higher education (4.1).

The commitment to high-quality, accessible and relevant educational opportunities is central to IVC's mission statement (4.2, page 7). To ensure the central premises of the statement, the college has articulated a commitment to provide transfer, vocational and career enhancement programs, basic skills courses and community education courses. This commitment is reflected throughout the college's curricula and programs (4.2, pages 50-199) and its mission statement (4.2, page 7).

The college meets the diverse educational needs of its students by continuing to review, develop, and implement the curricula. There are 38 majors leading to an associate of arts degree and 30 that lead to an associate of science degree. In addition, 30 fields provide occupational certificates. The requirements for the completion of each degree or certificate are listed in the IVC catalog (4.2, page 17-22).

In order to meet the changing and increasingly diverse needs of the student body, new courses and programs

may be developed each year by the academic schools and then submitted for review and approval by the Committee on Courses (4.3). Courses and programs have been modified appropriately to meet either state certification requirements or requirements specified by the UC or CSU systems.

SELF-EVALUATION

IVC has transfer agreements with various colleges and universities (4.2, pages 200-260), so courses taken at IVC can be used to meet lower division requirements for a bachelor's degree. The Institutional Effectiveness Survey (4.4) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. Of the 143 respondents to Item 35 of the Institutional Effectiveness Survey (4.4, Section Three, page 13), 88.8% agreed that "appropriate articulation agreements are in place that provide the information for the preparation of courses for the major and the courses that satisfy major requirements." Of the 158 respondents to Item 38 of the Institutional Effectiveness Survey (4.4, Section Three, page 14), 93.7% agreed that IVC has "clearly stated transfer credit policies to fulfill degree requirements."

The college offers a variety of support services to help its students meet their different needs. These services are listed and described in the college catalog (4.2, pages 31-38) and the student handbook (4.5, pages 12-20), which is made available to all students.

IVC off-campus programs provide for the needs of three distinct student populations: Marine Corps personnel (4.6), Emeritus (mature adults) (4.7, pages 71-72), and the high school outreach students (4.8).

Students with basic skills limitations can enroll in a variety of courses such as Problem Solving Using Arithmetic (Mathematics 350) and College Spelling Skills (Writing 280) (4.2, pages 153 and 111). Community Education enhances the curriculum and reaches special groups of students (4.9). Of the 121 respondents to Item 30 of the Institutional Effectiveness Survey (4.4, Section Three, page 12), 83.5% agreed that "Community Education classes meet the needs of the students, business community, and the general community populations."

Beginning in the fall semester of 1997, IVC began offering courses under the direction of the Honors Program. A lack of agreement on release time vs. stipend offered for the chair of the Honors Program has placed this program on hiatus. It is expected that increased outreach services at local high schools by IVC counselors will build a firm foundation on which the program can successfully be implemented in the near future.

In keeping with the geographic location of the college, high technology programs and courses have been developed to meet the needs of the population and businesses of its community (4.10). Partnerships have been established with CompTia, Microsoft, Novell, Lotus, and Ascolta Training. Some of the courses now offered at IVC were derived from these partnerships. Specific courses that have derived from these partnerships currently include (4.2, pages 85-88):

CIS 103C Hardware Concepts for Networking

CIS 215A Introduction to Telecommunications

CIS 215B Introduction to Local Area Networks

CIS 215C LAN: System Administration

CIS 215D LAN: Server Technologies

CIS 215E LAN: Networking Technologies

CIS 215F LAN: Installing, Configuring, Troubleshooting

CIS 215G LAN: Service and Support

CIS 215H LAN: Internships for System Engineers

CIS 215I Transmission Control Protocol/Internet Protocol (TCP/IP)

CIS 216A Lotus Notes: Introduction

CIS 216B Lotus Notes: Technical Users

CIS 216C Lotus Notes: System Administration I

CIS 216D Lotus Notes: System Administration II

CIS 216E Lotus Notes: Application Development I

CIS 216F Lotus Notes: Application Development II

CIS 225C MS Windows and MS-DOS for Technical Professionals

CIS 225D Supporting MS Windows 95 for Technical Professionals

CIS 226C Introduction to Intranet/Internet Concepts and Administration

PLANNING AGENDA

1. The college will continue to take the necessary steps to ensure the continuation of partnerships to meet the needs of the business community.

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced within a reasonable time.

DESCRIPTIVE SUMMARY

Courses are offered at various times and days of the week (4.7) to provide students options when scheduling their classes. Although all courses listed in the catalog are offered at the college, all classes are not scheduled each year. A variety of options in general education courses (4.2, pages 19-22) provide the student the opportunity to complete the necessary requirements for an associate degree or certificate in a timely fashion. Instructional schools strive to offer courses required for degrees and certificates as often as necessary for a student to matriculate in a reasonable period. IVC students may also attend classes at Saddleback College to meet IVC graduation requirements.

The class cancellation policy protects specialized courses in both major and certificate program sequences from being automatically canceled due to low enrollments. Every effort is made to allow students to complete programs in a reasonable amount of time (4.11).

The college catalog (4.2, pages 50-199) provides prerequisite and other course sequence information for all programs to help student's plan their educational programs.

SELF-EVALUATION

In order to earn a degree, a student must complete 60 units of credit (4.2, page 18). These 60 units include at least 18 or 20 units in the major and a minimum of 28.5 (associate of arts degree) or 24.5 (associate of science degree) units of general education. The student may select his or her general education classes from an extensive list of over 300 courses (4.2, pages 21-22), allowing flexibility in accommodating individual scheduling needs. A procedure for waiving a required course or substituting an alternative course provides additional flexibility in meeting degree requirements (4.12). A student maintaining continuous attendance also has the option of graduating under the degree requirements in effect at the time of initial enrollment (4.2, page 18). While the faculty labor contract mandates a minimum of 18 students per class, it provides certain exceptions to accommodate student needs (4.11). The Office of Admissions and Records maintains waiting lists of students for each class section to facilitate fair and orderly access to full classes, and to provide data for future scheduling (4.13). Inspection of the schedules over successive semesters shows that IVC offers classes over a wide range of days and times to accommodate student needs (4.14).

Despite these efforts aimed at accommodating the scheduling needs of the greatest number of students, not

every student can earn a degree within the time desired. Thirty percent of students attend evening classes only (4.15, page 4), limiting the number of units they can take each semester. Even allowing for contractual exceptions to the 18-student minimum class size, IVC receives state funding on a per-student basis and must therefore maintain a certain average enrollment level over all classes (4.16). Thus, some classes, particularly in specialized areas, cannot be offered as frequently as other classes in higher demand. Limited classroom and laboratory space also precludes additional class offerings during periods of high demand (see Standard 8, Section 1 of this Report). Within these constraints, inherent in its role as a comprehensive California community college, IVC strives to enable students to complete their educational programs as expeditiously as possible.

Of the 157 respondents to Item 24 of the Institutional Effectiveness Survey (4.4, Section Three, page 9), 64.3% agreed that "students' best interests are the primary focus of class scheduling."

PLANNING AGENDA

No changes are recommended at this time.

A.3 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.

DESCRIPTIVE SUMMARY

IVC has eliminated very few programs in recent years. In the past, program phase-out has been accomplished in a manner that provides affected students with an opportunity to complete necessary course work. Students must maintain continuous attendance (at least one course in an academic year) at IVC to maintain graduation requirements in effect at their time of enrollment (4.2, page 18). For example, when programs have been phased out due to the obsolescence of technology, such as the printed circuit technology and IBM Displaywriter in 1985, classes were scheduled and conducted to allow students to either complete the sequence or a class with appropriate technology was substituted.

SELF-EVALUATION

Due to the fact that IVC has not eliminated or substantially changed any program in recent history, the current policy of allowing students to graduate under the requirements in effect at their time of enrollment (with continuous enrollment) and to satisfy program requirements with equivalent courses has generally allowed students to complete their education in a timely manner with a minimum of disruption.

PLANNING AGENDA

No changes are recommended at this time.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

DESCRIPTIVE SUMMARY

IVC strives to provide financial and academic resources to meet the educational needs of its students. The organization and operation of the college, from an administrative point of view, is designed to assure that all possible financial resources are dedicated to instruction.

During the March 25, 1996 board meeting, the Board of Trustees of the South Orange County Community College District, approved the loan of approximately \$6,000,000 via Certificates of Participation to fund a Technology Initiative (4.17). The money has been used to create a districtwide computer network and to purchase hardware and software. Workshops are offered to educate the staff in the usage of the new technology to support instruction as well as administrative and student needs. Recently, the college has received funding from the state earmarked for instructional equipment (4.18) and library materials (4.19).

IVC off-campus programs provide for the needs of three distinct student populations: Marine Corps personnel (4.6), Emeritus (mature adults) (4.7) and the high school outreach students (4.8). While off-campus sites do not have immediate access to the student services and resources provided on campus, all students are welcome to use the campus services. IVC does provide a part-time (twice a week) counselor at the El Toro Marine Corps Base to assist Marine Corps personnel. Instructional delivery methods at off-campus sites include lecture, discussion, textbooks and computers to ensure quality instruction.

SELF-EVALUATION

IVC continues to undergo rapid growth. The demographics of the surrounding community are changing and the number of people requiring instruction through the college's programs, individual course segments, and related educational services are increasing (4.20). Both the allocation of financial resources and the support and development of physical and technological resources must remain top priorities to ensure that educational programs are adequately supported. IVC continues to look for ways to improve programs, course offerings,

and facilities within its operating budget as described in Standard Nine.

IVC continues to improve its full-time to part-time ratio of faculty to provide the human resources necessary to support the program offerings. In July 1997, the district's Board of Trustees reorganized the administrative structure at IVC from a school chair to dean instructional model. This administrative reorganization process resulted in putting more faculty in the classroom and allowed the college to offer an additional 60 class sections during the 1997-98 academic year (4.21).

Of the 156 respondents to Item 29 of the Institutional Effectiveness Survey (4.4, Section Three, page 11), only 37.2% agreed with the statement that the college and the district "provide enough funding, facilities, and equipment to support its educational programs." But, of the 109 respondents to Item 143 (4.4, Section Three, page 50), 62.4% agreed that the college "financial planning supports the institutional goals of IVC." Also, 52.9% of the 104 respondents to Item 146 (4.4, Section Three, page 51) agreed that the college budget reflects "appropriate allocations of financial resources in support of institutional programs and services." These statistics seem to indicate that most of the respondents to these questions believe that the college is trying to do its best with the funds available in addressing the educational needs of the students.

The majority of the respondents to Item 100 of the Institutional Effectiveness Survey (4.4, Section Three, page 35) (57.8% of a total of 147) agreed with the statement that IVC maintains a sufficient number of faculty members to provide effective instructional services. But only 23.5% of the 149 respondents to Item 101 (4.4, Section Three, page 36) believed that the present number of classified staff is adequate to provide effective support services.

When asked about the physical facilities for on- and off-campus programs, the majority of respondents to the Institutional Effectiveness Survey (4.4, Section Three, page 44) (57.9% of 152 total to Item 125 and 66% of 53 total to Item 126, respectively) agreed that they are adequate and well maintained.

Currently, some courses are offered off-campus. For example, mathematics courses are offered at local high schools and at El Toro Marine Base (4.6, 4.8). Also, mediated courses are offered via cable television (4.7, page 13) and the Internet (4.9, page 9). These courses receive the same support as all other courses offered at the college.

PLANNING AGENDA

1. The college will seek funding to hire more classified staff, per the classified hiring priority list, to support the existing programs and services.
2. The college will explore and expand the use of non-traditionally delivered instructional methods such

as technology and media-driven course offerings in order to provide greater access to students.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

A comprehensive counseling and advising program is available to all students. The counseling faculty function as information specialists and facilitators of personal growth, helping students to clarify needs, make decisions, set goals, and deal effectively with personal obstacles. Services available to students are outlined in the catalog (4.2, page 32), student handbook, (4.5, page 15) and schedule (4.7, page 75). Workshops offered during semi-annual flex weeks inform and prepare staff involved with advising.

The School of Guidance and Counseling coordinates counseling services at IVC. Counselors are available during both day and evening hours. Students can make appointments or use the drop-in hours for answers to quick questions. In addition, faculty may also provide discipline-related counseling to students. The college's faculty, many of whom work or have worked in the private sector in the past, may also assist in the advising function in conjunction with the Counseling Center. For example, computer information science faculty work in a rapidly changing discipline and provide counseling to students about current trends.

All matriculated, non-exempt (must go through assessment and advisement process prior to attending classes at the college) students are required to complete a combined assessment and orientation program conducted by the Counseling Center. The college encourages first term students to enroll in the college planning course offered by the School of Guidance and Counseling (4.2, page 12). Students on academic probation or returning after dismissal are required to meet with a counselor to discuss and plan an approach to learning that avoids past misunderstandings or mistakes (4.2, page 30).

The Transfer Center provides information and services and sponsors special events to educate and assist IVC's transferring students (4.22). The Transfer Center keeps catalogs of colleges and universities and the most up-to-date information about transfer applications. Students can get assistance in accessing information about universities and financial aid programs via the Internet. IVC participates with the University of California Project Pathways which offers students online applications and information for the UC campuses. In addition, the Transfer Center offers students progress checks of CSU certification, IGETC certification, and associate degree requirements (4.2, page 32, 4.5, page 20, and 4.7, page 74).

Through the Early Alert Program (4.23), first year students, EOPS students and foreign students receive academic progress reports solicited from their instructors midway through the semester. Each student who receives a non-satisfactory progress report meets with an advisor to discuss possible reasons and solutions. In

this way problems can be detected, hopefully with enough time to help the student to successfully complete his/her courses.

SELF-EVALUATION

IVC counseling services provide well-publicized, accessible, and competent advice to students who require it. The counseling and advising function at IVC continues to provide students with appropriate information with respect to proper course selection, career planning, time management, personal issues, and transfer information.

Workshops have been offered during Flex Week to educate faculty and staff in different areas related to advising. Some of the workshops are ESL Students in the Classroom (Fall 97); Seven Steps to Student Success (Spring 97); Matriculation: The Ticket to Success (Spring 97); Project Pathways and WWW Transfer Innovations (Spring 96); and Major and Transfer Panel (Spring 96) (4.24).

PLANNING AGENDA

No changes are recommended at this time.

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and certificate programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and the use of information and learning resources.

DESCRIPTIVE SUMMARY

In pursuit of its mission (4.2, page 7), IVC strives to serve its diverse communities by providing a center for learning, cultural development, personal enrichment, and career education. The college is committed to open access to all prospective students from the surrounding community who seek vocational certification and associates degrees in a particular major. The college also endeavors to serve those students who wish to broaden their base of knowledge in a specific field of study or area of interest that may or may not lead to a particular degree or certificate (4.9).

Degrees and programs at IVC conform to California Education Code requirements and support the mission of the institution: to provide a comprehensive, broad range of high quality courses and programs. All programs offered are consistent with the college's primary goals as stated in the college mission statement (4.2, page 7): transfer programs; vocational and career enhancement programs; basic skills courses; and community education courses. Degree and certificate programs in transfer and general education, vocational, and career certificate programs have been designed with input from the college's Committee on Courses (4.3) and program advisory committees appropriate to each field of study (4.25).

IVC, through courses and advisory committees, reviews courses and programs for coherent design, length, breadth, depth, and sequence (4.3). For example, every effort is made to be sure that courses and programs meet the requirements of the four-year universities to which students may transfer. In addition, vocational programs, such as the Computer Information Science program, are reviewed by committees (4.25) to ensure they meet the needs of the business community as well.

Transfer programs are the stated goal of 4,491 students (41%) of enrolled students (4.26). Two thousand eight hundred and five students (26%) are planning to earn an associate degree (4.26). IVC offers lower-division courses in general education and major requirements for transfer in conjunction with California State University (CSU) and the University of California (UC) requirements (4.2, pages 202-205).

Each academic school and the articulation officer make an effort to ensure course offerings correspond with coursework at other institutions. IVC has articulation agreements with 14 other community colleges, 15 CSU campuses, nine UC campuses, 20 private four-year institutions, and three international colleges (4.2, pages 223-260).

Career opportunities at IVC include 30 majors in technical disciplines, applied fields of study, liberal arts, computer science, and business sciences (4.2, Page 23). In these ever-changing technical fields, faculty continues to expand the programs to meet the needs of the business community and the students. The Career Placement Center offers program support through current labor-market information gathered from the surrounding community and professionals from the private sector (4.27).

SELF-EVALUATION

In the Institutional Effectiveness Survey, of the 154 responses to Item 23 (4.4, Section three, page 9), 80.5% agreed that the IVC curriculum is "current and responds well to the needs of the students, business community, and the four-year universities to which students will transfer." The transfer rate has increased every year for the past four years (4.28).

Of IVC students, two thousand nine (18%) already have baccalaureate degrees and attend IVC for the

updating of their skills through short-term certification programs (4.15, page 4). The college will continue to provide additional certificate programs in appropriate disciplines that reflect student interest, labor-market information, and business community needs. In the Institutional Effectiveness Survey, of the 160 responses to Item 36 (4.4, Section Three, page 13), 88.8% agreed that IVC "meets the specific instructional needs of the culturally diverse student body."

In the Institutional Effectiveness Survey, of the 166 responses to Item 28 (4.4, Section Three, page 10), 90.4% agreed that IVC "offers high quality instruction with appropriate rigor, proper evaluation, academic integrity, necessary prerequisites, and effective delivery methods."

PLANNING AGENDA

1. The college will continue to monitor and implement new strategies to strengthen the transfer rate on an ongoing basis.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

DESCRIPTIVE SUMMARY

All programs and courses (except Community Education) satisfy Title V (4.29) guidelines for the development of intellectual, creative, and critical thinking. In addition, the business community provides guidance through advisory committees (4.25) to ensure that the vocational programs are consistent with business and industry needs and standard practices.

The 68 associate degree and 30 certificate programs offered at IVC cover a broad intellectual spectrum (4.2, page 23). All of the programs are housed in the ten academic schools of Business Science; Fine Arts; Guidance and Counseling; Health Sciences, Physical Education, and Athletics; Humanities and Languages; Library Services; Life Sciences and Technologies; Mathematics, Computer Science, and Engineering; Physical Sciences and Technologies; and Social and Behavioral Sciences.

Each school offers courses that have been approved by the IVC Committee on Courses and meet degree and certificate requirements, general education and transfer requirements, or remedial or basic skills needs. The associate in arts degree is available in all majors. Students in the sciences and vocational programs have the option to complete an associate in science degree.

IVC publishes brochures that seek to inform students concerning degree and certificate programs (4.30) and a general reference for such information is provided in the catalog (4.2, page 23). The catalog includes descriptions of course offerings as well as specific information pertaining to each field of study. The IVC schedule of classes (4.7), published for each semester and for summer sessions, is now available to students over the Internet (www.ivc.edu).

The Career and Job Placement Centers distribute current information for students seeking long-range career planning and job preparation guidance (4.27).

SELF-EVALUATION

The integrity and appropriateness of IVC program content of courses, degrees, and certificates are assessed by way of a recently instituted program review (4.31). It is expected that recommendations from the review process will subsequently be incorporated into the appropriate departmental long-range instructional program plan.

PLANNING AGENDA

No changes are recommended at this time.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

DESCRIPTIVE SUMMARY

Students seeking a degree from IVC must show competency in the areas of reading, writing, and mathematics. Competency in these areas is demonstrated by successful completion of the following courses: Writing 1 or Writing 201 and Mathematics 251 or a higher level course in math with a grade of "C" or better (4.2, page 13, 4.7, page 79). Students successfully demonstrate achievement in these courses by completing course requirements such as final examinations with a passing grade in order to receive credit. These and other academic requirements are outlined in the college catalog and the schedule of classes (4.2, pages 17-24

and 4.7, page 79).

All courses and programs offered at IVC are designed to meet the mission of the college. Information regarding associate degree and occupational certificate requirements is provided in the college catalog, schedule of classes, the Counseling Center, the instructional schools, and the Transfer Center. Instructors provide the expected learning outcomes in the required syllabus for each course on file in the school office (4.32). The Office of Instruction and Publications Office updates the college catalog each year in order to provide students with the most accurate information possible. Program brochures are made available from each of the instructional schools (4.30). The college catalog (4.2) contains all detailed information on academic standards, graduation requirements, and transfer information to the CSU, UC, and other private post-secondary institutions. In addition, the Counseling Center offers the students supplementary material through workshops and orientations. Furthermore, the School of Guidance and Counseling offers courses in applied psychology designed to assist students in choosing a career and in academic planning.

The Committee on Courses approves all courses to be offered in order to ensure that they support the overall definition and integrity of the college's mission statement. The process of program review ensures that all courses are continually revised and updated.

SELF-EVALUATION

A course outline (4.33) is provided by the department to all faculty members who teach a given course. This outline lists goals and learning objectives and ensures that all pertinent topics are covered. The course syllabus (4.32), provided by faculty to students and on file in each school office, is designed to make students aware of the academic standards and skills necessary for successful completion of the course as well as learning outcomes expected by the college.

Students are made aware of the learning resources available at the college through the college catalog, counseling staff, college orientation, and instructional process. In addition, the Office of Admission and Records sends Early Alert notices (4.23) to all faculty members requesting feedback regarding student performance.

Analysis of graduation applications, number of certificates awarded, and transcript evaluations provide verification of the rate of student success.

PLANNING AGENDA

No changes are recommended at this time.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

DESCRIPTIVE SUMMARY

All students seeking an associate degree from IVC must complete at least 60 units of credit. As part of this 60-unit requirement, a minimum of 24.5 units must be completed in general education courses. General education coursework is distributed through the areas of Language and Rationality, Mathematics, American Institutions, Natural Sciences, Social Sciences, Cultural Diversity, Humanities, Fine Arts and Languages, and Lifelong Health/Personal Development (4.2, pages 19-20). In addition, those students who declare a major are required to complete 18 or 20 units of credit as part of their 60 unit curriculum in a single subject or related discipline (4.2, Page18).

Instructional schools seek academic consistency with four-year colleges and universities for articulation purposes (4.2, pages 200-260). In addition, all vocational certificate program faculty work with advisory committees (4.25) from the business community to ensure the breadth and depth of knowledge required in a given field of study.

SELF-EVALUATION

Courses offered in general education are designed to give students a significant introduction to a broad area of common knowledge. Completion of units in a single subject area provides students with a focused goal. For example, the associate of science degree in accounting requires 60 units of coursework with 24.5 units of general education courses, plus 20 units of accounting coursework.

PLANNING AGENDA

No changes are recommended at this time.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

DESCRIPTIVE SUMMARY

Language and computational skills are a required component of graduation for all degree programs at IVC. The college's academic standards stipulate that all students graduating from IVC must demonstrate competency in reading, writing, and mathematics. The college requires demonstration of completion of College Writing 1, Writing 201 (Technical Writing) or an equivalent course and Mathematics 253 or an equivalent or higher level course in mathematics with a grade of "C" or better (4.2, Pages 21-22). By state law (4.29), all transferable general education courses must contain critical thinking and writing components. This requirement is in keeping with the college's mission statement (4.2, page 7) to provide programs and services "for the education of students who think critically, who become well-informed, culturally aware, competitive individuals who strive to achieve personal and professional goals". Degree requirements are published in the college catalog and schedule of classes (4.2, pages 17-22 and 4.7, pages 79-80).

SELF-EVALUATION

The college catalog clearly states the competency requirement of reading, writing, and mathematics competency; no exceptions to this graduation requirement are made. This requirement is in addition to the required 60 or more units of credit with a minimum grade point average of 2.0 in all units attempted at IVC and an overall grade point average of 2.0 for all units attempted (4.2, Pages 21-22).

PLANNING AGENDA

No changes are recommended at this time.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

DESCRIPTIVE SUMMARY

All students attending IVC may pursue an occupational certificate in addition to or rather than an associate degree. Students in vocational programs are prepared in both theory and application (4.2, Page 24). Vocational courses include performance-based examinations as well as objective tests to determine proficiency.

The IVC curriculum is established following the guidelines of Title V standards (4.29) and incorporate input obtained through the program review process and advisory committee recommendations. The faculty of IVC is highly qualified to teach the vocational curriculum (4.2, pages 271-284). Based on the preceding standards, IVC students achieve technical and professional competence as a result of completing the vocational and

occupational programs.

SELF-EVALUATION

The catalog specifically states the requirements a student must complete in order to earn vocational and occupational certificates and/or associate degrees. The specific course requirements for each occupational major are listed in the catalog. In addition, counselors and discipline faculty are also available to advise students on an ongoing basis about the requirements for vocational and occupational programs.

The number of certificates awarded is closely tracked to provide feedback to the instructional schools. Certificates awarded during the time period of 1992-93 through 1996-97 school year are as follows:

Certificates Awarded-Fiscal Years 92/93-96/97

Accounting	23
AOJ: Law Enforcement	11
Supervisory	1
CIS: Computer Language	9
CIS: Microcomputer Applications	16
CIS: Local Area Network	1
CADD: Mechanical	4
Electronic	1
Early Childhood Education:	
Child Development	28
Infant/Toddler	11
School Age Child	7
Environmental Hazardous Material Tech	18
Electronic Technology	3
Digital Electronics	13
Management:	

Business	2
International Business	1
Physical Education:	
Fitness Specialist	90
Office Information Systems:	
Administrative Assistant	2
Word Information Processing	10
Real Estate	1
TOTAL	252

In addition, the college receives the results of the U. I. Wage Data Study, a follow-up survey of vocational students performed by the state.

PLANNING AGENDA

No changes are recommended at this time.

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

DESCRIPTIVE SUMMARY

All students seeking an associate degree are required to successfully complete coursework in general education. These requirements are published in the college catalog (4.2, Pages 19-22) and in the schedule of classes (4.7, Pages 80-81).

General education requirements for the associate in arts and associate in science degrees differ both in the categories of courses from which students may select and the total number of course units required. The

associate in science degree requires a greater number of units in the major and a lesser number of units in general education; conversely, the associate in arts degree requires fewer units in the major and more in general education. In effect, there are two different general education lists with considerable overlapping of courses, with the associate in arts degree pattern paralleling more closely the normative requirements for transfer students.

SELF-EVALUATION

General education requirements for all degree-seeking students are clearly and completely published in the college catalog (4.2, Pages 19-22) and schedule of classes (4.7, pages 80-81). Results of the Institutional Effectiveness Survey, Item 25 (4.4. Section Three, page 9), show that the majority (92.0%) of those responding agreed that the college's catalog information is accurate and current.

IVC has demonstrated through enrollment growth, transfer rates, and the number of awarded certificates that it has designed degree and certificate programs that successfully meet both students needs and academic standards.

PLANNING AGENDA

No changes are recommended at this time.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

DESCRIPTIVE SUMMARY

Board Policy 5600 (4.34) lists general education requirements for an associate degree. This policy includes a philosophy statement based on Title V regulations. Board Policy 5600 was last revised in 1989 and does not reflect a cultural diversity component. Since then, a cultural diversity requirement has been implemented and should be reflected. Area F, American Institutions, is no longer a general education requirement but stands in the extant Board Policy 5600.

The college has adopted a specific philosophy of general education that is communicated to students through the college catalog (4.2, pages 19-20). The philosophy is based on the notion that academic disciplines are interrelated and they inform and reinforce one another. The college's General Education (GE) Subcommittee,

a working group of the Committee on Courses is responsible for the development of these criteria and the review of the college's general education component. The GE Subcommittee examines the college's degree programs and general education requirements in light of the California Education Code requirements and those of other institutions. It has adopted criteria and guidelines for the inclusion or exclusion of IVC courses in particular areas of the general education program, the California State University general education package, and the Intersegmental General Education Transfer Curriculum. Detailed information regarding membership and procedures of this subcommittee is found in the Curriculum Manual (4.3, page 131).

Since the last accreditation self-study, the GE Subcommittee revamped the college's general education requirements and rewrote detailed rationales for each of the categories. Core and breadth distinctions were removed to conform more closely to the California Education Code format and certification requirements by the California State University.

In addition, a cultural diversity requirement was instituted (4.2, page 20).

SELF-EVALUATION

IVC's general education requirements are clearly explained and persuasively argued. They reflect a great deal of thought and detailed work over the last several years in an effort to update the college's requirements and institute a clearly defined mechanism for review. The Curriculum Manual (4.3) is a well-organized, useful, and comprehensive document that has served its function well in facilitating curriculum work.

PLANNING AGENDA

No changes are recommended at this time.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

DESCRIPTIVE SUMMARY

The general education program, as outlined in the college catalog (4.2, Pages 19-22), is divided into eight

categories: 1) Language and Rationality, 2) Mathematics, 3) American Institutions, 4) Natural Sciences, 5) Social Sciences, 6) Cultural Diversity, 7) Fine Arts, Humanities, and Languages, and 8) Lifelong Health/Personal Development. Each of these categories is designed to introduce students to specific areas of intellectual inquiry and strengthen their analytical and critical thinking skills.

SELF-EVALUATION

The general education program closely mirrors that of the California State University and the University of California, and stresses the importance of general education's interdisciplinary nature. Through a carefully reviewed list of course options, students are encouraged to develop intellectual skills, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. All of the college's courses comply with standards of rigor established by the college's Committee on Courses (4.3) and the California Education Code. The college requires coursework in mathematical computation as a component of its general education requirements. No specific coursework in information technology is required, but may be selected as one of the options under Lifelong Health/Personal Development (4.2, page 21). It may be desirable to make computer literacy a graduation requirement.

PLANNING AGENDA

1. The college will document the computer literacy of the IVC student population and move forward with implementing computer literacy as a graduation requirement based on the study performed.

C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

DESCRIPTIVE SUMMARY

General education core requirements for the associate degree specifically include courses in speech communication, college-level writing, laboratory science, mathematics, and critical thinking. In addition, the California Education Code requires that all courses include a critical thinking component (4.29).

SELF-EVALUATION

General education requirements provide appropriate breadth and rigor to ensure that students develop competencies in these areas. The college Committee on Courses ensures through the curriculum review process that each course contains communication, reasoning and critical thinking components.

PLANNING AGENDA

No changes are recommended at this time.

D. Curriculum and Instruction

D.1 The institution has defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

DESCRIPTIVE SUMMARY

The major responsibility for establishing, evaluating, and approving educational programs at IVC rests with the Academic Senate. Its Committee on Courses has standard processes by which it evaluates and makes recommendations on all matters related to the credit and non-credit curriculum at IVC (4.3). This includes implementing policies and procedures for the development and approval of the curriculum; and reviewing and making recommendations on proposed new courses, new programs, program revisions, and course revisions as delineated in the Curriculum Manual (4.3). The Committee on Courses analyzes course content to ensure that the issues of writing and critical thinking are being incorporated into existing and new courses. Faculty is responsible for submitting new and revised curriculum as well as for recommending deletion of curriculum, if necessary.

Program Review (4.31) is a systematic process defined by the collection, analysis and interpretation of data concerning a program and its curriculum. IVC's recently initiated program review will be used to make judgments about the effectiveness of a program and to facilitate improvement of the program. The major objective of the process is to improve the quality of education at IVC. Review of the programs is undertaken for the following purposes: a) to provide the college with information concerning how well the program functions in relation to its objectives, the mission of the college, the college's institutional direction statements, and the needs of the community; b) to aid in planning and decision making; and c) to improve programs. Program review is an ongoing process within the college and is coordinated by the Office of Instruction. The instructional review process involves a self-study by the program faculty with involvement of students and administrators. Establishing and evaluating educational programs is the ultimate responsibility of the vice president of instruction. At the direction of the instructional deans, faculty in each school organizes review of each program. The review of the quality and effectiveness of the college's

programs is an ongoing professional responsibility. In accordance with Title V, Section 51022 (4.35), Instructional Programs, the college has adopted a specific plan for program review in concert with the Statewide Academic Senate, that establishes "a logical, supportive, student-centered, faculty-driven, academically relevant process" grounded in the professional expertise and the collective wisdom of the faculty (4.31). To ensure that no program is overlooked, a program review timeline has been established (4.36).

SELF-EVALUATION

The Curriculum Manual (4.3, Section 6) states the guidelines for submission of new and revised curriculum as well as curriculum to be deleted. In the Institutional Effectiveness Survey (4.4, Section Three, page 8), of the 136 respondents to Item 22, 61.8% agreed that the curriculum process at IVC is "clearly defined, easy to work with, and responsive to the needs of the faculty for creating and revising courses in a timely manner."

In addition, results of the Institutional Effectiveness Survey show that the majority of college faculty, staff, and administration agree that "the institution's curriculum is current and responds well to student needs". Of 154 respondents to Item 23 (4.4, Section Three, page 9), 80.5% either agreed or strongly agreed with this statement. The survey also shows that the "college faculty plays the central role in the development, implementation and evaluation of the educational programs." A total of 113, 79.6% out of 142 respondents, to Item 26 (4.4, Section Three, page 10) either agreed or strongly agreed with this statement.

Using the recently initiated program review process, pilot testing occurred in the spring of 1997 with an evaluation of three programs: the Writing program, the Health and Wellness Center and Foundation. It was subsequently determined that the program review instrument, geared towards instructional programs, could not be used to evaluate effectively the Health and Wellness Center or other student services programs. The Program Review Committee reviewed and revised the handbook in February 1998 to broaden the handbook's applicability to all college programs. Although the Program Review Handbook has not yet been approved by Academic Senate, the process is expected to continue in the spring of 1998 with public information (Office of the President), community and contract education (Office of Instruction), grants and special projects (Office of Instruction) and parking (Office of Business Services) scheduled to undergo program review.

PLANNING AGENDA

1. The college will continue to implement the program review process in the 1998-99 academic year.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

DESCRIPTIVE SUMMARY

Ensuring the quality of instruction is a multi-faceted issue at IVC. The quality of the curriculum, excellence of faculty, and support of educational programs are all factors in this process. The Committee on Courses ensures the quality of the curriculum through the curriculum review process. Instructional deans, in the monitoring of the delivery of instruction and the evaluation process, ensure the excellence of faculty. Full- and part-time faculty are required to provide their deans with syllabi for each class as stated in the Faculty Handbook (4.37). Ongoing evaluations are conducted by instructional deans as established in the Faculty Contract (4.38).

Program review also contributes to the quality of instruction, its academic rigor, and educational effectiveness. All academic programs are reviewed on a cyclic basis through the college's program review process. The process utilizes data that is collected for long-range planning and other college activities.

SELF-EVALUATION

Most classes are conducted using the traditional lecture/discussion mode. Many faculty are making course content more accessible to students via non-traditional means such as e-mail, electronic bulletin boards, and the Internet. Alternative instructional delivery methods, such as classes partially delivered over the Internet (4.9, page 9) and via television (Channel 33) (4.7, page 13), are being explored on a limited basis. IVC has recently been awarded a grant to study and establish a statewide model for Distance Learning (4.39); this study and model will assist IVC in its ongoing efforts to use alternative instructional delivery methods. Regardless of the location and how IVC courses are taught, the standards for teaching and evaluating the courses are the same.

PLANNING AGENDA

No changes are recommended at this time.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

DESCRIPTIVE SUMMARY

Faculty members are expected to provide students with a syllabus specifying course objectives, student performance standards, and grading policies (4.32). These documents are on file in the school offices.

IVC instructional schools incorporate the importance of syllabi into the orientation program for new full-time and adjunct faculty. The course syllabus designed is based on the course outline that is in agreement with the articulation policies and approved by the Committee on Courses. Students are awarded grades based on the standard semester unit with the 4.0 grading scale (4.2, Page 25).

SELF-EVALUATION

Grading standards are generally described in the college catalog (4.2, page 25), are specifically described in the course syllabi (4.32), and are developed and distributed to students by faculty. Faculty has been presented with information regarding the need for syllabi and the benefit for students. Models of excellent syllabi have been shared with faculty at school and department meetings. In the event that individual problems arise regarding grading or awarding of course credit, they are addressed administratively through departmental and school channels as well as through Board-approved student grade grievance procedures (4.2, page 30 and 4.38). IVC provides model syllabi, course outlines, and other course materials to all new full-time and adjunct faculty for review and planning for course design. In addition, during the orientation meeting, a full-time instructor acts as the course liaison and orients new faculty members with the overall course objectives, expected learning outcomes, performance standards, and grading policies. It is anticipated that materials such as distance learning courses will also need to be shared with new and adjunct faculty to acquaint them with IVC practices.

PLANNING AGENDA

No changes are recommended at this time.

D.4 The institution has stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

DESCRIPTIVE SUMMARY

IVC accepts most lower division courses from other accredited institutions provided that the students arrange

to have their transcripts sent to the Office of Admissions and Records during the college application process (4.2, page 27). Credit for military service will be granted after the completion of 12 units in residence and upon application for an evaluation to the college (4.2, Page 27).

Transfer of credit policies are divided into two categories: (a) accepting transfer credits, primarily to fulfill the requirements for the associate in arts degree or associate in science degree; and (b) formulating agreement with other post-secondary institutions to which students wish to transfer. IVC offers its students various methods of earning college units, including credit from regionally accredited colleges or universities as well as credit for military service. Credit for military service is granted after the completion of 12 units in residence and upon application for an evaluation for an associate degree. The School of Guidance and Counseling is responsible for evaluating transfer of credits to meet the requirements for associate degrees, occupational certificates and general education.

The articulation officer and faculty of the School of Guidance and Counseling, in cooperation with the faculty of other academic schools, are responsible for working out articulation agreements to establish course equivalencies with four-year colleges and universities. IVC has articulation agreements with 14 other Community Colleges, 15 CSU campuses, nine UC campuses, 20 private four-year institutions, and three international colleges. Course-by-course articulation agreements exist with most local four-year institutions to accommodate IVC students who will continue their education. Articulation with UC and CSU campuses is also spelled out in the appropriate articulation documents. These agreements provide information about how each course fits into required preparation for specific majors and, if applicable, how each course satisfies major requirements. Furthermore, IVC offers special programs in support of transfer admission. These include articulation with C.S.U.F. (the PACT program) (4.2, page 201-203) and Chapman University (the ACT program) (4.2, page 220).

Articulation continues to be developed with feeder high schools such as those in the Irvine and Tustin Unified School districts and Regional Occupational Programs/Centers through the Tech Prep Program. This permits students in those high schools and Regional Occupational Programs/Centers to be able to articulate their courses with IVC when transferring to IVC. In the academic year of 1996-97, 40 courses were articulated in areas such as keyboarding, accounting, nursing, chemistry, and electronics (4.40). In the 1997-98 academic year, there will be an additional 26 courses articulated in areas such as computer information science, psychology, photography, and journalism (4.41).

SELF-EVALUATION

General education requirements for all degree-seeking students are published in the college catalog (4.2, pages 19-22). The policies and guidelines that govern transfer of credit to fulfill degree requirements at IVC are clearly stated (4.2, Page 27). IVC certifies that any and all credits accepted at IVC achieve educational objectives similar and comparable to its own courses through an evaluation process used in admitting students to the college or in the articulation process. Either process requires the comparison of course outlines

to ensure course equivalence. In addition, students are strongly urged to seek advice and guidance from the School of Guidance and Counseling and the articulation officer regarding transfer issues.

To accommodate those IVC students who will continue their education within the U.C. or C.S.U. systems, a course-by-course articulation agreement is provided which outlines the general education or breadth requirements of these institutions (4.2, pages 200-261). Furthermore, IVC offers special programs in support of transfer admission. These include articulation agreements with C.S.U.F. (the PACT program) and Chapman University (the ACT program). The general education articulation process is working effectively for those students transferring to baccalaureate institutions and provides students with the opportunity to complete these requirements at IVC. The courses completed are certified to protect the student from having to repeat lower division general education requirements at C.S.U. or U.C. campuses.

IVC reviews general education requirements accepted from other institutions (4.2, page 27), in a regular and systematic way, and updates the understanding of the general education requirements at the campuses to which IVC students transfer. IVC publishes the list of transferable courses that satisfy general education requirements at baccalaureate institutions (4.2, pages 200-262). The Transfer Center also arranges for four-year colleges and universities to visit the campus during an annual transfer day and several mini-fairs held during the year (4.22).

PLANNING AGENDA

No changes are recommended at this time.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

DESCRIPTIVE SUMMARY

The mission of IVC is to serve its diverse communities by providing instructional programs that make education accessible. IVC affirms its commitment to open access for all prospective students, including those who wish to obtain an associate degree, transfer to a four-year institution, or qualify for vocational certification. Because of the unique and diverse student needs, IVC has found it desirable to provide a multitude of delivery systems. No longer is the community college a short stopover for undecided majors; instead it is the first step for many seeking an undergraduate education or new job training skills.

The curriculum and programs are tailored to accommodate many different schedules. Courses and programs are offered both day and night, seven days a week (4.7). Courses have been modified for program acceleration and/or condensation (4.7). Some are offered in the traditional semester, others in mid-semester or late-semester. In addition, IVC offers non-credit programs, transfer courses, and contract education (4.9) through customized programs in order to meet industry needs.

IVC, as an innovative learning community, affirms that present and evolving technologies will not only enhance the learning experience on the college campus but will provide additional access to student learners utilizing new educational methodologies. Television (4.7, page 13) and online distance education via the Internet (4.9, page 9) along with limited on-campus lectures are now being offered to students on an experimental basis.

SELF-EVALUATION

Experimental classes providing online distance education via the Internet are being explored. Faculty is being encouraged to look for ways to incorporate technology into the delivery of instruction. Additional ways to maximize the use of distance learning will continue to be explored. Faculty is being encouraged to use multimedia to create programs that can be exported to students via the Internet. The construction of the new Library building has made several new facilities available for instructors to offer differing techniques of instruction. For example, a new Broadcasting Studio, also called a Smart Classroom, will come on line in the fall of 1998; this Studio will be used to offer classes in a nontraditional mode. Courses will be offered over Channel 33 and the Internet. Weekend courses such as CIS 215F and CIS215G are offered to further the growth of non-traditional programs as well as to accelerate students' completion of courses.

A network infrastructure with hardware and software for instruction is being developed that will support distance learning via the Internet. This infrastructure has led to an instructional presence on the World Wide Web (www.ivc.edu) including course outlines, course syllabi and instructors' e-mail. In the Institutional Effectiveness Survey (4.4, Section Three, page 11), of 119 responses to Item 31, 52.1% agreed that IVC has an appropriate mix of traditionally delivered and non-traditionally delivered instruction including distance learning classes.

Staff development is being offered to faculty to support distance learning and other nontraditional methods of instructional delivery (4.42). A Technology Resource Center has been established for faculty use for class preparation. In the Institutional Effectiveness Survey, of 144 responses to Item 34 (4.4, Section 3, page 12), 61.1% agreed that faculty is provided with current and up-to-date staff development opportunities to enable them to offer the highest quality classes.

PLANNING AGENDA

No changes are recommended at this time.

D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on- or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

DESCRIPTIVE SUMMARY

Continuing education (non-credit) courses and programs are planned, approved and evaluated in the same manner as credit courses and programs. Continuing education instructors are required to meet community college faculty minimum qualifications. The South Orange County Community College District has consolidated the continuing education administration under the district Emeritus Institute.

Community Education (fee-based) courses and programs (4.9) are designed, administered, and evaluated (4.43) by the Community Education Office and approved by the Board of Trustees (4.44). Courses are generated in response to participant needs and requests. Course outlines and presenters are reviewed by appropriate school deans where applicable. Independent contractors on a fee-split basis usually present courses; course outlines (4.45) and contractor biographies (4.46) are kept on file in the Community Education Office. Instructors are expected to be experts in their particular field but are not required to meet community college faculty minimum qualifications.

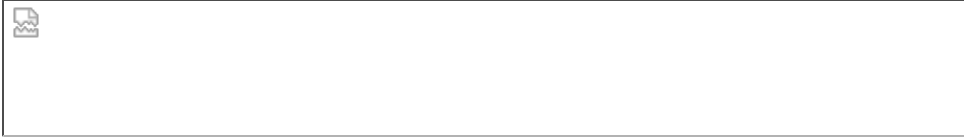
Community education at IVC is fully self-supporting as requested by the Board of Trustees. All direct and indirect costs are recovered from the registration fees paid by participants.

COMMUNITY EDUCATION



Contract education courses and programs may be offered for credit or non-credit and are fee-based. Contract education responds to the needs and requests of business and industry. The contract education function was combined with the office of community education in July 1995. Contract credit courses are designed, approved and evaluated following established college procedures. Fee-based contract courses are administered in the same manner as community education courses. Courses are designed to meet the specialized training needs of the client and are usually held at the client's site.

CONTRACT EDUCATION



SELF-EVALUATION

Continuing education courses follow the set procedures for academic credit courses.

Community Education courses are designed by the Community Education Office and submitted quarterly by the president and the chancellor to the Board of Trustees for approval.

Community and contract education complement each other and the number of clients contracting with IVC has increased significantly. A sample list of contract clients includes Motorola, Toshiba, Air Touch Cellular, Irvine Chamber of Commerce, Gilardi Group and Leibert.

PLANNING AGENDA

No changes are recommended at this time.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.

DESCRIPTIVE SUMMARY

The fall 1996 semester was the first time that hybrid classes using electronic delivery distance learning techniques were offered at IVC. These classes, such as CIS 226C, Introduction to Intranet/Internet Concepts and Administration, are being offered in conjunction with the computer-networking program on an ongoing basis. In these classes, computer based training was offered to students at the time of their convenience over telephone lines and in the Computer Center. Electronic mail for daily correspondence was also a portion of the class.

Additional classes such as Anthropology, Business Management, Psychology and Sociology (4.7, page 13) have been offered via the Irvine Cable Channel 33. These alternative delivery classes carry the same unit, general education, and transfer value as courses offered in the traditional classroom. Students must meet the specific requirements of the class and participate on a regular basis. Registration is completed in the same manner as it is for courses in the traditionally delivered curriculum.

IVC has been awarded a grant (4.39) from the State Chancellor's Office to study and establish a statewide model in distance learning across various disciplines. This grant will assist the college in its advancing distance learning efforts.

SELF-EVALUATION

These curricula through electronic delivery systems operate in conformity with applicable commission policies and statements on "Principles of Good Practice in Distance Education." For example, 1) the same objectives of the class are achieved whether offered traditionally or via distance learning techniques; 2) interaction with the instructor is offered in various ways; and 3) the courses are funded at comparable levels. In the results of the Institutional Effectiveness Survey, 37 out of 49 responses (75.5%) to Item 40 (4.4, Section Three, page 15) agreed that "IVC offers curricula through electronic delivery systems that conform with applicable Commission policies and statements on Principles of Good Practice in Distance Education".

PLANNING AGENDA

1. The college will move forward with its efforts to offer television courses on Channel 33 and hybrid and online courses via the Internet.

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

DESCRIPTIVE SUMMARY

IVC does not offer curriculum in foreign locations to students other than U.S. nationals.

SELF-EVALUATION

Not applicable.

PLANNING AGENDA

No changes are recommended at this time.

SUPPORTING DOCUMENTATION

STANDARD FOUR

- 4.1 The Almanac ♦ Demographics and Economy of County
- 4.2 1997-98 IVC Catalog
- 4.3 Curriculum Manual
- 4.4 Institutional Effectiveness Survey
- 4.5 IVC Student Handbook
- 4.6 Marine Base Schedule of Courses, Summer 1998
- 4.7 IVC Schedule of Classes, Spring 1998
- 4.8 Sample: High School Schedule
- 4.9 IVC Corporate and Community Education Program Schedule, Summer 1998
- 4.10 President's Report for Board Meeting of July 20, 1998 re Business Partnerships
- 4.11 Letter of Intent: Exceptions to Class Size Minimums
- 4.12 Sample Course Substitution/Waiver Form
- 4.13 Sample Class Waiting List
- 4.14 Various Schedules
- 4.15 Irvine Valley College and Foundation Annual Report
- 4.16 The Almanac ♦ FTES Data
- 4.17 Minute of Board Meeting of March 25, 1996 (Agenda Item 36A)
- 4.18 Release of State Block Grant Funds
- 4.19 Letter from California Chancellor's Office Releasing Equipment Funds

- 4.20 The Almanac ♦ Changing Demographics
- 4.21 Added Class Sections Due to Reorganization
- 4.22 Transfer Center Flyers
- 4.23 Early Alert Form
- 4.24 Flex Week Schedules: Fall 1997, Spring 1997, Spring 1996
- 4.25 Vocational Advisory Committee: Invitation Letter and Agenda
- 4.26 Student Educational Goals
- 4.27 Career and Job Placement Center Information
- 4.28 The Almanac ♦ Transfer Rates
- 4.29 Title V: Sections 55802 and 55805.5
- 4.30 Program Brochures
- 4.31 Program Review Handbook (draft)
- 4.32 Sample Course Syllabus
- 4.33 Sample Course Outline
- 4.34 Board Policy 5600
- 4.35 Title V: Section 51022
- 4.36 Program Review Timeline
- 4.37 Faculty Manual
- 4.38 Academic Employee Master Agreement (Faculty Contract)
- 4.39 Abstract of Distance Learning Grant
- 4.40 1996-97 Tech Prep Summary of Curriculum Articulation Agreements

SUPPORTING DOCUMENTATION

STANDARD FOUR

- 4.41 1997-98 Tech Prep Summary of Curriculum Articulation Agreements
- 4.42 Flex Week Schedules: Fall, 1998
- 4.43 Community Education: Sample Evaluation

4.44 Community Education: Board Approval

4.45 Community Education: Course Outline

4.46 Community Education: Instructor Biography


STANDARD FIVE

Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

The Student Services mission statement summarizes the philosophy that drives all student services at Irvine Valley College and is found on the inside cover of the student handbook (5.1). It speaks directly to the issues in Standard 5: Student Support and Development.

Student Services Mission Statement

The mission of Student Services at IVC is to enable students to successfully reach their personal, professional and educational goals in a friendly, student-centered college environment and to .

- Provide accurate information that enables students to make informed decisions regarding their educational goals.
- Ensure that all Student Services are provided in a timely and professional manner.
- Respect each student as an individual with unique needs, goals, and aspirations.
- Promote self-exploration and personal development in order to assist students in achieving their potential as educated members of society.
- Support the recognition of diverse cultures in pursuit of nurturing a positive campus climate.

- Sponsor a wide range of activities and events that enhance the students' participation in the learning process.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

DESCRIPTIVE SUMMARY

The college is one of two independent colleges in the South Orange County Community College District (SOCCCD). Students applying at either IVC or Saddleback College may take classes at either or both campuses. Consistent with its comprehensive mission, IVC maintains an open admission policy (5.2, page 9). Admissions criteria for high school graduates, non-high school graduates, high school students and K-10 students are published in the catalog (5.2, page 8) and schedule (5.3, page 2). Additionally, guidelines regarding applications by non-residents, international (F-1 Visas), military personnel/students, and reclassification (resident status) are found in the catalog (5.2, pages 8-9) and schedule (5.3, page 2).

SELF-EVALUATION

The college publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies. The Institutional Effectiveness Survey (5.4) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. Of the 144 responses to Item 41 (5.4, Section Three, page 15), 118 (81.9%) agreed that the college "recruits and admits students appropriate to its programs".

PLANNING AGENDA

No changes are recommended at this time.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

DESCRIPTIVE SUMMARY

IVC's catalog (5.2) is published annually and has been recognized with numerous awards for its layout, organization and design. It provides comprehensive information concerning the college's programs (page 23), admissions policies (pages 8-9), graduation requirements (pages 17-22 and page 24), social and academic policies (pages 25-30), refund policies (page 15), student conduct standards (page 24), and complaint and grievance procedures (page 24). The catalog is published annually and is available for purchase in the college bookstore. Students who attend the orientation as a part of the

matriculation process are encouraged to purchase the catalog. Copies of the catalog, for use by students, are available in the library and in the counseling offices.

The schedule of classes (5.3), published each semester and for the summer sessions, also provides information regarding admissions policies (page 2), graduation requirements (pages 79-80), social and academic policies (pages 84-86), and refund policies (page 15). Additionally, the schedule of classes outlines registration (pages 3-12) and matriculation (page 7) procedures. The schedule of classes is available online (<http://www.ivc.edu>), giving detailed class and instructor information to anyone having Internet access. The schedule of classes is mailed to most residences within the South Orange County Community College District and to all continuing students residing outside the district. They are also available to the public at local libraries and several local area businesses.

The student handbook (5.1), published by the Office of Student Services, is distributed to all new students attending orientation and is available to all students at various locations on campus.

Counselors provide outreach services at high schools throughout the year, providing information to prospective students (5.5).

Matriculation services provide printed information in seven foreign languages to assist non-English speaking students with the application, assessment and registration processes (5.6). Students also receive a packet with general information and course placement information at orientation (5.7) and an "Application for the International Students" packet (5.8) is available to guide these students through the application process.

The college has established a Web site (<http://www.ivc.edu>) that currently provides information on the International Students Office, Extended Opportunities Programs and Services (EOPS), Disabled Student Services and Programs (DSP&S), AmeriCorps and CalWorks (5.9). Other services, including student advising, student activities, clubs and organizations and student government are expected to be added.

During the fall and spring semesters, the Student Services News and Information Bulletin is printed weekly with current news about services and programs (5.10). Individual departments publish flyers and brochures to advertise information, policies, requirements, etc. that are unique to their programs or offices (5.11).

District policy regarding student conduct standards is published in the schedule of classes (5.3, page 86), the student handbook (5.1, page 27) and more extensively in the college catalog (5.2, page 264). The Campus Safety Office produces a pamphlet, "A Student Guide to Awareness and Campus Safety," (5.12) that discusses the district alcohol and drug possession policy, access to facilities for students and employees, emergency procedures and services offered.

SELF-EVALUATION

The student handbook (5.1) is a welcome resource that was initiated during the 1996-1997 academic year. It provides pertinent information in a "student-friendly" format. The student handbook is currently being revised prior to re-publication and a survey of students is being conducted requesting input.

The Institutional Effectiveness Survey results show that of the 159 responses received to Item 45 (5.4, Section Three, page 16) 93% agree that "IVC provides accurate information to its students about its programs, policies, procedures, regulations, standards of conduct, expectations and the rights and responsibilities of students". Also, 92% of the 163 responses to Item 25, (5.4, Section Three, page 9) agreed that the catalog provides information that is "accurate and current".

PLANNING AGENDA

No changes are recommended at this time.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTIVE SUMMARY

IVC enrolls approximately 11,000 students each semester. The college has seen a gradual but steady increase in enrollment from fall term to fall term (5.13).

Students may identify their needs for information and/or services on the Student Services Survey (5.14) conducted as part of the assessment process during orientations conducted by counselors. Additionally, students often make use of drop-in counseling to further identify areas of need and to seek referral and direction.

Irvine Valley was, at one time, an extension site of her sister college, Saddleback College. Many of the services offered to IVC students were identified and began as part of Saddleback College's student services program but have since evolved into independent, unique programs that reflect the philosophy of the college and better serve the needs of IVC students. These programs and services include: Admissions and Records; the Bookstore; the Cafeteria; the Career Center (also part of the School of Guidance and Counseling); the Child Development Center; Guidance and Counseling; the Multicultural Center; the Disabled Students Programs and Services (DSPS); Extended Opportunity Programs and Services (EOP&S); the Financial Aid Office; the International Students Office; the Job Placement Office; Matriculation; the Re-entry and Women's Center; Student Development; the Health and Wellness Center; and the Transfer Center (also part of the School of Guidance and Counseling).

The Office of Admissions and Records (5.1, page 12) processes applications including assigning assessment and registration appointments at the point of application. This office is also responsible for providing telephone and walk-in registration, maintaining enrollment records, maintaining current and past student academic records and providing enrollment verifications. Admissions and Records distributes, collects and maintains all grade information and attendance records. It processes all transcript requests, maintains incoming academic records from other institutions and processes service requests for EOPS/DSPS. Fee deferrals for financial aid, veterans' waivers, and student petitions are all processed and monitored in Admissions and Records. Students are notified by this office of their academic standing including academic probation status, progress probation status and dismissal status. State apportionment reports are prepared and submitted by this office, and residency determination, AA, AS, IGETC, and CSU evaluations and certification are handled here. Finally, Admissions and Records, with the Office of Student Services, coordinates the commencement ceremony and orders and distributes diplomas.

The college bookstore (5.1, page 12 and 5.3, page 74) stocks new and used textbooks, class supplies and a variety of educational materials, including dictionaries and computer software. Used textbooks are bought back year round at up to 50% of their purchased price. Duplicated educational materials prepared by the instructors are also available for purchase at the bookstore as well as various sundries and numerous IVC logo accessories. The bookstore is generally open Monday through Friday with the exact hours printed in the schedule of classes for each semester. A portion of its earning go to the Associated Students of Irvine Valley College (ASIVC), which in turn uses that money to help fund various activities on campus.

The Cafeteria (The Laser Café) (5.1, page 12) is located in the Student Services Center and is currently operated by Total Food Management. A variety of breakfast, lunch and dinner items are available daily. The food service operator can also provide catering for campus events.

The Career Center (5.1, page 13 and 5.2, page 33) provides comprehensive career development services and

resources to assist students and community members in making informed decisions about their career goals. Students are assisted through the career development process by a counselor and the career guidance officer who provide current labor market, occupational and job search information. Individual career counseling is available in the Career Center as well as information through the Career Center News and Information Newsletter (5.15), the EUREKA Computerized Career Information System, and a video library. Classroom visitations and career center orientations provided in Applied Psychology 100 and 102 classes (5.2, pages 58-59) introduce the services of the Career Center to a broad cross section of students. The Career Center also sponsors various workshops on such topics as choosing a major/career, career transition, career researching, networking and informational interviewing, resume writing and interviewing. Furthermore, speakers are regularly invited to make presentations representing a wide range of occupations.

Opened in 1993, the Child Development Center (5.1, page 13, 5.2, page 33, and 5.3, page 75) is housed in a state of the art facility located in the southwest corner of the campus. The Center provides children of IVC students with a discount and priority registration. Children from the community at large are welcome and comprise the largest number of children enrolled at the Center. The Center is open from 7 AM to 6 PM Monday through Friday. Full day and part day programs are available.

The Child Development Center is in the process of completing its self-study in preparation for an accreditation visit. The program provides a model lab school for students of Early Childhood Education where they can see quality child care in action by observing in classes, volunteering their time and participating in practicum classes.

The School of Guidance and Counseling (5.1, page 13, 5.2, page 32, and 5.3, page 74) offers personal, career and academic counseling to all students. While academic counseling is in highest demand, students may receive personal and/or crisis counseling when requested or required. Three of the counselors are licensed marriage, family and child therapists and one of the adjunct faculty is a licensed clinical psychologist. Career counseling is provided in conjunction with the counselor who coordinates the Career Center, and transfer students are encouraged to meet with counselors in the Counseling Center and/or the Transfer Center. Both centers work closely with counselors to provide specialized counseling when appropriate. Specialized counseling is also provided to athletes, international students, English as a Second Language students, students on probation and students undecided about their educational goals. Underrepresented students may participate in special activities and receive specialized counseling via the MTE program (Making Transfer Easy).

Students may make 30-minute appointments to meet with a counselor privately or may make use of "drop-in" counseling, where counselors are available to answer questions on a first come, first serve basis (5.2, page 33). Counselors also conduct orientations as part of matriculation where they interpret student's assessment scores and assist them in selecting first semester classes.

In addition to providing counseling services, the counselors teach applied psychology (5.2, pages 58-59) and women's studies (5.2, pages 198-199) courses. The applied psychology classes are designed to help students increase their academic success and retention in college. Research conducted by the college has demonstrated

that successful completion of Applied Psychology 100, College Success, significantly contributes to the college success of students (5.16).

The Counseling department has traditionally taken the lead in coordinating and providing outreach services to high schools. Coordination of such events as the High School Guidance Conference and Senior Day has come directly from the resources of the Counseling department. A new High School Outreach Task Force has begun to examine the institution's responsibility vis-à-vis recruitment and outreach and this year the Counseling department plans an emphasis on outreach counseling.

The Multicultural Center has only recently come into existence and is currently assigned to share space with the Women's and Re-entry Center. Currently, a faculty member is selected as the Multicultural Center Officer, whose assignment is for a two-year term and carries a \$2,500.00 per semester stipend. The Multicultural Center Officer reports directly to the college president and is in the process of developing a plan of action that will include establishing an advisory committee, speaker series, film series and exhibiting cultural artifacts, books and other related items in the library display cases. These activities and multicultural programs are currently operated out of the academic office of the Multicultural Center Officer. The purpose of the Multicultural Center is to develop a better understanding of the diverse backgrounds among the college community. Unfortunately, establishment of an operational Multicultural Center capable of staffing employees and holding regular operating hours is still largely symbolic due to an undetermined funding base.

The Disabled Students Programs and Services (DSP&S) (5.1, page 15, 5.2, page 34, and 5.3, page 76) offers services for disabled students and learning disabled students, provides specialized instruction and classroom accommodations and maintains liaisons with local agencies. It is a support service that is designed to provide all qualified disabled students with services and resources they need to reduce educational barriers. Accommodations include classroom modifications, extended counseling, priority registration, test proctoring and tutoring. Instructional opportunities include adaptive classes in college orientation, study skills, computer skills, and physical education. Specialized instruction is offered for students with learning disabilities in English, reading and math.

The Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) (5.1, page 16, 5.2, page 34, and 5.3, page 76) programs focus on the recruitment of underrepresented and at-risk students from local high schools and agencies such as the Department of Social Services. A primary goal of the program is to increase student retention and persistence in the hope of assisting students to successfully transition into the world of work or to transfer to the university. The EOPS/CARE program provides services including but not limited to counseling, financial assistance, coordinating services with local agencies, tutoring, sponsoring university field trips and monitoring students' progress. Particularly noteworthy are the book loan program, the college's Adopt-A-Family program, the emergency loan program, the work-study program and special services provided through the CARE program for Aid for Families with Dependent Children (AFDC) recipients including loans for car repairs, child care, coordinating services with local housing authorities and with the Children's Home Society.

IVC is committed to providing financial aid to students with a demonstrated need. The Financial Aid Office

at IVC provides information and advisement regarding the way in which students may qualify for a grant, loan, the college work-study program and/or emergency loans. Financial assistance programs currently offered through IVC include the Board of Governors Fee Waivers, Bureau of Indian Affairs Grants, the California Grant Program, the College Work Study, the Emergency Loan Program, EOPS Grants, Pell Grants, Stafford Study Loans, Unsubsidized Loans and Supplemental Educational Opportunity Grants (5.1, page 16, 5.2, page 31, and 5.3, page 74).

The Financial Aid Office through its Veterans Program (5.1, page 74 and 5.2, page 31) provides assistance to veterans in attaining their educational goals. A veteran's affairs specialist provides specific information to veterans, their dependents, orphans and widows regarding the types of benefits for which they may be eligible.

The IVC Scholarship program is administered through the Financial Aid Office and IVC Foundation Office. In 1996-97, the Foundation raised a total of \$90,000 and ASIVC provided \$10,000 for scholarships (5.17, page 14). A total of \$75,000 in scholarships were awarded to 150 students (5.17, page 14).

In July 1995, IVC made a commitment to provide expanded and improved services to international students as demonstrated by the creation of an International Student Office (5.1, page 17 and 5.2, page 45). There has been a gradual but steady increase in international student enrollment from fall of 1991 to fall of 1997 (5.18).

The International Student Office assists students with social security information, housing, immigration issues, and INS regulations as well as processing applications to the college, preparing documents related to visas, on/off campus employment, transfer to other colleges, deferment of fee payments and permission for concurrent enrollment at other colleges. This office also provides information to students regarding their rights and responsibilities regarding foreign student status.

The purpose of the Job Placement Center (5.1, page 18, 5.2, page 32, and 5.3, page 75) is to help current and past IVC students secure employment related to their career goals and/or to assist students to secure employment to fulfill their immediate financial needs. The Job Placement Center maintains the Jobtrak, a computerized job network that catalogues available jobs throughout Orange County. The Center provides assistance in writing resumes, with an emphasis on students from technical/vocational programs, and also sponsors workshops on job search and interviewing techniques as well as a Job Fair. All on-campus recruiting by community employers is coordinated through the Job Placement Center.

Matriculation Services (5.2, page 12 and 5.3, page 7) conducts assessment testing during which basic skills are evaluated and students are asked to identify their goals and interests. Students then attend an orientation session and receive advice from a counselor about selecting classes and planning a program. The primary goal of this process is to help students complete their educational goals. In 1996-97, 3,921 students took assessment tests and 3,676 attended an orientation session in the Assessment Center (5.17, page 8). All components of this program have been designed to satisfy the requirements of the California State Board of Governors legislation governing student access to and successful completion of programs in the community

college.

The Re-entry and Women's Center (5.1, page 19, 5.2, page 33, and 5.3, page 76) exists to meet the many and varied needs of new and returning students, staff, faculty, and community members. A primary goal of the center is to encourage and support re-entry students and women in their educational, professional, and personal growth, and at the same time promote an understanding of the changing roles of men and women.

The Associated Students of Irvine Valley College (ASIVC) (5.1, page 19, 5.2, page 36, and 5.3, page 76), is recognized as the official governing body for students and establishes an organized voice at the college. It participates in the shared governance structure of the college through membership on collegewide committees (5.19). It is a program designed to educate students to be responsible leaders and provide them with the opportunities to develop and enhance their leadership skills. The Student Development Office encourages club awareness and provides support to faculty advisors as well as encouraging students to sponsor activities and events that promote a positive campus climate.

The Health and Wellness Center (5.1, page 16, 5.2, page 33, and 5.3, page 75) provides many services to students to support its goal of educating students regarding the ways in which they can achieve and maintain a healthy lifestyle, thereby enabling them to successfully complete their educational goals. The center works to educate students regarding the importance of being responsible for their own health. A physician is on campus regularly to provide medical services and emergency medical care is available on campus for illness or injury. Services provided include gynecological exams and birth control information, requests for over-the-counter medications, immunizations, lab services, attention for acute illnesses and blood pressure readings.

For students considering transfer to a university, the Transfer Center (5.1, page 20, 5.2, page 32, and 5.3, page 74) is the "library" or resource center where students can conduct the necessary research to make important decisions. It is a primary goal of the center to provide accurate and timely information within the context of a comfortable, inviting and accessible facility. The Transfer Center sponsors college representative visits, college fairs, and workshops relevant to transferring. Resources include college catalogs, comparison guides to colleges, and computer software such as CollegeSource and Project Pathways. Scholarship/Financial Aid information, articulation agreements and the bi-annual newsletter Transfer Talk are all available to students in the Transfer Center as well.

SELF-EVALUATION

In the continuing effort to identify the needs of students and provide appropriate services and programs, new information systems software is being developed by Buzzeo, Inc., under contract with the SOCCCD. As part of this project, the existing student information systems will be replaced with a comprehensive and fully-integrated system that, among other features, will allow for a wide variety of tracking mechanisms as described in the "Features Representation Document for the Student Tracking Focus Group Session" (5.20). This new information system was developed through the use of focus groups that included representation

from both colleges and the district and is expected to be in operation sometime in fall 1998. It is expected that this information system will provide Admissions and Records, the Career Center, the Counseling Center, Financial Aid and matriculation with sophisticated student-services-oriented software that will enhance evaluation in these departments, ultimately improving effectiveness.

IVC began testing and implementation of a student photo identification system during summer 1998 with ID cards expected to be issued to students in mid-September 1998. In addition to providing photo identification, the system will also allow IVC to track use of services such as Counseling, Health and Wellness Center, and other services available to students. While the tracking system will provide valuable data on the demand for services, in order to protect the confidentiality of students it will not generate personal student data.

Counselors present a two-hour orientation to all new incoming students. The Counseling staff is currently reviewing the content and quality of the orientation sessions in order to continue to provide meaningful, timely information. All new students are encouraged to enroll in an orientation to college course (Applied Psychology 100) during their first semester. Counselors are beginning to work to improve the programs for probation and undecided students and to refine their orientation presentations.

Since our last accreditation visit, IVC has been successful in establishing its own Financial Aid Office independent from Saddleback College resulting in IVC students being serviced more quickly and efficiently. A classified manager and several financial aid technicians were hired to service this area. The demand for financial aid has increased dramatically (5.21). However, lack of adequate staff has required that the office close for some hours during the week in order that staff be able to process the requests received. This has reduced student access to the Financial Aid Office.

The Job Placement Center sets high goals for itself in its desire to assist students in securing employment (5.22).

A noteworthy aspect of the follow-up component of matriculation is the Early Alert Retention System (5.23) developed by IVC. All first semester students, as well as students in the DSP&S and EOP&S programs, are tracked each semester. The Matriculation Advisory Committee has updated the college's Matriculation Plan (5.24) to incorporate additional follow-up strategies.

The Student Services Survey (5.14) provides students with the opportunity to select from a list of student services from which they would like to receive information and/or assistance (for example, financial aid, counseling, EOPS, etc.). At this time, due to the lack of adequate technology and software, this information is only collected and not acted upon. It is expected that the Buzzeo system and the hiring of a dean of research, planning and resource development (see Standard Three, A.2) will improve this situation.

The recently established Multicultural Center has begun its efforts to further understanding of diverse cultures by a display of Persian books and cultural artifact during Persian New Year in March; a display of multicultural books and artifacts in April; and a multicultural event sponsored by the IVC Chemistry Club on

April 30, 1998.

The Re-entry and Women's Center is currently in the process of applying for a New Horizons grant and will use CalWORKS and TANF funding to address the problems of a lack of funding for staff.

The Transfer Center has blossomed into one of the most accessible and used services on campus with transfer programs the stated goal of 4,491 students (41%) (5.25). Representatives from four-year colleges are completely booked with appointments days before they arrive on campus for scheduled Transfer Days and Mini-Fairs (5.26).

Of the 143 responses to Item 42 of the Institutional Effectiveness Survey, 109 (76.2%) agree that IVC has accurately identified the diverse needs of the students it serves and 126 of the 149 responses (85.6%) to Item 43 agree that IVC provides appropriate educational support services and programs to address the needs of the college's diverse student population (5.4, Section Three, pages 15 and 16). Also, 70.2% (127 of 160 responses) to Item 36 agreed that the college "meets the specific instructional needs of the culturally diverse student body" (5.4, Section Three, page 14). In addition, 76.9% of the 78 responses to Item 54 (5.4, Section Three, page 19) agree that "[t]he library adequately supports special services students."

PLANNING AGENDA

No changes are recommended at this time.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

DESCRIPTIVE SUMMARY

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The bulk of planning in Student Services is done within the individual service units and via Student Services Council (5.27). Since many of the services are driven by federal or state laws that mandate procedures and outcomes, professional staff who implement these services are the primary planners.

SELF-EVALUATION

Students are represented on committees including but not limited to the Matriculation Advisory Committee, President's Council, the Program Review Committee, and the Accreditation Self Study. Each academic school also has two student senators who serve as liaisons between the school and ASIVC.

Although an overall plan of systematic evaluation for each area of Student Services has yet to be developed, progress has been made in a few areas. In the area of Matriculation, students fill out evaluations of the group orientation session (5.28). In the Counseling area, randomly selected students fill out specific evaluation forms giving feedback on their individual counseling appointments (5.29). In the Supportive Services area, all EOPS students fill out an exit survey form in their last semester at IVC (5.30). Also, at specific times of the year, all students using Supportive Services fill out an evaluation form for the staff member who worked with them (5.31).

Attempts to involve students on committees and in planning has resulted in inconsistent student representation. Community college students, traditionally a high percentage of whom are employed or have other commitments, may be reluctant to make the additional time commitments required to serve on committees.

PLANNING AGENDA

No changes are recommended at this time.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

DESCRIPTIVE SUMMARY

IVC offers a comprehensive, unbiased assessment process (5.1, page 12, 5.2, page 12, and 5.3, page 7) to all students including matriculation-exempt students who wish to be assessed. Assessment instruments are administered to determine student competency in reading, writing, mathematics and English as a Second Language skills. The primary goal of this process is to increase the extent to which students complete their educational objectives by providing information about their skills and abilities; by identifying support services; and by offering students the opportunity to plan their educational programs in consultation with counselors and faculty. The assessment, orientation, and advisement components of this program have been designed to satisfy the requirements of the California State Board of Governors legislation governing student access to, and successful completion of, programs at IVC.

Based on information taken from the IVC application (5.32), students are notified at the time of application whether they should participate in matriculation or are exempt from doing so. The criteria used to determine students' matriculation status is based on the exemption policy adopted by the Board of Trustees (5.2, page 12, 5.3, page 7, and 5.33). Answers from the application are used to determine whether students sit for a native English assessment or an English as a Second Language assessment. If students are concerned about which assessment they should take (native English or ESL), the Assessment Center staff can advise them regarding the appropriate assessment.

All students sitting for the native English assessment are asked to complete the Student Services Survey (5.14), the Nelson-Denny Reading Test, the Descriptive Tests of Language Skills in Sentence Structure, the Descriptive Tests of Language Skills in Critical Reasoning and one of four sections of the Math Diagnostic Testing Project (MDTP) (Algebra Readiness, Elementary Algebra, Intermediate Algebra, or Pre Calculus). A Writing Sample is also available to provide further evidence of a student's writing skill. Recommended course placements in reading, writing and math are based on the results of these tests in conjunction with several other measures. These measures include earned high school GPA, the highest math course completed, and the number of units the student plans to enroll in during the first term. These measures are gathered from questions that appear on the Student Services Survey.

ESL students are asked to complete the Secondary Level English Proficiency (SLEP) test. An ESL Writing Sample was developed, piloted and approved by the Chancellor's office and it has been determined that the combination of the SLEP and the ESL Writing Sample produce a more meaningful, precise placement for new ESL students. At this time, all ESL course recommendations are advisory.

SELF-EVALUATION

All assessment instruments in use have received full approval by the California Community College Chancellor's Office. In order to receive full approval, a test must be proven valid, reliable and unbiased. With the exception of the Mathematics Diagnostic Testing Project (MDPT), IVC has taken the responsibility for validating all test instruments. The use of the MDPT requires that students self-select into an appropriate math level assessment that can result in inappropriate placement. Math faculty and the matriculation coordinator/researcher are in the process of developing a "homegrown" assessment instrument that will, hopefully, more accurately place students into mathematics courses and will eliminate the need for students to choose from one of four different math tests.

The English faculty and matriculation coordinator/researcher are continually monitoring the writing assessment instruments to ensure placements are accurate and unbiased. Based on such evaluations, a new course, Writing 301, (5.2, page 111) was created in summer 1997 to accommodate students with special writing needs.

Of the 156 responses to Item 44 (5.4, Section Three, page 16), 84.6% agree that "concern for student access, progress and success characterizes students' educational experience at the college."

PLANNING AGENDA

No changes are recommended at this time.

5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY

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Location of most student services in one building has assisted students in recognizing the many support services available at IVC. All student services are open Monday through Friday but the hours, both for day and evening, vary from service to service.

IVC off-campus programs provide for the needs of three distinct student populations: Marine Corps personnel, Emeritus (mature adults) and the high school outreach students. While off-campus sites do not have immediate access to the student services and resources provided on campus, all students are welcome to use the campus services. IVC does provide a part-time (twice a week) counselor at the El Toro Marine Corps Base to assist Marine Corps personnel. The base is scheduled to close December 31, 1999.

SELF-EVALUATION

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To improve student access for all students, the college should address the scheduling of uniform hours of operations for student services. The college might consider a "needs assessment" to define expansion and allocation of resources. More cross-service training might help existing services to better understand the functions of all student services, thereby providing better access to the students.

Of the 154 respondents to Item 46 of the Survey (5.4, Section Three, page 17), 87% agree that "Student Services provides appropriate, comprehensive, reliable and accessible services to its students".

PLANNING AGENDA

1. The college will, through the shared governance policy, research the implementation of a policy of uniform operating hours for all student services.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

DESCRIPTIVE SUMMARY

Irvine Valley College strives to provide an open, friendly, and comfortable campus environment. The IVC Student Success Plan (5.36) sets forth strategies to encourage student success through improved access, course completion, basic skills and transfer. The Student Services Center contributes to this environment by being centrally located on campus and housing the majority of student services programs in one building. These programs support, encourage, and promote a diverse and positive environment for all students. As an example, many bilingual staff members are available to assist students including those who speak Spanish, Farsi, and Vietnamese. Information flyers about application to the college, matriculation and registration are available in seven foreign languages (5.6). The Disabled Students Programs and Services (DSP&S) is "designed to provide all qualified disabled students with the services and resources they need to reduce educational barriers" (5.1, page 15). The Extended Opportunity Program and Services (EOPS) is "designed to help qualified economically and educationally disadvantaged students to successfully complete their educational goals" (5.1, page 16). Greater Avenues to Independence program (GAIN) provides assistance for students on AFDC/TANF and counsels and directs students into training programs (5.1, page 16). The GAIN program has since been replaced by a combination AmeriCorps, CalWORKs, New Horizons and the CARE programs (5.9).

There are a number of clubs and activities that promote awareness and appreciation of different cultures and ethnic groups. These clubs include but are not limited to the MECHA, Vietnamese/Asian Club, Gay and Lesbian Club, Challengers Club (disabled students), Chinese Cultural Association, and EOPS/CARE Club (disadvantaged and single parents) (5.37). These clubs have presented a variety of cultural and informational events on campus including Cinco de Mayo and Dia de Los Muertos celebrations, Chinese New Year events and disability awareness workshops. The college is in the beginning stages of establishing a Multicultural Center in order to promote cultural awareness and improve campus climate.

SELF-EVALUATION

The 321 students responding to the Campus Climate Survey (5.35) reflected their level of satisfaction with the following services based on a point scale ranging from 1 (strongly disagree) to 4 (strongly agree): 2.87 (Disabled Students); 2.85 (EOP&S); 2.80 (Veterans Affairs); 2.68 (Student Clubs); 2.65 (Financial Aid); and 2.52 (Foreign Student Services).

The International Student Office is currently in need of additional staff and support services. This program needs a broad base of support from administration, faculty, staff and students. A single, ongoing advisory committee might best garner this support.

Of the 149 respondents to Item 43 of the Institutional Effectiveness Survey (5.4, Section Three, page 16), 84.5% agreed that "Student Services provides appropriate educational support services and programs to address the needs of the college's diverse student population. Additionally, of the 160 responses to Item 47 (5.4, Section Three, page 17), 78.6% agree that the college "creates and maintains a campus climate which services and supports its diverse student population".

PLANNING AGENDA

1. The college will consider establishing an International Student Advisory Committee to develop a comprehensive program of services commensurate with the needs of its population.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all its students and encourages personal and civic responsibility.

DESCRIPTIVE SUMMARY

IVC has numerous co-curricular programs. In spring and fall of 1997, there were 18 active student organizations on campus (5.36). If students are interested in starting a new club, established procedures are in place to support them (5.37). The programs and activities available represent different aspects of students' interests with considerable opportunity for students to find something to their liking. Co-curricular programs include but are not limited to Chinese Cultural Association, Christian Club, Dance Club, the Psi Beta Honor Society, Political Science Club, and the Journalism Club.

The Associated Students of Irvine Valley College (ASIVC) is recognized as the official governing body for students and provides leadership training and governance experiences to its members. It also sponsors scholarships and promotes, coordinates and supports other campus organizations.

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SELF-EVALUATION

Co-curricular programs and events occur year round. While some of the events serve as fundraisers, other events are held solely to promote and support students' welfare. Each fall and spring, a "Club Day" is held. ASIVC also sponsors "Welcome Day" in order to welcome students back to school and ASIVC and the Health and Wellness Center sponsor "Play Day," to help students relieve stress before final examinations. There is also an American Red Cross blood drive each semester.

Cultural awareness is promoted by many clubs. For example, MECHA sponsors a celebration for Mexican Independence Day and the Chinese Cultural Association celebrates the Moon Festival and Chinese New Year and sponsors an "Asian Food Festival." The Geology Club has sponsored one-day hiking expeditions and a field trip to the La Brea Tar Pits. The Challenger's Club has held a clothing drive, the Earth Club sponsors Earth Day awareness activities and the Political Science Club has established a Model United Nations program.

In addition to the on-campus events, co-curricular programs compete in regional and national competitions within their fields. Many have received national recognition including The Voice (the student newspaper), the Psi Beta Honor Society and the Phi Theta Kappa Honor Society. This track record is quite remarkable considering that IVC became an independent college only in 1985.

ASIVC represents the student perspective on such college committees as the Budget and Operations Committee (5.19, page 2), the Committee on Courses (5.19, page 4), the Facilities and Capital Improvement Committee (5.19, page 3), and the Student Affairs Committee (5.19, page 3). The president of ASIVC serves on the President's Council (5.19, page 6).

Of the 142 responses to Item 48 of the Institutional Effectiveness Survey (5.4, Section Three, page 17), 71.8% agreed that the college "supports an extracurricular environment for all its students that fosters intellectual and personal development as well as encourages personal and civic responsibility.

5.9 Student records are maintained permanently, securely, and confidentially with provision for secure backup of all files, regardless of the form in which those files are maintained.

DESCRIPTIVE SUMMARY

All student records since IVC's initial accreditation in 1989 are maintained in hard copy form in the Office of Admissions and Records. They are stored in either a locked, fireproof file room or locked file cabinets. Access to the records is restricted to Admissions and Records personnel only. All records have been and are being maintained permanently in hard copy form until a reliable means of electronic storage becomes available. Confidentiality of student records in the Office of Admissions and Records is maintained according to Family Educational Rights and Privacy Act (FERPA, 34 C.F.R. Part 99) regulations. Documents used in the Office of Admissions and Records, which contain personal information from the student database, are

shredded and disposed of securely.

SELF-EVALUATION

The lack of adequate, secured and fireproof storage space for permanent records is a problem. Existing physical space has become inadequate making the retrieval and accessibility of archived records extremely difficult. An additional file room was built by enclosing the area under the stairwell outside of the Admissions Office; however, it did not provide enough space to meet the need. Although scanning documents will help simplify retrieval, the need for additional space will remain a priority.

It has been the practice to allow authorized personnel from departments other than Admissions and Records to have access to student transcripts received from other institutions. This has led to problems with items being misfiled or improperly discarded, therefore, there are concerns regarding the lack of confidentiality of student files. Counselors expressed some concern regarding the chain of custody for student transcripts received from other colleges. The goal is to make these documents available for viewing by other authorized departments online once the scanning process is completed. In the interim, alternate means of transcript retrieval need to be explored and implemented.

Proper disposal of photocopied student records is a security issue. It may be beneficial to provide an inservice to other student services personnel regarding the importance of securely disposing of these documents and an overview of FERPA regulations.

PLANNING AGENDA

1. The college will research strategies for the secure handling of student transcripts from other colleges.
2. The college will develop and implement procedures to ensure confidentiality and safety of student files.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its Student Services and uses the results of the evaluation as a basis for improvement.

DESCRIPTIVE SUMMARY

In 1996-1997, the Program Review Committee began developing a pilot plan for program review for all

college programs. The Health and Wellness Center was the first student service to volunteer to pilot the program review process (5.38). It was subsequently determined that the program review instrument, geared towards instructional programs, could not be used to evaluate effectively the Health and Wellness Center or other student services programs. The Program Review Committee reviewed and revised the handbook in February 1998 to broaden the handbook's applicability to all college programs. When the Academic Senate approves this revised Program Review Handbook, the student services program review calendar (5.39) will be updated and all services will be reviewed on schedule.

Although an overall plan of systematic evaluation for each area of Student Services has yet to be implemented, progress has been made in a few areas. In the area of Matriculation, students fill out evaluations of the group orientation session (5.28). In the Counseling area, randomly selected students fill out specific evaluation forms giving feedback on their individual counseling appointments (5.29). In the Supportive Services area, all EOPS students fill out an exit survey form in their last semester at IVC (5.30). Also, at specific times of the year, all students using Supportive Services fill out an evaluation form for the staff member who worked with them (5.31).

SELF-EVALUATION

New information systems software is being developed by Buzzeo, Inc., under contract with the South Orange County Community College District. As part of this project, the existing student information systems will be replaced with a comprehensive and fully-integrated system that, among other features, will allow for a wide variety of tracking mechanisms as described in the "Features Representation Document for the Student Tracking Focus Group Session" (5.20). This new information system was developed through the use of focus groups that included representation from both colleges and the district and is expected to be in operation sometime in fall 1998. It is expected that this information system will provide admissions and records, the career center, the counseling center, financial aid and matriculation with sophisticated student-services-oriented software that will enhance evaluation in these departments and increase effectiveness.

IVC also began the testing and implementation of a student photo identification system during summer 1998 with ID cards expected to be issued to students in mid-September 1998. In addition to providing photo identification, the system will also allow IVC to track use of services such as Counseling, Health and Wellness Center, and other services available to students. While the tracking system will provide valuable data on the demand for services, in order to protect the confidentiality of students it will not generate personal student data.

PLANNING AGENDA

No changes are recommended at this time.

SUPPORTING DOCUMENTATION

STANDARD FIVE

1. IVC Student Handbook
2. 1997-98 IVC Catalog
3. IVC Schedule of Classes, Spring 1998
4. Institutional Effectiveness Survey
5. IVC Information Folder
6. Samples of Matriculation Foreign Language Flyers
7. Orientation Brochure
8. Application for the International Students
9. Student Services Pages From The Web
10. Sample of Student Services News and Information Bulletin
11. Samples of Department Flyers/Brochures
12. A Student Guide to Awareness and Campus Safety
13. Enrollment Report
14. Student Services Survey
15. Career Center News and Information Newsletter
16. AP 100 Research
17. Irvine Valley College and Foundation Annual Report, 1996-97
18. International Student Statistics
19. IVC College Governance ♦ Standing Committees
20. Features Representation Document for the Student Tracking Focus Group Session
21. Financial Aid Statistics
22. Job Placement Statistics
23. An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and a Description of the Newly Developed Early Alert Retention System (EARS) Software. Sample of an Early Alert Form

24. 1997-98 Matriculation Plan
25. Student Educational Goals
26. Transfer Day Flyer
27. Sample of Student Services Council Meeting Minutes
28. Matriculation Student Evaluation
29. Counseling Student Evaluation
30. EOPS Student Exit Survey
31. Supportive Services Student Evaluation Form
32. IVC Application
33. Matriculation Exemption/Participation Criteria
34. Student Success Plan
35. Campus Climate Survey, July 1995
36. List of ASIVC Clubs
37. ASIVC Procedures for Establishing a New Club

SUPPORTING DOCUMENTATION

STANDARD FIVE

38. Health and Wellness Center Program Review
39. Student Services Program Review Cycle

STANDARD SIX

Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

- 1. Information and learning resources and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.**

DESCRIPTIVE SUMMARY

The Irvine Valley College's library, Technology Services, Office of Publications, Duplicating Services, and all Instructional Computer Centers and Laboratories (including the library Computer Commons) are administered by the dean of library, information services and technology (formerly known as the dean of information services). The librarians and the Learning Center faculty are members of the School of Library Services. Technology Services, lead by the director of technology, includes network technicians, application and information services classified staff and media services technicians. Technology Services provides faculty, classified staff and administrators equipment, support and training. Under the new faculty contract eliminating reassignment after June 30, 1998, a faculty member will continue supervising these services on a stipend basis.

Library

For over fifteen years, IVC's library was located in the B100 building. On August 25, 1997, the permanent IVC library opened and is located near the center of the campus (6.1, page 19, 6.2, page 44 and 6.3, pages 77-78). In addition to providing conventional library services, this 38,000 square foot, two-story building serves as the college's information and technology hub distributing audio, video, and data resources electronically to classrooms, labs, and offices college-wide. A switched fiber-optic network supports 600 connections to internal resources and, via the Internet, electronic resources worldwide. Throughout the library there are 200 student study stations, six discrete audiovisual stations, one microform wet carrel, a large reference area adjoined by the reference computer commons, ten group student study rooms, a periodicals reading area, a computer commons, special services computer commons, and duplicating services. The library also houses the Office of Publications, Technology Services, a Technology Training Room, a faculty and classified staff Technology Center and the Multimedia Studio/Smart Classroom, scheduled to open in the fall of 1998. The library has 3 FTE librarians and 4.5 FTE in paraprofessional library staff.

A variety of materials are available in the library's collection to meet the multiplicity of student needs, learning styles, and faculty requests. The library's collection includes 38,500 books, 287 periodical titles, and a wide range of online databases including SearchBank and Lexis-Nexis (a full-text periodical information service), videocassettes, slides, audiocassettes, computer software and microforms. The LaserCAT offers online public access to the print and audiovisual resources of both IVC and Saddleback College and can also be accessed through the enterprise (districtwide) network.

Library services include reference assistance, library research classes, library orientations/workshops for students, faculty, and community members, reserve desk services, and inter-library loan. For students and faculty members who require materials that are not in the IVC library, access is provided through MELVYL (online library catalog of the University of California) and OCLC (Online Computer Library Center) which includes over a million records and is an excellent means for establishing complete bibliographic citations.

Learning Center

The Learning Center, located on the first floor of the library, offers registered college students free of charge one-on-one or small group peer tutoring by appointment (6.1, page 18, 6.2, page 46, 6.3, page 78). Most subjects offered at the college are supported by the Learning Center. The Learning Center also offers peer computer tutoring and assistance in the library Computer Commons. The Tutoring 100 course (Fundamentals of Peer Tutoring) and Tutoring 301 (Supervised Tutoring) are offered each semester (6.1, page 18, 6.2, page 148 and 6.3, page 70). Currently, there are approximately 300 students enrolled in Tutoring 301. An adjunct faculty member coordinates the Learning Center.

Technology Services

The Technology Services unit is responsible for the Network Services, Applications and Software Support Services, Media Services, Duplicating Services, the Training Center, Technology Center, and all Instructional Computing Laboratories and Centers. Technology Services is located in the library and has approximately 10,000 square feet allocated for its use.

Network Services is responsible for providing the enterprise network services and networking software for all locations on the IVC campus. Services include purchase, installation and maintenance of computer hardware, and the installation of individual and/or group workstations throughout the campus to support IVC's courses, programs and degrees. Network Services has 4.75 FTE (one FTE unfilled) classified staff.

Applications and Software Support Services classified staff personnel respond to help desk questions and requests, install and maintain desktop software and offer technology advice and training. This department also manages the college voice-mail and e-mail systems for faculty, staff and students. There are 2 FTE of classified staff servicing the college's technology/applications and software needs.

Media Services is responsible for providing media hardware and software for classroom use, media support

for Community Services and public events, such as graduation, guest speakers and athletic events. The staff of Media Services delivers audiovisual materials to on- and off-campus sites. There are 15 technology classrooms that are permanently installed with a computer, data projector and VCR. Approximately five off-campus sites in the northern half of the South Orange County Community College District receive this service. Media Services is also responsible for the Multimedia Studio/Smart Classroom and Cox Cable Channel 33 that provides telecourses throughout the Irvine area. The Multimedia Studio/Smart Classroom, scheduled to open in the fall of 1998, will have a satellite downlink for video conferencing between remote sites; TV production cameras for creating instructional courseware and telecourse broadcast capabilities on Cox Cable Channel 33; and a smart podium and imaging system for real-time interactive courses and multimedia productions. A linear editing system allows for post-production products. The Multimedia Studio/Smart Classroom is exclusively used for media production projects. There are 2.5 FTE of classified staff working in the Media Services department (with .5 remaining unfilled).

Distance education was studied in the fall of 1997 by the dean of library, information services and technology and a report (6.4) on the status of distance education at IVC was submitted to the president. IVC offered three telecourses in each of the fall of 1997 and spring of 1998 semesters (6.3, page 13). In the spring of 1998 the college was scheduled to offer two additional courses, but due to a general delay in the curriculum process, these courses were cancelled.

Duplicating Services is located in A201 where it mainly processes large or complicated jobs, including instructional materials. Self-service copiers for faculty, staff and student use are located near all faculty office areas. In early 1997 the college purchased a networked Kodak 70, four-color spot copier, offering duplicating services to all computers connected to the IVC network. Duplicating Services currently has two FTE of classified staff (one FTE unfilled).

The Technology Training Center, staffed by the Technology Services personnel, offers workshops that help faculty and classified staff keep up to speed with the college's growing technological capabilities. Located in library room 207, this center has eleven multimedia computer stations with Internet access. Each semester over 60 group-training sessions (6.5) are offered while many one-on-one and special topics sessions are also taught.

A very important resource, the IVC Help Desk, is another component of the Training Center. Faculty, classified staff and administrators can call the Help Desk (hours: 7:30 a.m.–6:00 p.m.) for computer hardware and software questions, technician repair requests, classroom media support or technology advice. Faculty can receive assistance during presentations involving instructional software.

Technology Center

The Technology Center, located in library room 204, provides equipment and resources for faculty and classified staff to prepare instructional materials, computer presentations, overhead transparencies, video productions and to develop Web pages. Four computer workstations, a software library, digital cameras, a variety of scanners, CD-ROM writers and a color printer are also available.

Institutional Computer Laboratories and Centers are located outside the library consisting of ten academic specific disciplines. Each center/laboratory hosts discipline specific software and the personnel to support these are provided by the schools. The installation, maintenance, and support of the hardware and software is the responsibility of Technology Services. These centers and laboratories are:

Name	Discipline	Equipment	Access
Computer Center	Business Sciences and CIS	106 PC and 35 Macintosh PCs	Must enroll in lab ticket number; open 68 hours per week
Keyboarding Lab	Business Sciences	30 PCs	Only during scheduled class
Drafting Lab	CIS	25 PCs	Only during scheduled class
Social and Behavioral Science Lab	Social and Behavioral Science	25 PCs	Only during scheduled class
A.D.A.M. Lab	Life Science	15 PCs	Only during scheduled class
DSP&S and Reading Center	Special Services and Humanities	15 Macintosh PCs	Only during scheduled class
Humanities Center	Humanities	Three PCs	Must enroll in lab ticket number; open 68 hours per week
Journalism Lab	Humanities	16 Macintosh PCs	Only during scheduled class
Math Laboratory	Mathematics	2 PCs	Must enroll in lab ticket number; open 68 hours per week
Fine Arts Lab	Fine Arts	26 Macintosh PCs	Only during scheduled class

SELF-EVALUATION

The American Library Association (ALA) and the Association of College and Research Libraries (ACRL) have developed a variety of performance standards and policy statements (6.6) that provides library professionals with a common set of principles and standards.

	College Size in FTES	Volumes	Serial Subscrip.	Video & Film	Other Items*	Total Collection
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ALA/ACRL Minimum Collection Standards	5,000-6,999	80,000	700	1,250	10,000	91,950
IVC	6,100	38,500	287	300	9,000	38,087
Below Minimum Standards		41,500	400	950	1,000	53,863

* Includes microforms, cartographic, graphic, audio, and machine-readable materials

The IVC library, formerly housed in the B100 Building, was inadequate in size to maintain ALA and ACRL minimum standards. With the opening of the new library on August 25, 1997 and the state funding of new equipment and supplies (6.7), IVC is moving forward with its plans to provide its students with the best possible resources.

The Institutional Effectiveness Survey (6.8) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. Of the 116 responses to Item 52 of the Institutional Effectiveness Survey (6.8, Section Three, page 19), 58.7% agree that "the current library collection ...is sufficient in quality to support the courses and programs at IVC" and of the 107 respondents to Item 81, 57% agree that the college "...allocates sufficient resources to support library collections (6.8, Section Three, page 29). Since 1992, considerable effort has been made to add multicultural resources to the collection with support from several on- and off-campus funding resources. Still, only 34.5% (41 of 119 responses) to Item 53 (6.8, Section Three, page 19), agree that the "...the quality, depth and diversity of the library collection meets the intellectual and cultural activities of IVC." On the other hand, an average of 64.8% agreed that the Technology Committee, Institutional Technology Committee and the District Technology Task Force collectively provide information and learning resources that are sufficient in quality, depth, diversity and currentness to support the institution's intellectual and cultural activities and programs (6.8, Items 55 through 58, Section Three, pages 20-21).

PLANNING AGENDA

1. The library collection will increase by 28% per year over the next three years.

2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

DESCRIPTIVE SUMMARY

Library

Library faculty strive to relate the content of the collection to the current IVC curriculum. Traditional learning and information resources such as books, periodicals, pamphlets, microforms, and audio-visual software, as well as electronic formats are selected, acquired, organized and maintained primarily by the librarian staff (6.9). Librarians act as liaisons to academic schools. Selection tools used by librarians include professional library review media, publishers' catalogs, online sources, instructor bibliographies and faculty recommendations. All faculty requests for materials, which are needed for, required course assignments are given first priority in the acquisition process. Faculty are encouraged to review the content of the collection and to suggest new titles for acquisition. This is accomplished by the routing of publishers' announcements and professional reviews to appropriate faculty members by the librarian in charge of selection. Beginning in the fall of 1998, the library Web site will offer an online material selection form for faculty input. Student suggestions are also accepted and evaluated under the established selection policies.

The library's holdings have been evaluated in the following ways to insure adequate quality, depth, diversity, and currency:

- A. Classroom faculty review all gifts to the library in order to determine whether there is a potential for their use by students.
- B. Circulation records are maintained for each periodical title in the IVC collection, and if a title is not circulated for a period of two years, the subscription is not renewed.
- C. All new periodical subscriptions are checked to see if the title is included in one of the periodical indexes available in the library.
- D. Any title not covered by an existing periodical index is not ordered unless the instructor identifies how students will gain access to the subject content of the periodical.
- E. All new recommendations for media purchases must come from faculty members who have previewed the program.

In addition, the college curriculum approval process includes a determination of adequacy of library/media support for proposed new courses. The library faculty contacts each faculty member who receives approval for a new course or revision of an existing course from the IVC Committee on Courses in order to coordinate

the ordering of materials with the offering of such new or revised classes.

The Library Focus Group, a subcommittee of the District's Reference Network Advisory Group (REFNAG) has faculty and staff representation from both college libraries. This group considers selection, cost-sharing and maintenance of shared electronic research resources. The district and college share software/hardware maintenance responsibilities. The college maintains servers, CD-ROM towers, and software on the college network and the district is responsible for those software programs that reside on the district's servers such as the Online Public Access Catalog (OPAC) and Internet services which includes three Netscape based subscription indexes provided by Information Access Company and our most recent addition, Lexis-Nexis, a current approach to newspaper and journal research.

Learning Center

The educational equipment acquired for use in the Learning Center is funded through the library budget. The Learning Center does not acquire educational equipment and materials outside of this venue. The processes for selection, acquisition, organization and maintenance are the same as for the library.

Technology Services

Since the fall of 1995, college technology institutional policies and procedures have fallen under the purview of the Institutional Technology Committee. This committee has representation from all governance organizations. To assure faculty involvement the Academic Senate's subcommittee on Technology directs its committee chair to represent an equivalent of ten votes on the Institutional Technology Committee. The IVC Technology Plan (6.10) was written in May of 1995 and has been undergoing revision.

SELF-EVALUATION

The materials selection procedure at present relies heavily on the library faculty. Over 90 percent of all purchases are the result of recommendations from librarians.

Of the 148 responses to Item 59 of the Institutional Effectiveness Survey (6.8, Section Three, page 22), 84% knew of the existence of an IVC/District Technology Initiative and an average of 64.8% agreed that the Technology Committee, Institutional Technology Committee and the District Technology Task Force collectively provide information and learning resources that are sufficient in quality, depth, diversity and currentness to support the institution's intellectual and cultural activities and programs (6.8, Items 55 through 58, Section Three, pages 20-21). The sense of the librarians seems to be that the faculty is more dissatisfied with the size of the collection than with the procedures utilized to acquire books. This situation will improve as state funded equipment and supplies help bring the library collection into compliance with ALA and ACRL standards.

Currently, due to the vast number of book acquisitions, the library staff is overwhelmed with the cataloging and processing of new materials. This makes new arrivals unavailable for long periods of time. This backlog also prevents the library staff from getting to other low priority tasks, such as mending damaged books. The backlog has been reduced substantially since the last self-study and the automation of cataloging processes has reduced and will continue to reduce the time required for processing even further.

In the circulation department, several tasks are not being carried out on a regular basis. Among these are: overdue holds are not being placed, inter-library loan requests from other libraries are being denied and requests made by patrons in our library are taking one to two weeks to be processed and circulation database system maintenance is done sporadically.

An average of 69% of the respondents to Items 50 and 51 of the Institutional Effectiveness Survey (6.8, Section Three, page 18) agreed that media services responded to requests for service, equipment, maintenance and repair in a "timely and professional manner".

In regard to electronic services shared between the two colleges in the district, REFNAG has not reached agreement on which database resources will be mutually accessible. Part of the reason for this is that there has not yet been agreement on the funding mechanism for shared resources. It has not been determined whether the district or the individual colleges will pay for shared resources.

Of exceptional note is that the card catalog in use during 1992 self-study has been replaced by a state-of-the-art online system supplied by Data Research Associates (DRA). This online system provides comprehensive access to the book, periodical and audio-visual holdings of both Irvine Valley and Saddleback Colleges. The online catalog makes resource-sharing possible among the students, faculty and staff of both colleges.

PLANNING AGENDA

1. The college will continue to emphasize the selection of materials, which are required for library assignments, and materials that have a history of consistent circulation.
2. The college will strive to finalize district financial support for the development and acquisition of a common set of database reference tools.

3. Information and learning resources are readily accessible to students, faculty, and administrators.

DESCRIPTIVE SUMMARY

Library

The library promotes its resources to students, staff, and faculty through instruction, orientations, in-service presentations and Internet workshops for the college community. The library has workstations for students with special needs. In the academic year, 1996-97, approximately two hundred library orientations were given at the request of faculty and were structured to meet specific class needs. The library offers a three-unit library research class for students to learn library and online research. Library hours during the fall and spring semesters are 8:00 a.m. to 9:45 p.m., Monday through Thursday, 8:00 a.m. through 1:45 p.m. on Friday, and 9:00 a.m. through 1:45 p.m. on Saturday and closed on Sundays. During summer sessions the hours are 9:00 a.m. through 8:45 p.m., Monday through Thursday; 9:00 a.m. through 12:45 p.m. on Fridays. The library is not open on Saturdays or Sundays during the summer. A reference librarian and classified staff member are on library public service duty when the library is open. To meet the college's growing student population, the library provides six hours per day of direct library services when two reference librarians and two classified staff members are on duty.

Learning Center

Use of the Learning Center is promoted through printed materials such as the schedule of classes, flyers, posters, and bookmarks, through presentations made to student clubs and student orientations, and through faculty in-service programs. The Learning Center shares the same hours as the library. A faculty member and/or one senior tutor and student tutors are available for assistance to students during all hours the Learning Center is open. The Learning Center employs a pool of 40-80 tutors providing 800-1,500 hours of tutoring assistance per month to IVC students. Approximately 1,500-2,000 students use the Learning Center each semester.

Technology Services

Technology Services is open to college faculty and staff Monday-Friday, 6:30 a.m.–10:00 p.m., Saturday, 8:00 a.m. – 2:00 p.m. and closed on Sundays. If Technology Services personnel are needed at off-hours, the director of technology and three technicians can be contacted if needed.

SELF-EVALUATION

Generally, the faculty, staff and administration are satisfied with the hours of support offered by the library, Learning Center and Technology Services. An average of 62.5% of the respondents to Items 69 through 72 of the Institutional Effectiveness Survey (6.8, Section Three, pages 25-26) and an average of 66.7% of those responding to Items 73 through 76 (6.8, Section Three, pages 26-27) agree that the Computer Commons and Learning Center, respectively, have adequate evening and weekend hours, open access and support services.

There may be some concern that the library may need to extend its weekend hours as approximately 50% of respondents for both the Computer Commons (Item 70) and the Learning Center (Item 74) did not consider these hours to be adequate. The majority of respondents (76.9%) agreed that the library "adequately supports special services students" (6.8, Item 54, Section Three, page 19).

In the survey of students, 39% say they never use the library to read or study; 62% never check out books; 49% never use the card catalog; 49% have never prepared a bibliography and 49% of the students surveyed had never asked a librarian for help (6.12, page 8). One likely explanation for these negative figures may be that not all instruction involves library research at the community college level.

PLANNING AGENDA

1. The college will develop a Library and Information Technology Services Handbook, posted on the IVC Web site, to provide a single source of information about all Information Services provided to the students, faculty and staff.

4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

DESCRIPTIVE SUMMARY

Library.

In July 1997, the district Board of Trustees reorganized the administrative structure of the college without appropriate input from library personnel. The position of chair of the School of Library Services was eliminated and the responsibilities of that position were assigned to the dean of information services. The dean of information services was assigned a new title, dean of library, information services and technology, to reflect the new library responsibilities, and administers the library, Information Services and Technology Services. The library employs three full-time librarians with MLS degrees, one secretary, two library technicians, two full-time library assistant I, one part-time library assistant I and several student aides. Library staff enrolls in courses offered by Training Center staff. Librarians and the library staff also provide basic and advanced instruction in learning to use traditional and electronic research resources.

The district's associate director of information systems and services in the Information Technology department oversees the districtwide library automation system, Data Research Associates, the online public access catalogs and the shared databases of the colleges' network.

Learning Center

The Learning Center employees include one qualified adjunct faculty member, peer tutors and student aides. The tutors are selected based on the recommendations of the discipline faculty.

Technology Services

Faculty members from the various schools serve in the respective computer centers and laboratories corresponding to their instruction areas. The Business Science, Mathematics and CIS Computer Center faculty meet or exceed the state minimum qualifications for computer science or computer information science instructors. The director of technology supervises one senior lab technician, two lab technicians, two user services analysts, a computer operator, two full time audio-visual technicians and one part-time audio-visual technician.

SELF-EVALUATION

The Association of College and Research Libraries standards (ACRL) (6.6) for institutions of 3,000 to 5,000 FTE students call for a staff of one administrator, five to seven professionals, five to eight technicians, and four to eight other staff members (secretaries, clerks, and lab aides). As indicated in the following table, IVC is below the ACRL minimums in three of the four categories:

	Administrators	Professional	Technicians	Other
ACRL Standard	1	5-7	5-8	4-8
IVC	1	3.5	4.5	2.7

The Standards for Community, Junior, and Technical College Learning Resources Programs (6.6) establishes staffing requirements for single-campus services. IVC does not meet the minimal requirements.

FTES	Administrators	Professionals	Technicians	Other Staff	Total Staff
	Minimal	Minimal	Minimal	Minimal	Minimal
5,000-6, 500	1	7	7	6	21

IVC = 6,100	1	3.5	2.0	2.7	9.2
IVC's Deficient	0	3.5	5	3.3	11.8

The Association of College and Research Libraries standards for staffing do not address standards for Learning Centers other than libraries. However, it is the sense of the directors and faculty who staff the institutional learning centers and laboratories that the staffing is less than adequate. Faculty members, due to lack of appropriate classified staffing, undertake many technical and clerical duties in the centers. The method used for reorganizing the administration resulted in the lack of an assigned library director. This position is needed to complete the direct supervision and daily operation of the library.

Despite the enormous responsibilities of the Technology Services, it has performed well in meeting the goals of the District Technology Initiative. Faced with the charge of installing hundreds of computer workstations throughout the college, maintaining them, and assisting staff in mastering the new technologies, the technology services staff is overextended.

An average of 92% of the respondents to the Institutional Effectiveness Survey agreed that librarians (125 of 138) and staff (122 of 131) are "...professional and qualified" (6.8, Items 66 and 67, Section Three, page 24). Of the 147 responses to Item 49, 88% agree that the "[t]he Technology Initiative at IVC provides training workshops for faculty and classified staff that support learning and discovery of using new support technologies effectively" (6.8, Section Three, page 16). Professional, qualified individuals provide information and support in Technology Services (81.4%), Duplicating (96%), Publication Services (84.8%), Technology Training (83%), and the Help Desk (75%) (6.8, Items 61 through 65, Section Three, pages 22-24). Additionally, 91.8% of the respondents to Item 82 agree that "Faculty and staff are informed about the available training workshop offerings (one-on-one, workshops, school discipline, specialized)" (6.8, Section Three, page 29).

In early 1997, the library staff chose to outsource minimal level processing of books with its two jobbers, Midwest Library Service and Coutts Library Service. The jobbers, for a nominal cost, now perform some functions formally done by library staff: laminating book jackets, security stripping, property stamping, and book cover reinforcing. Since jobbers supply more than 80% of purchased library books, this out-sourcing has been a partial solution to the lack of staff support.

PLANNING AGENDA

1. The college will attempt to bring the library staffing to national standard levels and add appropriate clerical and technical staffing to the learning centers.
2. The college will develop a plan to hire a library director consistent with the institutional hiring

mechanisms and budgetary constraints.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

DESCRIPTIVE SUMMARY

Library

The IVC library's annual book budget prior to fall of 1997 has remained at approximately \$40,000, and the periodical budget has been \$25,000 since the last self-study. In March of 1997 one-time monies (\$2.1 million) from the state to acquire the books and media for the new library were released (6.7). Of the new library one-time equipment allocation funds (\$965,000) approximately \$500,000 has been spent specifically on library furniture, equipment and technology. The remainder will be used to design, purchase equipment for and install the Multimedia Studio/Smart Classroom in the library by fall of 1998. The District Technology Initiative provided funding for 30 computers for the research commons and college instructional equipment funds allowed for the purchase of approximately 30 computers and various technology-oriented pieces of hardware.

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Learning Center

The budget for the Learning Center has remained constant, which was adequate when the Learning Center program was small. With over 300 students enrolled in peer tutoring and tutoring salaries rising, the current budget should be supplemented. The budget for hiring faculty and staff remains a concern.

Technology Services

In the academic year of 1997 the District Technology Initiative provided a campus-wide network and computer equipment to improve access to information and learning resources electronically. Various security systems are being studied in order to secure and protect the equipment housed in the library and other campus buildings. The media supply account, from which electronic resources and media for the classroom are funded, has been \$8,000 to \$14,000 and is augmented each year by dedicated revenue collected from fees, fines and/or by one-time block grant money from the state for instructional equipment and library resources. Primarily lab fees, instructional equipment funds, grants, equipment donations, and new building funds have supported equipment and computing and media software for media services, the library and other learning centers and laboratories.

SELF-EVALUATION

In accordance with the Standards for Community, Junior, and Technical College Learning Resources Programs (6.6), the Learning Resources budget should be between 6% and 9% of the educational and general expenditures. IVC spends 3% of the educational and general expenditures; 3% below the minimum standard.

Of the 107 respondents to Item 81 of the Institutional Effectiveness Survey (6.8), 57% agree that the college allocates sufficient financial resources to the library collection and other learning resources. An average of 62.5% agree that IVC allocates sufficient resources to support technology, training, Information Services and web development. Web development shows the least amount of approval with only 49.1% (55 of 112 responses) agreeing that it has sufficient resources allocated.

In summer 1996, the district hired a consultant to examine and make recommendations for district-wide technology needs. In fall 1996, the District Technology Initiative (DTI) was launched. Six million dollars was allocated to upgrade technology infrastructure, hardware and software districtwide. While the infusion of funds for technology is a necessary and welcome expenditure, funds for maintenance and training are not part of the plan.

PLANNING AGENDA

1. The college will strive to increase the library budget to meet the growing needs for acquisition, access and maintenance of traditional and non-traditional resources, including audiovisual materials.

- 6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.**

DESCRIPTIVE SUMMARY

IVC and Saddleback College have informal agreements to serve each other's students. Students are routinely informed in library orientations that all resources in the database are accessible to them. They may choose to travel to the Saddleback College campus to pick up materials immediately or they may submit interlibrary loan requests through the reference desk. In both colleges, the circulation library technician processes the request and the items are delivered to the sister campus for student use within forty-eight hours. Both campuses share the periodicals and audio-visual resources in much the same fashion. However, photocopies

of periodical articles are made because all periodicals do not circulate. Circulation of audio-visual resources is made available only to the faculty of the sister campus.

The South Orange Community College District and the California State University, Fullerton at Mission Viejo (CSUF-MV) campus have formal agreements to serve each other's students. In library orientations students are routinely informed that once the resources of the IVC and Saddleback College libraries are exhausted they may consult the collection of the CSUF-MV Library. College librarians verify CSUF holdings are present before sending students to the satellite library. All resources of the CSUF main campus library are accessible to students through a photocopy and courier service. Also, all SOCCCD students have full library privileges at the CSUF library in Fullerton. This is not a special agreement between SOCCCD and CSUF - this is part of the CSUF open access policy.

The library regularly borrows materials from other institutions in accordance with the American Library Association Interlibrary Loan Code. IVC students may use, but not checkout, any books in the library collections at University of California, Irvine in accordance with the University of California, Irvine policies. The University of California, Irvine does not offer formal agreements with community colleges at this time. In addition to these local resources, IVC library participates in OCLC and also offers Inter- Library Loan programs with the nine campuses of the UC system and the 22 campuses of the CSU system that provide students, faculty and staff access to resources not locally available.

The IVC library home page, <http://www.ivc.edu/infoserver/library/library.html>, on the World Wide Web was updated in spring 1998 to provide an extensive array of research resources for students, faculty and staff.

SELF-EVALUATION

Present arrangements for sharing of library resources with other institutions are generally satisfactory. IVC is currently in negotiations with the library dean of UCI to secure faculty training and student access.

PLANNING AGENDA

1. The college will continue efforts to increase the access to information services provided by the library from other institutions, including U.C. Irvine.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

DESCRIPTIVE SUMMARY

Library

The librarians evaluate technology, CD-ROMS, electronic resources, periodicals, reference books, and the collection regularly and systematically. Based on student demands and budget, electronic resources are studied several times during the year to determine effectiveness and value to student research and information needs. Librarians consult with faculty in weeding the book collection and in acquisitions of new resources. Information resources and services will be changing dramatically in the next two years due to the implementation of the District Technology Initiative. In the spring of 1997 the district's reference networks advisory group, REFNAG, was formed and includes library faculty and staff from both colleges and district Information Technology staff. The group's charge is to determine the databases and information resources to be accessible through the colleges' Web sites, to evaluate vendors and resources for inclusion on the "reference desk" and to centralize the costs, the deployment and the maintenance of the Web's reference resources.

Technology Services

The Institutional Technology Committee has centralized equipment and technologies, developed a set of standard specifications for computer equipment, scheduled deployment of equipment to classrooms, the library, offices, laboratories and centers, and created a maintenance and replacement procedure for the new equipment.

Staff and student surveys do not directly relate to this section. However, the library attempts to evaluate its learning and information resources and services and makes appropriate changes to serve students better.

SELF-EVALUATION

The library systematically evaluates its learning and information resources and services and makes appropriate changes to serve students better. The Learning Center regularly seeks student feedback and faculty input about success and impact of Learning Center services to IVC students; success of Tutoring 100 students is surveyed every semester; data is reviewed on an ongoing basis including number of hours of assistance provided to IVC students (6.12). As a result, tutoring methods and strategies evolve and change based on the above evaluations.

PLANNING AGENDA

No changes are recommended at this time.

SUPPORTING DOCUMENTATION

STANDARD SIX

1. IVC Student Handbook
2. 1997-98 IVC Catalog
3. IVC Schedule of Classes, Spring 1998
4. Reynolds, Nancy H., "Status of Distance Education at IVC: Technology to Expand the Classroom." 9/97
5. Technology Services Workshop Schedule for Faculty and Staff. Fall and Spring 1998
6. "Standards for Community, Junior, and Technical College Learning Resource Programs." Approved by ACRL, ALA and AECT in 1994.
7. Letter from California Community Colleges Releasing Equipment Funds
8. Institutional Effectiveness Survey
9. Board Policy 6132, rev. 12/10/90: Library Collection Development Policy.
10. Urell, Robert, "Technology Initiative Report, Irvine Valley College, May 1995."
11. Community College Student Experiences Questionnaire (CCSEQ)

STANDARD SEVEN

Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

DESCRIPTIVE SUMMARY

Irvine Valley College is serving approximately 11,000 students (7.1) and employs, as of December 1997, ten administrators and eight classified leaders, 93 full-time and 237 adjunct faculty, and 157 full-time and part-time classified employees (7.2).

IVC is committed to hiring the most qualified administrators, faculty and classified staff available. Education, experience, qualifications, and other requirements are included in all job announcements, which are coordinated through the district Human Resources Offices. All job descriptions meet the guidelines and hiring policies of the district and all candidates must meet the minimum stated qualifications of the job announcement (7.3).

Administrative Positions:

Administrative/Classified Leadership job announcements (7.3) seek to meet the requirements of the position as well as extend the search to include a diverse population of applicants. Applications undergo a stringent evaluation process (7.4, page 13) and qualified applicants are selected to participate in a large governance group interview process (7.4, pages 12-14). Before and during the interview, the applicant's experience and abilities are assessed predicated upon criteria included in the job announcement. Final candidates are selected for a second level interview with the president's executive

administrative team. The selected candidate's names are forwarded to the college president, then the chancellor and, ultimately, to the Board Of Trustees for approval (7.4, pages 15-16).

Employment procedures for executive positions (chancellor, vice chancellor, president, vice president) (7.5) include a governance group interview process (pages 1-2), interviews (page 4) and second level interviews, if appropriate, (page 5). Selected candidates are forwarded to the college president or district administrator with the chancellor interviewing the finalist(s) separately or in conjunction with the Board of Trustees. The Board of Trustees gives final approval (7.5, page 5).

Faculty Positions:

The Academic Senate and the Instructional Council have jointly developed a faculty-staffing plan. This plan is directly linked and to a large extent dependent upon certain provisions of the district-wide allocation model, which credits each college with a number of full-time and part-time faculty appointments relative to the size of the respective student populations and the approved student/faculty ratios at each institution. Assignment of these positions to specific schools and departments is determined by a set of ranked recommendations developed by the Academic Senate and negotiated with the college president. The Academic Senate recommendations are based on existing full-time/part-time staffing ratios. The academic department furthest away from the college standard is assigned the top-ranked position and the process is repeated until each department achieves minimum staffing standards.

All faculty positions must meet very stringent degree and equivalency requirements as determined by the Academic Senate, Assembly Bill 1725, (7.6) and statewide minimum qualifications as published in 1994 by the Chancellor's Office of the California Community Colleges (7.7). Part-time faculty must also meet minimum qualifications and a qualified pool of adjunct candidates is maintained in the district Human Resources Office or in the respective schools.

Classified Positions:

The college has formed a classified staff hiring committee, chaired by the vice president of business services, that has developed a procedure for identifying and prioritizing classified staffing needs (7.8). This procedure allocates positions, based on ratios, to the Offices of Instruction, Student Services, Business Services and the President. The classified employee hiring committee meets annually at the beginning of each spring semester to develop a prioritized list of existing and new classified employee staffing needs. The prioritized list (7.9) is submitted to the college president by the vice presidents after consultation with their respective councils and constituencies. Vacant positions are filled as funding permits.

SELF-EVALUATION

The Institutional Effectiveness Survey (7.10) was distributed to approximately 525 IVC faculty and staff members. On these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified, and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results.

Administrative Positions:

Senior administrators review administrative positions as they become vacant to determine reorganization or replacement as institutional needs dictate. This process has served the college well: of 150 individuals responding to Item 102 of the Institutional Effectiveness Survey (7.10, Section Three, page 36), 69% agree that IVC maintains "a sufficient number of administrators to provide effective instructional and support services".

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Faculty Positions:

The college has grown in numbers from 9,700 students and 73 full-time faculty in 1992, to approximately 11,000 students and 104 full-time faculty in 1998, which represents a 42% increase (7.11). Part-time faculty increased from 119 in 1992 to 240 in 1998, which represents an approximate 100% increase (7.11). Of the 145 respondents to Item 83 of the Institutional Effectiveness Survey (7.10, Section Three, page 30), 59.6% believe that the current number of full-time faculty is not appropriate to meet the goals of students. However, 57.8% of the 147 respondents to Item 100 (7.10, Section Three, page 35) believe that IVC maintains a "sufficient number of faculty members to provide effective instructional services". The Academic Senate has submitted to the Board of Trustees a faculty priority hiring list with 14 positions, 10 of which are new positions, 1 is a retirement replacement, and 3 are positions currently vacant (7.12). Approximately 60% of the 127 respondents to Item 85 (7.10, Section Three, page 30) do not agree that the process used to "prioritize new hires for full-time academic vacancies is clear and appropriate".

Classified Positions:

Although the college has grown in number of students and faculty, the classified numbers have not grown at the same rate. The full-time classified staff was 83 in 1992 and has grown to 104 in 1998, representing a 25% increase (7.11). Part-time classified staff rose from 34 in 1992 to 42 in 1998, which is a 23% increase (7.11). The Institutional Effectiveness Survey, Item 84, shows 73% of the 161 respondents disagreeing with the statement that "the current number of classified support staff is appropriate to meet the operational and educational goals of my school" (7.10, Section Three, page 30). Moreover, 76.5% do not agree that "IVC maintains a sufficient number of classified staff members to

provide effective support services (7.10, Item 101, Section Three, page 36). A hiring freeze which resulted from the Orange County bankruptcy delayed the filling of vacant positions and postponed the filling of new positions identified on the classified priority hiring list (7.9). The classified priority list is a viable document, but its usefulness is questionable when new positions are created outside the process, such as the recent series of staff reclassifications in Technology. With the District Technology Initiative, which began in 1996, existing classified personnel were relocated and re-classed to meet current technology needs, effectively bypassing the established priority list. Bypassing the established list negatively impacts the effectiveness of classified employment from the standpoint of morale and workload. Of those responding to the Institutional Effectiveness Survey, Item 87, 119 (68.9%) think that the process used to prioritize new hires for classified staff vacancies is not clear and appropriate (7.10, Section Three, page 31). It would be to the advantage of the college to utilize the priority hiring process that is supported by the shared governance groups. The college president has expressed his support for adhering to the classified staff priority list developed by the shared governance groups for future hirings.

PLANNING AGENDA

No changes are recommended at this time.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

DESCRIPTIVE SUMMARY

Job descriptions for all full-time positions are developed with the input of the departments and schools and adhere to institutional objectives. They have a standard format and are available to all interested individuals (7.3). Job vacancies are advertised locally as well as nationally through newspapers, journals, the Internet (www.socccd.cc.ca.us/district/hr/jobs/3jobs.htm), local cable TV, the district job hotline and the Chronicle of Higher Education, as appropriate. Job announcements are posted on various employee notice boards and distributed to all individuals, departments, and agencies in the distribution list maintained by the district Office of Human Resources (7.13). To ensure a broad base of pool applications, announcements are also mailed to locations not contained in the standard distribution list to target specific applicant pools or underrepresented groups. The formation of all hiring committees is articulated by the Saddleback Community College District (now the South Orange County Community College District) Employment Procedures Manual (7.4) for associate (part-time) faculty (page 11), classified leadership (page 12) and classified staff (page 17). The Full-Time Academic Employees Hiring Policy (7.14, page 7) and the Employment Procedures for Executive Positions Manual (7.5, pages 1-2) cover procedures for these two categories of employees. These manuals contain all procedures for the hiring process in accordance with state law and institutional objectives.

In accordance with institutional objectives, an affirmative action officer is a member of each hiring committee (7.4, pages 8, 10, 16, 20). Prior to the approval of the official position announcement, the affirmative action officer establishes a goal using data from the State Chancellor's office (as per the district affirmative action plan) for race, ethnic and gender diversity for the position (7.15, pages 48-49).

SELF-EVALUATION

IVC job announcements clearly state all minimum qualifications, required experience, desirable qualifications, criteria, and procedures for the application/selection process (7.3). Information regarding duties, responsibilities, and conditions of employment are also disclosed in the job announcements. Each job announcement is reviewed by the Office of Human Resources to ensure that its content is appropriate and conforms to all existing board policies.

For hiring full-time faculty and classified staff, the selection criteria are determined by a hiring committee formed by the school/department having the vacancy. The composition of the hiring committee is outlined in the district's hiring policies. Prior to the selection process, the hiring committee attends an orientation meeting reviewing hiring policies, affirmative action, and equal opportunity employment practices. Standardized screening evaluation reports and interview rating sheets are used to evaluate all selected individuals (7.16). This is to ensure that only criteria listed in the job announcements are being considered and the process is consistent with the district's hiring policies.

The hiring process for part-time faculty is less formal than that used for full-time faculty but still meets minimum standards established by the college. The school dean works with the full-time faculty to recruit and select candidates for part-time openings.

The district has a hiring policy regarding administrators (7.4), but the board reserves the right to amend any hiring policies when appropriate. A separate procedure applies to the executive positions of chancellor, vice chancellors, presidents and vice presidents (7.5).

While the majority of respondents to the Institutional Effectiveness Survey agree that the hiring procedures used by IVC encourage the selection of the best qualified full-time faculty (57% of 144 responses), adjunct faculty (66.4% of 134 responses) and classified staff (64.2% of 134 responses), only 29.7% of the respondents agree that the hiring procedures encourage the selection of the best qualified administrators (7.10, items 95 through 98, Section Three, pages 34-35). Additionally, only 47.3% of the 131 responses and 31.1% of the 119 responses agree that the processes used for the replacement of full-time academic and classified staff vacancies, respectively, are "clear and appropriate" (7.10, Items 86 and 87, Section Three, page 31).

PLANNING AGENDA

No changes are recommended at this time.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

DESCRIPTIVE SUMMARY

Hiring the most qualified candidate available for each teaching position has always been the goal at IVC. An effort is made to specify on the job announcement the knowledge, skills and abilities expected of the individual selected to fill the position (7.3). Besides the state minimum qualifications, some of the positions recently opened at IVC have desirable qualifications like instructional technology capabilities and experience in the development of specialized areas of the curriculum.

The hiring of full-time faculty follows the guidelines of the Full-Time Academic Employees Hiring Policy (Doc. 7.14). Hiring committees for full-time faculty generally require documentation of the following: relevant teaching experience; references validating that experience; and a teaching demonstration during the interview. During the first level interview with the hiring committee and the second level with the president and vice presidents, questions are asked to explore not only the candidate's knowledge of the subject matter, but also the candidate's potential contribution to the mission of the college (7.16).

The hiring of adjunct faculty follows the guidelines provided by the SCCD Employment Hiring Procedures (7.4, pages 11-17). The interview committee establishes the appropriate questions as well as the teaching demonstration requirements. The committee considers the qualifications and position requirements in establishing the criteria from which the questions are developed.

SELF-EVALUATION

The composition of the hiring committee for each position ensures that applicants are assessed by subject-matter experts as well as by other staff members with broader concerns about the contribution to the mission of the institution. The use of standard screening forms provided by the Office of Human Resources ensures the interview process is as objective as possible (7.4, pages 21-34).

The college has been successful in hiring faculty who are knowledgeable of the subject matter, effective teachers and supportive of the institution's goals. Institutional Effectiveness Survey results show that of the 128 respondents, 56.3% agree that teaching effectiveness is the principal criterion used in the selection of faculty (7.10, Item 99, Section Three, page 35).

PLANNING AGENDA

No changes are recommended at this time.

A. 4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established.

DESCRIPTIVE SUMMARY

Information regarding the degrees held by faculty and administrators and the names of the institutions that awarded the degrees can be found in the college catalog (7.17, pages 271-284). The degrees are verified and must have been earned from an accredited institution. Standard references include the Higher Education Directory, the Accredited Institutions of Post-Secondary Education, and the Directory of Post-Secondary Institutions. The review and acceptability of international degrees is determined by the district's Human Resources Office.

SELF-EVALUATION

The list of degrees held by faculty and administrators, as printed in the college catalog, is verified and current at the time of publication. Faculty members and administrators have sufficient education to meet the minimum qualifications for their positions.

PLANNING AGENDA

No changes are recommended at this time.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up evaluation is formal and timely.

DESCRIPTIVE SUMMARY

IVC has an evaluation process in place for administrators, faculty, and classified employees. The Administrative/Classified Leadership Handbook (7.18, page 26) outlines the procedures governing administrative and classified leadership evaluation. The evaluation of faculty is part of the Academic Employee Master Agreement (7.19, Article XII). Procedures for the evaluation of classified staff are published in the CSEA Contract (7.20, pages 9-10).

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Administrators:

In accordance with the Administrative/Classified Leadership Handbook, "Administrative and classified leadership employees shall be evaluated semi-annually during the first two years of administrative assignments, annually during the third and fourth years ♦" (7.18, page 26). Evaluation is done by the immediate supervisor and, after appropriate discussion with the employee, forwarded to the appropriate president or vice chancellor and then to the chancellor.

Faculty:

Tenured faculty are evaluated once every three years (7.19, page 26). Part-time faculty are evaluated within the first year of employment and once every four semesters thereafter (7.19, page 26). Evaluation is conducted by school deans and occurs through a class visit and a follow-up conference. The completed evaluation form used to reflect the outcome of the class visit is discussed at this follow-up conference and is then reviewed by the vice president of instruction and the college president as the chancellor's designee (7.19, pages 54-55).

The current faculty labor contract, effective July 1, 1998, continues the option of peer review for the evaluation of faculty hired after June 30, 1990 (7.19).

Classified Staff:

Following probation, classified employees are evaluated annually by their immediate supervisor (7.20, page 9). At IVC, this process is coordinated by College Operations which ensures timely completion of evaluations and provides the appropriate forms. The completed evaluation form is discussed by the employee and the supervisor; the employee may attach any comments or a clarifying statement to the form. The evaluation is then reviewed by the appropriate administrator, returned to College Operations, subsequently reviewed by the president, and then forwarded to the district Human Resources Office.

SELF-EVALUATION

Administrators:

At IVC, the supervising administrator conducts administrative evaluations in compliance with the agreed upon schedule. Historically, all administrative evaluations are reviewed by the college president.

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Faculty:

Faculty evaluation procedures are a contractual item. The district adheres to the provisions of the California Education Code, Section 87663 (7.21) regarding those special districts in which faculty evaluation procedures are collectively bargained. Evaluation requirements are being met as the school deans systematically conduct faculty evaluations at stated intervals.

Classified Staff:

The evaluation process for classified employees is not clearly defined in the collective bargaining agreement. There are no definitive guidelines stated regarding who evaluates an employee's performance. Evaluations are done on a yearly basis for classified employees beyond their probationary period of employment as directed by past practice. The evaluation of classified is systematic and conducted at stated intervals (7.20).

PLANNING AGENDA

No changes are recommended at this time.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

DESCRIPTIVE SUMMARY

Evaluations are the method used to confirm that individuals hired to perform are indeed meeting the expectations under which they were hired. A formal evaluation system is in place for administrators, faculty, and classified staff.

Administrators/Classified Leadership: Administrative and classified leadership employees are evaluated by the methods outlined in the "Administrative/Classified Leadership Handbook, 1994-95 (7.18, page 26). The purpose of administrative/classified leadership evaluations is to improve performance. The evaluation is considered to be strictly confidential.

Faculty: The method, timeline, process and purpose for faculty evaluations is described in the Academic Employee Master Agreement (7.19, Article XII, Appendix A). The evaluation document addresses the following categories: academic achievement; attitude to students, teaching, college, and community; knowledge of the subject matter; planning and organization; and teaching techniques. The evaluator has the opportunity to note areas that need improvement as well as comment on positive achievements.

Classified: The classified employee evaluation method is outlined in the 1991-94 CSEA Contract (the 1991-94 contract was extended through 1996) (7.20). The purpose of an evaluation for classified staff is to evaluate performance and encourage increased job knowledge, quality and quantity of work and successful interaction with other employees, students and the general public.

SELF-EVALUATION

Administrators/Classified Leadership: The Administrative/Classified Leadership evaluation process was developed within the last two years. Of the 74 responses to Item 117 of the Institutional Effectiveness Survey, 59.5% did not agree that the process for evaluating employee performance is fair and effective for administrators (7.10, Section Three, page 41). The district is considering an evaluation instrument modeled upon a performance-based system used to evaluate district and college administrators (7.22). A committee of district administrators is developing this evaluation instrument. This low percentage suggests that evaluators need to be educated on the purpose and implementation of the evaluation.

Faculty: Of those responding to Items 114 and 115, respectively, on the Institutional Effectiveness Survey, 94 (53.2%) and 107 (58.9%) agreed that the process for evaluating full-time faculty and adjunct faculty, respectively, is fair and effective (7.10, Section Three, page 40).

Classified: Of those responding to Item 116 of the Institutional Effectiveness Survey, 96 (59.4%) agree that the process for evaluating employee performance is fair and effective for the classified staff (7.10, Section Three, page 41).

PLANNING AGENDA

No changes are recommended at this time.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

DESCRIPTIVE SUMMARY

The goal of the faculty evaluation process is to assess effectiveness and encourage improvement. Evaluation procedures for faculty are contained in the Academic Employee Master Agreement (7.19, pages 26-28).

SELF-EVALUATION

IVC faculty and administration continue to share a high commitment to teaching excellence. Formalizing and implementing that commitment has been ensured by consistently implementing evaluation procedures. Support and review of the evaluation processes currently in place will ensure that they continue to improve as evaluations are carried out in a timely manner.

The criteria utilized for the evaluation of faculty (7.23) assess not only knowledge of the subject taught,

but also instructor attitude towards the subject, students, the college and the community. The evaluation provides for administrator comment on commendable techniques and qualities and takes into account instructor attendance and record keeping.

PLANNING AGENDA

No changes are recommended at this time.

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

DESCRIPTIVE SUMMARY

IVC is committed to a comprehensive staff development/flex program focusing on staff, student, and instructional improvement consistent with the institutional mission. Parameters regarding staff development are contained within the IVC Staff Development Guidelines and Regulations 1997-98 (7.24). Various ways of encouraging professional development include in-service activities, funds for attending conferences and seminars and on-campus technology workshops. The academic calendar committee determines the number of necessary flex days per academic year (7.25). Flex activities are scheduled to provide faculty and staff the opportunity to participate in activities that promote student learning and enhance the working environment. A flex activity is an activity designated as student, staff or instructional improvement (in-lieu-of instruction) for which the college is being reimbursed by the state. A flex day is a designated day out of the instructional calendar to conduct flex activities. The flex activity schedule and other information concerning staff development is made available on the IVC web page (URL: www.ivc.edu) and flyers are distributed to the faculty and staff (7.26). Flex activities are planned throughout the year to meet the varied needs.

IVC has a staff development/flex officer who, in conjunction with an Advisory Committee and the Vice President of Instruction, oversees staff development and flex functions and coordinates activities geared towards the needs of the college community.

SELF-EVALUATION

All staff development/flex planning and activities are consistent with the IVC Staff Development Guidelines and Regulations 1997-98 (7.24).

The college emphasizes professional development consistent with the institutional mission. Besides a variety of flex activities offered during flex week, numerous on-campus workshops that offer software as well as hardware training are also offered at convenient times throughout the academic year. Examples of these activities and workshops are: tour of the Orange County Marine Institute; visit to the Getty Museum; and workshops on how to use Netscape e-mail, Windows 98, Excel, Power Point and Word (7.27). The workshops have been well received and have succeeded in raising the level of computer literacy on campus. Also, funds are available for faculty and staff to attend conferences, seminars, and workshops offered off-campus (7.24, pages 3-4). For the most part, respondents to the Institutional Effectiveness Survey agreed that information regarding availability and methods of applying for staff development monies is readily available to full-time faculty (70%), full-time classified (64%) and administrators (79%) (7.10, Items 103, 105 and 107, Section Three, pages 36-38). Availability for adjunct faculty (47%) and part-time classified (49%) was not perceived as favorably. An average of 66.3% of the respondents agreed that the staff development funds are applied fairly and consistently for administrators, faculty, and staff (7.10, Items 108, 109, 110, Section Three, pages 38-39).

PLANNING AGENDA

No changes are recommended at this time.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

DESCRIPTIVE SUMMARY

The Staff Development Organizational Chart for IVC (7.24, page 1) illustrates the participation of staff in the development of programs.

The Advisory Committee is made up of members from the administration, faculty, classified leadership, and classified staff. This committee has three major tasks: approve the staff development/flex activities for each academic year; determine the allocation of staff development funds to the other committees; and review the staff development allocation model (7.24, page 3).

The Academic Affairs Committee (faculty), the Classified Senate Staff Development Committee

(classified staff), the Administrative Staff Development Committee (administrators) and the Classified Management Council (classified leadership) represent the different categories of staff (7.24, page 2). Each of these committees supports the staff development needs of their constituent members and determines how to spend their portion of the budget within the guidelines established by the state, the college, and the Advisory Committee.

The Staff Development/Flex Officer is a faculty member who coordinates staff development/flex activities for all the segments of the campus: administration, faculty, classified leadership, and classified staff. In conjunction with the Advisory Committee, the Staff Development/Flex Officer coordinates the overall planning, implementation, and evaluation of the Staff Development/Flex Program at IVC (7.24, pages 2-3). The Staff Development/Flex Officer reports directly to the college's president.

SELF-EVALUATION

The information relevant to Staff Development/Flex activities is available at the college's Web site (www.ivc.edu/administration/staff_development) as well as in the Staff Development Guidelines and Regulations 1997-98 document (7.24).

An average of 82.5% of those responding to the Institutional Effectiveness Survey agreed that active participation by administrators, faculty and classified staff is encouraged on committees and staff development projects. (7.10, Items 111, 112, 113, Section Three, pages 39-40). The schedule of upcoming activities is distributed in a timely fashion to all the staff members.

Faculty and staff have many opportunities throughout the year to fulfill their flex obligation, which is the number of hours per year that must be dedicated to staff development activities. For a faculty member, the flex obligation depends on the number of LHE taught. The Flex Obligation Table can be found in the Staff Development Guidelines and Regulations 1997-98 booklet (7.24, page 8). Workshops are offered on campus and updated information about off campus activities is available. At the end of most workshops, participants are asked to complete evaluation forms (7.28), and ideas for future activities are solicited. It would be desirable to encourage more participation of adjunct faculty in staff development activities.

PLANNING AGENDA

No changes are recommended at this time.

D.

E. General Personnel Provisions

D. 1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

IVC, as a member of the South Orange County Community College District, is committed to ensuring fairness in employment practices and procedures. In an effort to maintain the integrity of fair employment practices, written procedures are available. Personnel policies are located in manuals such as the Employment Procedures Manual (7.4), the Administrative/Classified Leadership Handbook (7.18), the Academic Employee Master Agreement (7.19), and the CSEA Contract (7.20). Positions are filled regardless of race, gender, religion, color, age, disability, national origin, or marital status.

SELF-EVALUATION

Personnel policies and procedures are clearly stated, reviewed regularly, and published to ensure fairness. An average of 71.4% of those surveyed agreed that IVC maintains an appropriate balance of ethnic diversity among its faculty, staff and administration and effectively meets its affirmative action/diversity goals when hiring (7.10, Items 91 through 94, Section Three, pages 32-33).

Employment procedures and practices conform to the United States Civil Rights Act of 1964 (7.29), California Government Code Section 11135 (7.30), and the Americans with Disabilities Act of 1990 (7.31).

PLANNING AGENDA

No changes are recommended at this time.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

DESCRIPTIVE SUMMARY

Goals and objectives for employment equity at IVC are developed consistent with the overall mission of the

college which recognizes the needs of a diverse, changing population (7.17, page 7). Reports are made on a yearly basis to the Chancellors' Office reflecting the status of ethnic and gender makeup of all the college's full and part-time employees. These reports are compiled and published yearly in the district almanac. Title V and AB 1725 (7.6) mandates are met by reporting and reviewing employment objectives and achievements every three years. The IVC affirmative action officer monitors and reports achievement on an ongoing basis as requested.

SELF-EVALUATION

As is evident from the following tables from The Almanac, IVC's faculty and staff reflect gender and ethnic diversity appropriate to its students and the support of its programs and services.

Employee Ethnic Distribution, Fall 1997										
	Total		American Indian/ Alaskan Native	Asian/ Pacific Islander	Black Non-Hispanic	White Non-Hispanic				
							Hispanic	Filipino	No Response	
Classified Full-Time	157		1	11	6	116	21	2	0	
Faculty Full-Time	93		2	4	3	71	13	0	0	
Faculty Part-Time	237		1	19	7	198	12	0	0	
Administrative	9		0	1	2	6	0	0	0	
Total	496		4	35	18	391	46	2	0	
Percentage	100%		0.8%	7.1%	3.6%	78.8%	9.3%	0.4%	0%	

Employee Gender Distribution, Fall 1997					
	Total	Female		Male	
		Count	Percentage	Count	Percentage
Classified Full-Time	157	101	64.3%	56	35.7%
Faculty Full-Time	93	41	44.1%	52	55.9%

Faculty Part-Time	237	124	52.3%	113	47.7%
Administrative	9	3	33.3%	6	66.7%
Total	496	269	54.2%	227	45.8%

Student Gender and Ethnicity		
Fall 1997		
GENDER	11,198	100%
Male	4,613	41.2%
Female	6,585	58.8%
ETHNICITY	11,198	100%
American Indian	72	0.6%
Asian	2,806	25.0%
Hispanic	1,184	10.6%
Black (not Hispanic)	307	2.7%
Filipino	298	2.7%
Unknown	843	7.5%
White (not Hispanic)	5,688	50.1%

IVC'S affirmative action officer reviews the diversity of the applicants and reports noted deficiencies. Goals and timetables are coordinated with the district's Office of Human Resources. Coordination of efforts for meeting employment equity objectives is the responsibility of the current affirmative action officer at IVC, the district's affirmative action officer, and the district vice chancellor of human resources. As a result of the passage of Proposition 209, reevaluation of goals, objectives and changes in equity policy have been postponed pending clarification of its implementation. This means that the current policies remain in effect until the state advises us otherwise.

PLANNING AGENDA

No changes are recommended at this time.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

DESCRIPTIVE SUMMARY

All personnel policies are set forth in the appropriate manuals such as the Employment Procedures Manual (7.4), the Administrative/Classified Leadership Handbook (7.18), the Academic Employees Master Agreement (7.19), and the CSEA Contract (7.20). These policies and procedures are governed by periodic and formal negotiated contracts subject to state regulations.

These various manuals are grouped into the Administrative Manuals. Copies of the Administrative Manuals are maintained in each administrative office on campus and are available for review. Personnel policies are reviewed by district Human Resources to ensure that they are consistent with board policies and current with regard to legislation. Policies and practices that pertain to privacy of information are rooted in precedent established court cases and the Public Records Act (7.32).

Individual contracts define working conditions and hours of employment, and the relevant staff manuals comment further on these contractual matters. Contracts contain grievance procedures available to any staff member who feels that policies and procedures have not been administered equitably.

SELF-EVALUATION

Personnel policies and procedures are clearly stated and regularly reviewed and published. These policies and procedures are probably best understood by those employees most concerned with their implementation. Only 39% of the 139 responding to the Institutional Effectiveness Survey Item 118 (7.10, Section Three, page 41), believe that personnel policies and procedures concerning workloads, retention, advancement, due process, privacy and personnel policies are clearly stated and equitably applied. A more comprehensive education in these personnel matters might lead to an enhanced understanding between the various segments of the staff. An effort to involve all segments of the staff in the ongoing review of all policies and procedures should be made.

PLANNING AGENDA

1. The college will strive to involve all segments of the staff in the ongoing review of all personnel policies and procedures.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

DESCRIPTIVE SUMMARY

Personnel records are maintained in locked file cabinets accessible only by staff whose job it is to maintain them. Federal and state law, the Education Code, employee collective bargaining agreements and board policy regulate privacy of information regarding employees.

SELF-EVALUATION

Provision for confidentiality of personnel records is clearly stated in the Employment Procedures Manual, Administrative Regulations, Administrative Handbook, the Education Code, and the collective bargaining agreements and the district carefully follows those guidelines. The district has constructed a series of firewalls in the district information network to protect the security and confidentiality of personnel records. The area of computer privacy will continue to be addressed so that personnel documents on the computers of administrators are secured.

PLANNING AGENDA

No changes are recommended at this time.

SUPPORTING DOCUMENTATION

STANDARD SEVEN

1. Spring 1998 Semester Enrollment Figures
2. The Almanac ♦ IVC Staff Statistics
3. Sample Job Announcements
4. SCCD Employment Procedures Manual

5. SOCCCD Employment Procedures For Executive Positions
6. Assembly Bill 1725
7. California Community Colleges, Chancellor's Office, 1994 Statewide Minimum Qualifications
8. 1997-98 Classified Employee Hiring Procedure (Revised)
9. Prioritized Classified Hiring List
10. Institutional Effectiveness Survey
11. Growth In Numbers Of Faculty, Staff And Students From 1992 To 1998
12. Approved New Faculty Positions: Academic Senate Data
13. Job Announcement Distribution List Maintained By Human Resources
14. Full-Time Academic Employee Hiring Policy
15. Affirmative Action Plan
16. Sample: Interview Questions
17. 1997-98 IVC Catalog
18. Administrative/Classified Leadership Handbook
19. Academic Employee Master Agreement (Faculty Contract)
20. CSEA Contract
21. California Education Code 87663
22. Performance Standards Meeting
23. Instructor's Evaluation Report
24. Staff Development Guidelines And Regulations 1997-98
25. Academic Calendar
26. Flex Week Schedules: Fall 1998
27. Technology Services Workshop Schedule for Faculty and Staff: Fall and Spring 1998
28. Staff Development Evaluation Forms
29. U.S. Civil Rights Act Of 1964
30. California Government Code Section 11135
31. Americans With Disabilities Act Of 1990
32. California Information Practices Act Of 1977

STANDARD EIGHT

Physical Resources

-
The institution has sufficient and appropriate physical resources to support its purposes and goals.
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1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

DESCRIPTIVE SUMMARY

Irvine Valley College presently occupies twelve permanent buildings located on an available land area of 100 acres. These buildings, totaling approximately 230,000 square feet, house the college's instructional programs, student support services, faculty offices and administrative support functions. In addition, three leased temporary buildings are used as classrooms for both community education and credit instruction, and as office space for the college's Safety and Security Department. The Associated Students of Irvine Valley College (ASIVC) have purchased a relocatable building for use as an expanded and much improved bookstore.

The following major construction projects have been completed at IVC since the 1992 accreditation visit:

Project Year Funding

Completed Source

Parking Lot No. 6 1993 Local

-

Child Development Center 1993 State

-

Conversion of a Classroom into 1993 State

a Microbiology Lab

-
Parking Lot No. 8 1994 Local

-
Gymnasium 1994 State

-
Conversion of Printed Circuit Lab into 1994 Local

a Photography Lab

-
Project Year Funding

Completed Source

-
Interim Remodel of Old Library (B-100) 1997 Local

-
Conversion of Laser Electro

Optics Lab into a Dual Purpose Lab 1997 Local

Parking Lot No. 6A 1997 Local

-
Learning Resource Center - Phase I 1997 State

-
Architectural Barrier Removal On-going Local

-
Completion of these instructional and non-instructional facilities currently provides IVC with facilities that are adequate to house the college's various programs and activities.

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As a part of a district-wide program, IVC completed a formal update of its Educational and Facilities Master Plan (8.1) in 1996. This major update of master plans was completed as a collaborative effort of college administrators, faculty and staff; district facilities planners; and an architectural firm specializing in community college master planning. Based upon the demographics of the college's service area and recent trends in enrollment growth, the 1996 Educational and Facilities Master Plan forecasts a complete build-out of the campus by the year 2015 with an enrollment of 25,000 students. The Facilities Master Plan is the basis for the IVC portion of the district's Five Year Construction Plan

(8.2) that is prepared annually for submittal to the Chancellor's Office, California Community Colleges. The college's portion of the Five Year Construction Plan is updated annually by the college's Committee on Facilities and Capital Construction (8.3, page 3) to reflect changing local needs and is reviewed and approved by the college's President's Council (8.3, page 6). The college's portion of the Five-Year Construction Plan is then forwarded to the district for incorporation into the South Orange County Community College District's Five-Year Construction Plan. This document is ultimately forwarded to the district's Board of Trustees for final approval and subsequently forwarded to the Chancellor's Office, California Community Colleges.

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The 1999-2003 Five Year Construction Plan includes the following IVC projects in order of local priority:

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Project Proposed Completion Date

-
Parking Lot No. 8 (75 spaces) 1999

-
Learning Resource Center and Secondary Effects 1999

Parking Lot No. 4 Expansion (42 spaces) 1999

-
Fire Safety and Emergency Access Road 1999

-
Parking Lot No. 9 (512 spaces) 2000

-
Corporate Yard - Phase I 2001

-
Architectural Barrier Removal - Phase I 2001

-
Physical Science Building Renovation/Expansion 2001

-
Humanities Classroom Building and Secondary Effects 2002

-
Performing Arts Center/Theater and Secondary Effects 2003

-
Physical Education /Swim Training Facility 2003

-
Life Sciences Building and Secondary Effects 2003

-
Studio Arts Building and Secondary Effects 2003

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SELF-EVALUATION

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During the summer of 1997, IVC reduced the number of temporary classroom buildings used to house credit instruction from four to one. Careful planning and scheduling enabled the college to remodel the recently vacated old library building (B-100) into temporary classrooms. These classrooms will be used until the permanent state funded secondary effects remodeling project is completed. This interim conversion was locally funded with rental savings from the reduction in the number of temporary classroom buildings.

-
IVC remains seriously under-built in classroom lecture and lab space. Due to this shortage of instructional space, many classes are held in facilities that are less than ideal, e.g., chemistry, physics, and astronomy lectures in an electronics laboratory. Despite much recent construction, the last instructional building completed at IVC was the Computer Sciences Building (B-300) which was completed and occupied in 1989. In the meantime, enrollment has doubled from 5500 to over 11,000 students. The district's 1999-2003 Five Year Construction Plan (8.2) indicates that the college's capacity load ratios are as follows:

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Space Category Capacity-Load Ratio

-
Lecture 80%

Lab 61%

Library 84%

AV/TV/Radio 55%

Office 110%

-

These capacity load ratios include the classroom space created by the 1997 interim remodeling of the old library building (B-100) into temporary classrooms. The State Chancellor's Office "rule of thumb" establishes that colleges are competitive for approval and funding of new construction projects when their capacity load ratios are within 110% of their entitlement. As can be seen above, IVC should be in an extremely competitive position for the approval and funding of new construction by the State. While construction projects are annually requested in the district's Five Year Construction Plan (8.2), the State Chancellor's Office Five Year Capital Outlay Plan (8.4) does not include funding for future IVC classroom or laboratory buildings. While the district's Five Year Construction Plan realistically requests approval and funding for new construction projects, funding appears to be well into the future. Consequently, dependence on temporary buildings will again increase unless there is an abrupt change in the State's funding priorities.

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The Institutional Effectiveness Survey (8.5) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. Of the 160 responses to Item 124 of the Institutional Effectiveness Survey, 79.4% do not agree that IVC has sufficient offices, conference rooms and storage space for faculty and staff needs (8.5, Section Three, page 43). Of the 168 respondents to Item 120, 69.6% indicate that the college community does not believe that parking for students and staff is adequate (8.5, Section Three, page 42). The number of parking spaces on the campus does in fact meet the State Chancellor's Office standard of one parking space for every five enrolled students. The college's Campus Safety Office verifies that adequate parking is available within three weeks of the beginning of classes each semester.

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The IVC Committee on Facilities and Capital Improvements (8.3, page 3) and college operations staff will continue to evaluate, modify and develop plans for future facility needs. The college must continue to maximize the efficient use of all existing instructional space through the expansion of instructional offerings into non-peak weekday and weekend periods. Contingency plans must be made for rental of temporary buildings or commercial space in the likely event that the state approval of future construction lags while student enrollment increases. Efforts must be maintained to seek funding for new construction and remodeling projects consistent with the Educational and Facilities Master Plan (8.1), Five Year Construction Plan (8.2) and the district's capacity load ratios.

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PLANNING AGENDA

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1. The college will develop a contingency plan for rental of temporary buildings or commercial space in the likely event that the state approval of future construction lags while student enrollment increases.

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2. The management and operation of physical facilities ensure effective utilization and

continuing quality necessary to support the programs and services of the institution.

DESCRIPTIVE SUMMARY

Prior to July 1, 1993, the South Orange County Community College District (formerly Saddleback Community College District) organization included a centralized Maintenance and Operations Department that served both IVC and Saddleback College. This department was physically located on the Saddleback College campus and provided the skilled crafts and trades service the college required. Since then, the college has developed a full service maintenance and operations organization consisting of custodial, grounds and building maintenance departments as well as clerical support for these areas. Maintenance and Operations is responsible for the maintenance of all of the college's facilities; the operation of mechanical and utility systems; remodel and improvement projects; hazardous waste removal; energy management; and vehicle scheduling and dispatch.

SELF EVALUATION

Due to a number of factors, the centralized district Maintenance and Operations Department was marginally effective from IVC's perspective. Some of these factors are identified below:

- Management and supervision of staff was from a distant location.
- The district department and its staff were not accountable to the IVC administration.
- IVC administration was unable to direct that locally identified priority needs be addressed by department staff.
- The college administration was not able to ensure that college financial resources assessed to support the district department were in fact expended to support local college needs.
- The college administration could not commit to the assignment of maintenance department staff to the completion of activities that support college functions and programs.

- The remote decision process resulted in delays in decisions that needed to be immediately made.

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The final report of the 1992 Accreditation Evaluation Team (8.6) recognized the marginal effectiveness of the centralized district maintenance department organization, and the need for a college of IVC's size to have its own Maintenance and Operations Department. The Accreditation Evaluation Team recommended that "...Irvine Valley College review the effectiveness of its current maintenance arrangements and consider the establishment of a separate maintenance department."

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On July 1, 1993, the district responded to the recommendation of the Accreditation Evaluation team and decentralized the district maintenance department to the two colleges. During the subsequent five year period, the IVC Maintenance and Operations Department has developed into an efficient and cost effective organization. The college has been progressive in its supportive attitude towards maintenance and operations as shown in the following examples:

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1. Formulas have been developed with respect to the number of persons assigned to the grounds and custodial departments and these formulas have been adhered to by the college.

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2. The college continues to excel by developing, implementing and sustaining programs such as its in-house energy management system. Through the use of such a system the college has been able to significantly reduce the cost of its electrical and natural gas usage.

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3. The custodians at IVC have been trained to maintain and refinish the Gymnasium, Dance Studio and Aerobics Studio wood floors. The excellent condition of these floors is reflective of this effort.

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4. IVC prides itself on its inviting, well-maintained park-like campus and well-maintained facilities.

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5. Maintenance and Operations Department staff has developed close personal and professional ties with the college community and the college community regularly compliments the work of staff.

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All of the problems noted above that were related to the previously centralized department were solved with the 1993 departmental decentralization. The implementation of the 1992 Accreditation Evaluation Team recommendation to decentralize district Maintenance and Operations Department staff has

served IVC well during the past five years.

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On February 17, 1998, the South Orange County Community College District Board of Trustees adopted a plan to re-centralize the two colleges' Maintenance and Operations Departments at the district level effective January 1, 1999 (8.7). This reorganization plan was developed by the district's senior executive staff, and was forwarded to the Board of Trustees for their action without the college community's knowledge or opportunity for input.

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As the college continues to grow, it is hoped that the current high standards that IVC has set for the maintenance and management of its physical plant will remain. The college community fully recognizes that an appropriate environment is necessary for the conduct of teaching and learning. Currently, 54.6% of the 156 responses received for Item 127 of the Institutional Effectiveness Survey agree that the college "provides and maintains efficient work and study environments (e.g., lighting, climate control, soundproofing, etc.)" (8.5, Section Three, page 44) and 63.6% of the 151 respondents to Item 128 agree that "routine and unexpected maintenance requests by staff are addressed in a timely manner (8.5, Section Three, page 45). The IVC community will act to adjust to the loss of local control of its maintenance and operations activities. Based upon the college's previous experience with a centralized district maintenance department, it is anticipated that there will be a difficult transition period. Significant concerns have been expressed that the newly re-centralized department will not be able to effectively serve the needs of a growing college such as IVC.

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PLANNING AGENDA

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No changes are recommended at this time.

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3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

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DESCRIPTIVE SUMMARY

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IVC has recently remodeled its former library to include temporary classrooms. In doing so, three relocatable buildings were removed from the campus thereby eliminating those sub-standard facilities. Except for the classrooms utilized by the college at the El Toro Marine Corps Air Station, all of the college's facilities are maintained in a safe accessible, and healthy manner. At the El Toro Marine Corps Air Station (where the college holds classes primarily for a Marine Corps student population), access, although available, is somewhat difficult. The classrooms themselves are serviceable but because of their age and the fact that the base is scheduled for closure on December 31, 1999, they are

not of the same quality as classrooms at the main campus.

SELF-EVALUATION

IVC has an on-going program that ensures it meets its obligation in this area. Formal programs include regular site safety inspections by the college's Safety Committee (8.3, page 5) and the district's risk management consultants. Informal safety inspections are regularly conducted by the college's Safety and Security Department staff, Maintenance and Operations Department staff and the college community at large. An average of 60% of the respondents to the Institutional Effectiveness Survey agreed that physical facilities for on- and off-campus programs are adequate and well-maintained (8.5, Items 125 and 126, Section Three, page 44). Of the 91 respondents to Item 134, 87.9% agreed that IVC has made adequate provisions for the health and safety of students, faculty and staff working in instructional labs and studios and 83.5% of the 127 respondents to Item 136 agreed that adequate provisions are made for the health and safety of the work environment at IVC (8.5, Section Three, page 47).

Access related facility issues are coordinated in a similar manner through the college's Disabled Students Programs & Services Office. Of the 131 responses to Item 123 of the Institutional Effectiveness Survey, 85.5% agreed that "adequate access to all facilities is provided for handicapped students" (8.5, Section Three, page 43). Also, an average of 65.6% of the respondents to the Institutional Effectiveness Survey agreed that access paths from parking lots to facilities are adequately lighted at night and campus directional signs are sufficient, easily read and strategically located (8.5, Items 121 and 122, Section Three, pages 42 and 43).

During the past several years the college has addressed many issues related to the health and safety of the college community through the modification of facilities and through specialized training of staff. Among the most significant projects, a Federal Emergency Management Administration (FEMA) funded ceiling tile and light fixture retrofit project was completed. First responder training for college staff who might encounter hazardous material spills and standardized emergency management systems (S.E.M.S.) training have also been completed (8.8). The college also makes required Employee Right to Know refresher training available to staff on a regular basis. Of the 69 responses to Item 135 of the Institutional Effectiveness Survey, 92.8% agree that adequate provisions are made for the handling and disposal of hazardous materials (8.5, Section Three, page 47).

Finally, the college's Safety and Security Department routinely provides professional assistance to students, faculty and staff in all matters related to maintaining a safe environment (8.9). IVC's Safety and Security Department works closely with the Irvine Police Department and has the ability to communicate with them via two-way portable radios. An average of 77% respondents to the Institutional Effectiveness Survey agreed that IVC has active programs dealing with safety and security, an active disaster plan and that its system for requesting emergency assistance is adequate (8.5, Items 137-139, Section Three, page 48).

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PLANNING AGENDA

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No changes are recommended at this time.

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4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

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DESCRIPTIVE SUMMARY

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The purchase of instructional equipment is based on the needs of individual instructional programs as determined by the instructors responsible for teaching them. Instructional equipment is typically maintained by laboratory technicians in those departments that are fortunate to have technician support. In those departments without adequate technical support, the instructors perform the maintenance. Repair and maintenance that is beyond in-house capability is contracted on an annual or as-needed basis with outside sources.

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Inventory items with a purchase price greater than \$500.00 are added to an inventory list kept by district Purchasing. Each department must subsequently perform a yearly inventory to reconcile each item's serial number, description, and room location with the district's inventory list.

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SELF-EVALUATION

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One-time and continuing State Block Grant Funds, totaling approximately \$1.5 million for the 1996-97 and 1997-98 fiscal years, have substantially reduced the equipment needs of many instructional departments. Prior to these grants becoming available, instructional equipment purchases were funded from insufficient general fund budgets or categorical program capital outlay budgets. Despite the availability of the block grants, 35% of the 29 full-time faculty responding to Item 130 of the Institutional Effectiveness Survey (8.5, Section Three, page 45) indicate that equipment resources in classrooms and laboratories do not fully meet student needs. Some instructional departments still have lengthy lists of unfilled equipment needs. In some cases, necessary instructional equipment is available but not in sufficient quantities for class use.

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The Office of Instruction and the Instructional Council (8.3, page 6) determined the distribution mechanism for the allocation of the above State Block Grant Funds. A portion of the available funds

has been annually set aside to support the college's Technology Initiative (addressed in Standard Six). In addition, approximately \$107,000 of the available 1997-98 State Block Grant Funds was allocated for much needed classroom furniture replacement and technology support for Student Services. The Instructional Council was responsible for equitable allocation of the remaining State Block Grant Funds to the various schools and instructional departments (8.10).

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Item 133 of the Institutional Effectiveness Survey (8.5, Section Three, page 46) indicates that, of the 42 full-time faculty responding, 74% believe that there is no systematic process to maintain and replace instructional equipment. The survey indicates that 63% of the college's administrators are of an opposite opinion. This disparity in opinion may be due to the false perception that funding for equipment maintenance and replacement is completely unavailable. Additionally, many requests for the addition of technical support staff have not been accommodated, thereby re-enforcing the perception that equipment maintenance is inadequate. However, the college does have a limited fund available for equipment maintenance. The above survey result would seem to indicate that many of the faculty are unaware of the equipment repair fund's existence.

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Of the 125 responses to Item 131, 72.6% agreed that physical conditions in general access labs that provide support services (e.g., computer labs) meet the needs of all students and 54.4% of the 125 responses to Item 132 agreed that equipment is sufficiently secured (8.5, Section Three, page 46). Additionally, 74.7% of the 158 respondents to Item 129 agreed that classroom furnishings, including desks, chairs, tables, etc, are adequate for student and instructor use (8.5, Section Three, page 45).

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PLANNING AGENDA

1. The college will renew its commitment to provide the best instructional equipment that limited funds will allow.
2. The college will consider and evaluate suggestions that priority instructional equipment purchase requests be evaluated and funded before any general allocation of State Block Grant Funds are made.
3. The college will make faculty more aware of the existence of a college equipment maintenance fund and the process for requesting funding for instructional equipment replacement.
4. The college will give priority to increasing technical support staff assigned to instructional laboratories as funds become available.
5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

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DESCRIPTIVE SUMMARY

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IVC, in conjunction with the district Facilities Planning Office, annually updates the college's Five Year Construction Plan and Deferred Maintenance Plan. The Office of Instruction and the college's Committee on Facilities and Capital Improvement (8.3, page 3) are involved in this process to ensure that the construction and capital improvement annually expressed in these documents are consistent with the intent of the college's Educational and Facilities Master Plans (8.1) and Strategic Plan (8.11). Additionally, all appropriate college governance groups are included in the resources planning function.

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SELF-EVALUATION

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As an institution, IVC has been successful in meeting the physical facilities capital construction needs established in its Educational and Facilities Master Plans (8.1). Furthermore, with the 1996 completion of college's Strategic Plan (8.11, pages 27-34), it is believed that this function can be sustained into the future pending the availability of financial resources. Item 119 of the Institutional Effectiveness Survey (8.5, Section Three, page 42) verifies that 86% of the 104 respondents believe that there is an adequate long range master plan for the utilization of present and future physical resources.

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The college has implemented a planning process for the current year that will build on the existing Strategic Plan, and will identify strategies to improve student access and the quality of the college's educational programs and services (8.12). The adequacy of the college's facilities is an important element in defining student access and the quality of programs and services.

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PLANNING AGENDA

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No changes are recommended at this time.

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SUPPORTING DOCUMENTATION

STANDARD EIGHT

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1. Saddleback Community College District 1996 Educational and Facilities Master Plan
 2. South Orange County Community College District 1999-03 Five Year Construction Plan
 3. IVC College Governance – Standing Committees
 4. California Community Colleges - Overview of the 1998-99 Capital Outlay Program
 5. Institutional Effectiveness Survey
 6. 1992 Accreditation Evaluation Report
 7. Board Agenda Item 50 - Administrative Organization (2/17/98).

- 8. First Responder and Standardized Emergency Management System Training**
- 9. A Student Guide to Awareness and Campus Safety**
- 10. Distribution of State Block Grant Funds**
- 11. IVC Strategic Plan 1996–2001**
- 12. April 27, 1998 Memorandum to All College Personnel**

STANDARD NINE

Financial Resources

The institution has adequate financial resources to achieve, maintain and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

DESCRIPTIVE SUMMARY

In May 1995, the Irvine Valley College community completed a formal Organizational Assessment (9.1). The purpose of the Organizational Assessment was to evaluate the appropriateness and effectiveness of the college's administrative organization as it related to both functional need and cost effectiveness. This self-study examined the organization of the administrative units of the college, supervisory relationships, the alignment of responsibilities within the administrative organization, and the interconnection between administrative offices.

The development of the Organizational Assessment (9.1) was a lengthy and collaborative process that involved an administrative group comprised of all of the college's administrators; a steering committee that included administrators, faculty and classified staff; and the college's governance groups as a collective.

In August 1996, IVC completed a Strategic Plan for the 1996-2001 period. The Strategic Plan included a series of planning assumptions that were based on area demographics, fiscal circumstances, employment trends, social dynamics and government mandates (9.2, page 8). Twenty institutional goals were derived from these assumptions (9.2, page 47) and these goals were further refined as six broad strategic planning themes (9.2, pages 9-10). Finally, action plans for the recommended strategies were developed that included identification of the responsible party, implementation dates, estimated costs of implementation, and/or revenues that would be generated by the activity to fund implementation costs (9.2, pages 11-39).

SELF-EVALUATION

The completed Organizational Assessment (9.1) included a number of recommendations for significant changes in organizational relationships and the assignment of responsibilities. These changes affected instructional, student services and other support areas. The completed Organizational Assessment was presented to the district Board of Trustees for information on May 8, 1995.

The college immediately proceeded to implement those organizational changes that did not have significant cost implications. Over the next year, all of the low-cost organizational changes included in the Organizational Assessment were completed. Funds for the implementation of more costly elements of the Organizational Assessment were planned for inclusion in future years' budgets.

On July 16, 1997, the South Orange County Community College District (SOCCCD) Board of Trustees reorganized the administration of the district (9.3). The administration of IVC's instructional and student services programs were significantly altered by the elimination of the School chair model, and the reassignment of five academic deans from Saddleback College to IVC. Academic Schools, as well as student services departments and programs, were reorganized and assigned to the new college deans. The college's Organizational Assessment is no longer reflective of the administrative organization of the college. The Board of Trustees has implemented additional administrative reorganization during the past nine months. The college has not been able to financially plan for these reorganizations until announced and implemented.

The completed Strategic Plan was widely reviewed by the college's governance groups and was adopted as a primary college-planning document. Priority funding for activities that were not revenue neutral were planned for inclusion in future year budgets. A second year review of the Strategic Plan monitored the implementation status of the Strategic Plan (9.4, pages 4-6) and made recommendations for changes as appropriate (9.4, pages 11-12).

The Institutional Effectiveness Survey was distributed to approximately 525 IVC faculty and staff members (9.5). Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results. The Institutional Effectiveness Survey reflects a wide disparity of agreement regarding the financial planning efforts of the district and the college with only 21.8% of the 100 respondents agreeing that district level financial planning support the institutional goals of IVC (9.5, Item 142, Section Three, page 49) but 62.4% of 109 respondents agreeing that the college does support its institutional goals (9.5, Item 143, Section Three, page 50).

PLANNING AGENDA

No changes are recommended at this time.

A.2 Annual and long range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment and learning resources to be supplied.

DESCRIPTIVE SUMMARY

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In 1996, the district's Board of Trustees delegated authority for the determination of the district's budget processes to the academic senates of both Saddleback and IVC (9.6). The academic senates jointly developed the below-described district-level budget development process, which was subsequently adopted by the district Board of Trustees (9.7):

- Financial Resource Advisory Committee (FRAC):

The Financial Resource Advisory Committee (FRAC) was established upon the recommendation of the academic senates of both Saddleback and IVC (9.7, page 4). FRAC is charged with the responsibility for meeting on an as required basis for the purpose of issuing public advisories on the financial condition of the district. This committee's membership includes representation from the college communities, district Fiscal Services and the Board of Trustees. While chartered to be a "watch dog" committee that monitors serious financial issues, the committee has met on only one occasion.

- District Resource Allocation Council (DRAC):

The District Resource Allocation Council (DRAC) was also established upon the recommendation of the academic senates of both Saddleback and IVC (9.7, page 3). DRAC is the body that determines the ways in which financial resources will be distributed to the two colleges and district Fiscal Services. Each of the colleges has representation on this committee which regularly meets throughout the school year. The DRAC arrives at its recommendations as to the plan for annual budget allocations and makes its recommendation to the chancellor. The Board of Trustees provides the final step in the approval process by reviewing, revising as necessary, and adopting the allocation plan and the final budget in August of each year.

- College Budget and Operations Committee:

The academic senates also recommended the continuation of local budget committees at each of the colleges. The college's financial planning efforts are centered on the annual development process for general fund and categorical budgets. Administrators, faculty and classified staff have the opportunity to participate in the budget planning and development process through involvement of the college's representative governance groups, and through representative participation on the Committee on Budget and Operations (9.8, page 2). The budget planning and development process generally commences in April and concludes in August with adoption of the final budget.

SELF-EVALUATION

Annual financial planning and budget development at IVC is largely dependent upon the annual revenue distribution formula developed by the District Resource Allocation Council (DRAC) and approved by the chancellor and board of trustees. Long range financial planning is limited, as the DRAC does not project college revenue allocations beyond the next fiscal year. The IVC Budget and Operations Committee meets throughout the school year to review district and college financial issues. The deliberations of the Budget and Operations Committee result in annual recommendations to the college president regarding the allocation of revenues above levels required to fund continuing college instructional and non-instructional programs.

Annual financial planning reflects realistic assessments of resource availability and expenditure requirements, and commences in the spring of each year with general fund revenue estimates provided by the district (9.9). Limited medium to long range financial planning is based upon factors including projected enrollment growth, program based funding increases in base revenue levels, and changes in local revenues.

The portion of the college's general fund budget that is annually available to support non-personnel costs and, thus, subject to discretionary uses also limits financial planning at the college. In the college's 1997-98 adopted budget, 92.4% of the general fund budget is dedicated to full-time, part-time and hourly salaries and benefits. The historical trend of reductions to the discretionary portion of the college's general fund budget is as indicated below:

Budget Year	Annual General Budget	Personnel Salary & Benefits	Per Cent
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1993-94	\$ 16,377,081	\$ 14,158,209	86.45%
1994-95	\$ 17,705,527	\$ 15,457,043	87.30%
1995-96	\$ 19,021,915	\$ 17,052,903	89.64%
1996-97	\$ 19,156,343	\$ 17,567,168	91.70%
1997-98	\$ 20,429,077	\$ 18,879,279	92.41%

The decreasing amount of the college's annual general fund budget that is available for other than salary and benefits results in a budget condition that cannot adequately address the needs of the institution (9.10). Following are examples of the institutional impact resulting from this condition:

- At this point in time, the college has classified employee vacancies that cannot be filled due to the lack of available general funds.
- For the past several years, planned deficits have been included in the college's annual general fund budget for purposes of establishing a balanced annual budget. Each year, the college has anticipated that these deficits will be funded through various cost savings, or through the receipt of unanticipated revenues.
- Adequate contingency reserve funds are not available to deal with unplanned or unforeseen expenditure requirements that develop during the budget year.
- Funds are not available for new program development or the expansion of existing programs.

In March of 1998, the South Orange County Community College District Board of Trustees reached an agreement with the district's Faculty Association on a five year contract for the 1997-98 through 2001-02 period (9.11). This agreement includes provisions for cost of living allowances (COLA) for the 1998-99 through 2001-02 period, as well as increases in doctoral stipend amounts and other cost items. On February 27, 1998, the district vice chancellor, fiscal services distributed a cost analysis of the tentative agreement to the District Resources Allocation Committee (9.12). This cost analysis indicates that the net cost of the

agreement over the five-year period will approach \$5,650,000. IVC's vice president for business services prepared a cost analysis of the financial impact of the tentative agreement on the 1998-99 general fund budget (9.10). This cost analysis indicates the cost of the COLA for faculty as being \$254,841 and \$387,934 if the COLA is extended to all other employee groups. It is anticipated that the result of this agreement will continue the annual trend of decreasing discretionary general funds.

Of the 193 responses to Item 145, 52.7% agreed that annual and long range planning "reflects realistic assessments of resource availability and expenditure requirements (9.5, Section Three, page 50).

PLANNING AGENDA

1. The college's Committee on Budget and Operations will continue to carefully monitor the state of the college's general operating funds.

A.3 Annual and long range capital plans support educational objectives and relate to the plan for physical facilities.

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DESCRIPTIVE SUMMARY

As a part of a districtwide effort, IVC completed a formal update of its Educational Master Plan and Facilities Master Plan in 1996 (9.13). The college was assisted in this revision of master plans by an architectural firm experienced in community college master planning. The master plans comply with the standards adopted by the State Chancellor's Office and included in the 1998-99 State Chancellor's Office Capital Outlay Design and Cost Guidelines Manual for the California Community Colleges (9.14).

The college's Committee on Facilities and Capital Improvements (9.8, page 3) annually reviews the IVC component of the district's Five Year Construction Plan and recommends needed revisions to the President's Council for approval. The college's 1996 Educational and Facilities Master Plan (9.13) is the primary source document for this annual review and update. The college provided its recommendations to the district for inclusion in the district's 1999-2003 Five Year Construction Plan (9.15) that is submitted to the State Chancellor's Office on February 1st of each year.

SELF-EVALUATION

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The district's 1999-2003 Five-Year Construction Plan (9.15) identifies the following order of priority for unfunded construction needs at IVC:

Requested:

Priority	Project	Year of Funding
1.	Library Secondary Effects Remodeling	1998-99 (C)
		1999-00 (E)
2.	Humanities Classroom Building	1999-00 (W)
		2000-01 (C)
		2001-02 (E)
3.	Corporate Yard - Phase I	1999-00 (W)
4.	Physical Sciences Building (B-200) Renovation – Expansion	1999-00 (W)
		2000-01 (C/E)
5.	Performing Arts Center/Theater	2000-01 (W)
		2002-03 (C/E)
6.	P. E. Swim Training Facility	2000-01 (W/C)
7.	Life Sciences Building	2000-01 (W)
		2001-02 (C)
		2002-03 (E)

8. Studio Arts Building 2000-01 (W)

2001-02 (C)

2002-03 (E)

C = construction W = working drawings E= equipment

The South Orange County Community College District has received state funding during the past five years for the construction of the following instructional and non-instructional facilities at IVC:

- Learning Resource Center (Library)
- Gymnasium
- Life/Fitness Complex
- Child Development Center
- Physical Education Fields and Courts
- Fire Safety Access Road (Construction drawings only)
 - Library Secondary Effects Remodeling (Construction drawings only)

During the 1993/94 - 1997/98 period, the college's fall semester student enrollment has grown 15.5% from 9,500 to 11,243 (9.16). The Cumulative Capacity-Load Ratios at IVC following completion of the recently approved Learning Resource Center Secondary Effects Remodeling Project are as follows (9.15):

Cumulative Capacity Load Ratios

Lecture	80%
Laboratory	61%
Library	84%
Office	110%
AV/TV/Radio	55%

The last "instructional" building funded by the State and constructed at the college was the Computer Sciences and Technologies (B-300) Building that was completed in 1989. All growth in instructional and support programs from 1989 to present has been absorbed in existing facilities through increases in instructional productivity, through alternative scheduling on Friday evenings and Saturdays, or has been housed in temporary rented portable classrooms.

The current proposed 1998-99 State Chancellor's Office Capital Outlay Program (9.17) does not include any of the college's Five-Year Plan instructional buildings. The current method of funding capital outlay through the periodic approval of statewide bond issues is unpredictable and results in an inability for the college to do meaningful long range instructional planning. It is not considered feasible to develop local funding sources for major capital outlay projects in that Proposition 13 requires that bond issues for capital construction be approved by a 2/3 majority of the voters.

Tidal Wave II enrollment projections find that 240,000 new students will be enrolled in the state system by the year 2005. IVC will not be able to accommodate expected growth without the funding and construction of new facilities.

Each year the State Chancellor's Office establishes growth targets for each district in the system. These targets are in part based upon the demographics of each district and the expected population growth over the short to medium term. As the northern portion of the South Orange County Community College District is a relatively high growth area, the prospects for enrollment at IVC is higher than at many neighboring colleges. While student demand is high, the lack of instructional and other support facilities will limit IVC's ability to respond to this demand.

Of the 118 respondents to Item 141 of the Institutional Effectiveness Survey, 78% did not agree that IVC has annual revenues "sufficient to maintain and enhance the quality of its instructional and student support programs" (9.5, Section Three, page 49).

PLANNING AGENDA

1. The college will retain a Master Plan architect to update the 1996 Educational and Facilities Master Plan on a five-year cycle.
2. IVC will continue to maintain its part of the district Five-Year Construction Plan in a manner that reflects the facility construction priorities set forth in the college's Educational and Facilities Master Plan.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

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DESCRIPTIVE SUMMARY

The district annually establishes and publishes a budget development calendar and guidelines (9.18) to assist the colleges with the development of their tentative and final budgets.

In 1987, the Saddleback Community College District adopted a revenue based budget allocation model for IVC, Saddleback College and district Fiscal Services. While the budget allocation model has been modified over the years, the general structure of the model remains essentially the same (9.19). The budget model allocates annual revenues to each of the college's based upon its previous year enrollments, rather than a more traditional analysis of expenditure patterns and needs. Salary and benefit costs for each of the college's instructional programs are considered to be fixed costs and are funded by the budget allocation model prior to the allocation of remaining revenues.

An IVC budget model has been developed and is annually used for the allocation of general operating funds. All general funds, other than instructional program salary and benefit costs, are considered to be discretionary. The college is therefore free to develop an annual expenditure plan and budget that best directs available revenues to meet the complex institutional needs of the college. In large part, the district's budget allocation model has allowed IVC to manage its own development without concern that its activities will negatively impact the other district operating units.

The following brief narrative describes the primary elements of the college's annual budget development process:

1. As a primary element of the budget development process, the district annually provides each of the colleges with an estimate of general fund income for the next fiscal year (9.12).
2. The college publishes an annual budget development calendar that is designed to meet district time lines for approval of both the tentative and final budget by the district's Board of Trustees (9.20).
3. The Committee on Budget and Operations is one of the college's permanent standing committees and serves as an advisory body to the President's Council (9.8, page 2). The membership of this committee includes representatives from the college's various instructional, student services, support area and student constituencies. This committee meets monthly throughout the school year and is responsible for the development of policy, guidelines and priorities for the implementation of the college's annual expenditure budget.
4. The Committee on Budget and Operations has chosen to utilize a "base budget" model as the

methodology for annually developing the college's general fund expenditure budgets. In this model, the previous year's operating budgets are considered to be the funding base and are in large part replicated with appropriate adjustments in funding levels made to reflect changing program needs.

SELF-EVALUATION

The results of the Institutional Effectiveness Survey indicate that the processes for financial planning and budget development are well understood by the college's administrators, who typically serve as the college's budget managers, and by classified staff: all eight administrators responding to Item 144 of the Institutional Effectiveness Survey agreed that "guidelines and processes for financial planning and budget development are clearly defined and followed" (9.5, Section Three, page 50). However, only 44.9% of the 49 full-time faculty members responding agreed (9.5, Section Three, page 50). This concern may result from the lack of direct contact and involvement by faculty in the development of operating budgets for the areas to which they are assigned.

PLANNING AGENDA

1. The college will clearly communicate the budget development process to the college community so that there is increased awareness of the manner in which the college is budgeted and managed.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

DESCRIPTIVE SUMMARY

In the Joint Academic Senate Policy proposal (9.7) the academic senates recommended the continuation of local budget committees at each of the colleges. The college's financial planning efforts are centered on the annual development process for general fund and categorical budgets. Administrators, faculty and classified staff have the opportunity to participate in the budget planning and development process through involvement of the college's representative governance groups and through representative participation on the Committee on Budget and Operations (9.8, pages 2-3). The budget planning and development process generally commences in April and concludes in August with adoption of the final budget by the Board.

SELF-EVALUATION

Fiscal and business services staff, as well as the Committee on Budget and Operations, conclude that the budget planning and development processes affords ample opportunity for participation in the planning and development of the colleges annual operating budgets. The results of the Institutional Effectiveness Survey confirm that 55.4% of the 112 respondents to Item 140 consider this to be true (9.5, Section Three, page 49).

PLANNING AGENDA

1. The college will continue to annually develop its operating budgets with the full participation of administrators, classified managers, faculty and staff.

B. Financial Management

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B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making.

DESCRIPTIVE SUMMARY

The district vice chancellor, fiscal services is responsible for the fiscal management of the district. The district Office of Fiscal Services provides a wide variety of financial reports required for the proper management of the college's operating budget.

The district Office of Business Services prepares monthly and quarterly district financial statements for the Board of Trustees. Additionally, budget amendments and other financial transactions are processed to reflect changes in district and college revenues and expenditures. District staff provides accounting support for the college's general fund and categorical budgets.

The district Office of Business Services has recently extended "read only" access, via VAX (district computerized information system), for college personnel managing department or school budgets to real-time expenditure account histories. This access has given college budget managers the ability to better manage their financial resources on a daily basis.

At the college level, the vice president for business services is responsible to the college president for the proper management of the college's budgets.

SELF-EVALUATION

The college's vice president for business services and Office of College Operations staff provide regular support to college budget managers by producing budget development reports, monthly expenditure reports, dedicated revenue income reports, monthly income reports for Child Development Center revenues, monthly commission reports for food services and bookstore activities, and other miscellaneous reports as are requested.

PLANNING AGENDA

No changes are recommended at this time.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

DESCRIPTIVE SUMMARY

The college's financial documents, including the budget, are annually developed to reflect the appropriate allocation and use of resources to support institutional programs and services. Each year the college's financial records are audited by the district's independent auditor (9.21 and 9.22). The audit includes all funds managed by the college including general funds, categorical program funds, funds of the Associated Students of Irvine Valley College, and the college Foundation.

SELF-EVALUATION

The annual district audit generally confirms that IVC's internal control systems adequately manage funds in the custody of the college. Audit exceptions are generally minor and are addressed and corrected in a timely manner. However, during the past two years, the college has been somewhat slow in addressing and correcting minor audit exceptions in the areas of Financial Aid and Foundation (9.21 and 9.22). Of the 104 respondents to Item 146 of the Institutional Effectiveness Survey, 52.9% agreed that the IVC budget reflects "appropriate allocations of financial resources in support of institutional programs and services" (9.5, Section

Three, page 51).

PLANNING AGENDA

1. The college will continue to work towards a goal of no audit exceptions, and will improve its response time to correct any audit exceptions identified.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

DESCRIPTIVE SUMMARY

South Orange County Community College District staff provides all accounting services and support for college programs. All financial records resulting from local program activity are maintained at the district offices. The general oversight of the district's finances is a primary responsibility of the district vice chancellor, fiscal services and his staff. The college's vice president for business services is responsible at the local level for managing the college's financial affairs; for college budget development and control; for ensuring that college administrators, managers and staff are aware of their fiduciary responsibilities; and that cash and other negotiable financial instruments are properly controlled and managed.

In 1995, the college established a Financial Aid Office independent from Saddleback College. Prior to 1995, the IVC Financial Aid Office had been managed as a part of the Saddleback College Financial Aid Program. To establish an independent financial aids program, the college hired its first director of financial aid and additional classified staff. Since establishing its independent Financial Aid Office, financial aid grants and loans have grown in value from approximately \$700,000 to an estimated \$4,500,000 for the 1997-98 school year (9.23).

SELF-EVALUATION

The college's 1995 Organizational Assessment recommended the creation of the Bursar's Office (9.1, page 33). Since the adoption of this report by the college, IVC has significantly strengthened its financial controls through the establishment of a Bursar's Office that is responsible for the central processing and deposit of all cash receipts at the college and the disbursement of all financial aid checks. The Bursar's Office staff assists with the processing of deposits for the college Foundation, community and contract education, the Child Development Center, the Associated Students of IVC, the college's parking program and the Foundation.

The majority of respondents to the Institutional Effectiveness Survey agreed that the college practices "effective oversight of budgets" for general operating funds (82.1%), Financial Aid (76.8%), ASIVC (84.2%), Foundation (87.5%) and grant funded programs (55.6%) (9.5, Items 147-151, Section Three, pages 51-53).

As the Bursar's Office areas of responsibility have increased, staff has been added and new office spaces have been developed. The college's 1995 Organizational Assessment addressed the matter of increased responsibilities and workload resulting from the reorganization of the fiscal office (9.1, page 33). It recommended review and revision of the Budget Control/Fiscal Officer position that has resulted in plans to create a new classified management position. The college should move forward in obtaining the approval for, and the filling of, this position to provide critically needed supervision.

All accounting services and controls for the college's Financial Aid Program reside with the district. District staff coordinate the draw of financial aid funds from state and federal offices, provide expenditure accounting services, and ensure that the program is compliant with state and federal regulations.

The past two years' annual district audits have identified minor procedural problems in the college's financial aid program (9.21 and 9.22). The college has responded to these exceptions and has implemented corrective procedures.

PLANNING AGENDA

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1. The college will continue to develop and strengthen the Bursar's Office ability to provide required support to college departments and programs.
2. The college will strive to establish the recommended classified management position in the Bursar's Office.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

DESCRIPTIVE SUMMARY

IVC has two primary auxiliary organizations, the Associated Students of Irvine Valley College (ASIVC) and

the IVC Foundation. The general organization, functions, goals and objectives of these organizations are as follows:

1. Associated Students of Irvine Valley College

The Associated Students of Irvine Valley College (ASIVC) was formed in 1979 as the student body governance organization. This organization's charter includes providing the below discussed support services to the college's student population and to the college community and programs (9.24):

- To govern student activities through an elected student government organization.
- To raise and provide funds in support of student and general college programs and activities.
- To represent student views and perspectives regarding issues of institutional importance through participation on a wide variety of college and district committees.
- To establish various student clubs that represent the interests of various segments of the student community.
- To sponsor a wide variety of activities that provide educational, recreational, entertainment or enrichment opportunities for students.

2. Irvine Valley College Foundation

The IVC Foundation was established by the Foundation for the Saddleback Community College District in 1986. The IVC Foundation is a nonprofit organization that is governed by a volunteer Board of Governors comprised of community members, business leaders and college and district administrative leadership (9.25). The IVC Foundation is committed to supporting IVC by building and maintaining a positive image of the college in the community.

SELF-EVALUATION

IVC has structured its two auxiliary organizations to ensure that each operates in support of the college's goals and principles. The following discussion summarizes the ways in which the activities of these organizations are conducted and monitored:

1. Associated Students of Irvine Valley College

The Associated Students of Irvine Valley College is a primary college governance group. The ASIVC annually elects its own student officers to administer its programs. General supervision and administrative support is provided by the vice president of student services, the dean of students and the director of student affairs in the following areas:

- Governance of the ASIVC;
- Development of the ASIVC annual budget;
- Budget management and control; and
- The expenditure of budgeted funds.

The ASIVC annually generates income to support its programs from the sale of ASIVC memberships and from commission payments from the contract operation of the college bookstore and cafeteria. Annual revenues generated by these sources have grown significantly during the past five-year period from a total of \$195,616 in 1992-93 to \$277,720 in the 1996-97 Fiscal Year (9.26).

All of the services and staff required to properly account for, manage and ensure the appropriateness of expenditures of ASIVC funds are provided by the district's Office of Fiscal Services. Regular reports regarding the collection of revenues, investments, and the status of transactions and budget accounts are provided to the vice president of student services, the dean of students, and the director of student affairs, and to the officers of the ASIVC. The financial records of the ASIVC are annually audited as a part of the district's general audit. The district currently contracts with the accounting firm of Boceta, Macon & Workman, Certified Public Accountants to provide this independent annual audit (9.21 and 9.22).

2. Irvine Valley College Foundation

On July 16, 1997, the South Orange County Community College District Board of Trustees announced a major district-wide administrative reorganization (9.3). This reorganization

included the transfer of the IVC Foundation executive director and support clerical staff from the college to a new district assignment. This district assignment includes serving as the executive director of the Saddleback College Foundation as well as the IVC Foundation. The Board of Trustees, on March 23, 1998, approved revisions to the original plan. The revisions call for the hiring of an assistant director at Saddleback College, with the costs of the position split between the district and the Foundation for the first two years. After that, the position will be paid for by the Foundation. The Board also gave permission for IVC Foundation to hire an assistant, and for both foundations to hire classified staff, if they agree to reimburse the district quarterly for the costs of any such positions. The district director's duties were modified to reduce his responsibilities at Saddleback to management oversight, rather than full day-to-day implementation of the foundation program at Saddleback. The Saddleback assistant hiring process is in progress. The IVC Foundation has no immediate plans to hire an assistant, but has added 30% of a full-time accountant position. While these changes have slowed the growth of the IVC Foundation, the longer-term effect of these changes on the IVC Foundation is uncertain at this point in time.

In the past five year period, the IVC Foundation has completed a major restructuring of organization, goals and direction. The primary elements of this restructuring have been in the following areas:

- The Foundation Board of Governors has been expanded to a current total of twenty-nine members (9.25). The governors annually elect officers from within their membership.
- The IVC Foundation has become a major provider of financial and scholarship support to IVC students and to a variety of instructional and non- instructional programs. During the 1994-95 through 1996-97 period, the Foundation provided in excess of \$1.5 million in financial support for scholarships and other college programs, and in equipment donations (9.25).

Of the 105 responses to Item 152, 91.4% agree that "activities and fund raising efforts of the [IVC] Foundation are consistent with the mission and goals of the college, and are conducted with integrity" (9.5, Section Three, page 53).

PLANNING AGENDA

No changes are recommended at this time.

B.5 Contractual agreements with external entities are governed by institutional policies and

contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

A wide variety of contractual agreements are used to procure services, equipment and materials that are required to support the college's instructional, student services and other support programs.

SELF-EVALUATION

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Contract authority for both of the colleges rests with the district. The vice chancellor, fiscal services serves as the contracting officer for the South Orange County Community College District with support from district staff including the director of business services and the director of central services (purchasing). There are institutional procedures that are followed before entering into any contractual agreement with a third party. Procedures are outlined in Board Policy 3200, Contract Regulations (9.27), Board Policy 3200, Purchasing Policy (9.28), and in a Procedures Manual (9.29). All contracts are reviewed by the Board of Trustees and then signed by the district vice chancellor, fiscal services, and copies are retained in that office.

The IVC vice president for business services serves as the college level administrator who is responsible for ensuring that contract requests are initiated as appropriate to serve college needs. The Office of College Operations maintains a central file of contracts related to facilities maintenance, lease purchases, contract operations of the bookstore and cafeteria, as well as facility rentals.

PLANNING AGENDA

No changes are recommended at this time.

B.6 Financial management is regularly evaluated, and the results are used to improve the financial management system.

DESCRIPTIVE SUMMARY

The district vice chancellor, fiscal services and staff provide the majority of the primary financial services

required by the college. IVC's vice president for business services and staff provide direct financial services to the local college community in the areas of budget development, budget control, cashing and cash control, as well as some cash disbursements.

SELF-EVALUATION

The district's independent auditors formally evaluate the effectiveness of financial management at both the district and college levels each year. The annual district audit report identifies areas of financial management that require some modification or improvement (9.21 and 9.22).

The district vice chancellor, fiscal services prepares monthly financial reports for the Board of Trustees. Additionally, required quarterly and annual financial reports are prepared by district staff and are forwarded to the Chancellor's Office, California Community Colleges. These reports are indirectly reflective of college as well as district finances.

The district vice chancellor, fiscal services and staff provides informal assessments of the effectiveness of college level financial arrangements.

PLANNING AGENDA

No changes are recommended at this time.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

DESCRIPTIVE SUMMARY

The South Orange County Community College District (SOCCCD) has two major financial obligations that will significantly impact the availability of revenues at the college level. These financial obligations are summarized below:

1. In 1996, the district sold \$14 million in Certificates of Participation (COPS) for purposes of funding a comprehensive technology initiative, and a variety of deferred maintenance projects that had not been funded by the State (9.30).

2. The district currently provides retirees and their dependents with medical, dental and vision insurance benefits when the employee meets certain eligibility requirements. Eligibility requirements vary somewhat by employee classification.

SELF-EVALUATION

The financial responsibility for repayment of the COPS issue belongs to Saddleback College and IVC. The COPS issue has a repayment plan that will require college funding commencing in 1999, and continues for a twenty year period (9.31). The first two annual payments will be made from unexpended portions of the capital borrowed, as well as interest earned. The third annual payment will be made from funds recovered from the County of Orange as a part of the settlement made to agencies, including the SOCCCD, who had lost funds in the 1994 county bankruptcy. The fourth and subsequent annual payments will be made from Saddleback and IVC general fund revenues. It is estimated that the annual IVC repayment obligation is \$300,000. There is no identified external revenue source for repayment purposes. College general funds used for repayment of the COPS obligation will not, of course, be available to fund other college programs.

Only 81 responses were received to Item 153 of the Institutional Effectiveness Survey and of those only 47 (58%) agreed that future obligations are "clearly defined and plans exist for funding these obligations: (9.5, Section Three, page 53).

The SOCCCD has established a reserve of \$1.5 million to fund future retiree health benefit costs. The district plans to increase this reserve in the future as funds become available. The district currently estimates that there is an unfunded retiree health benefit liability of \$15 million. Without sufficient reserve funds to cover the future costs of retiree health benefits, the district will necessarily fund these costs on a "pay as you go" basis from annual general operating funds. These funds will not be available for allocation to the colleges for use in supporting college programs.

PLANNING AGENDA

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No changes are recommended at this time.

C.2 The institution has policies for appropriate risk management.

DESCRIPTIVE SUMMARY

The South Orange County Community College District (SOCCCD) is fully insured for workers compensation through the California Community College Risk Management Association (CCCRMA). This group purchases workers compensation insurance through Unicare Insurance Company. Property losses in excess of \$10,000 and liability losses in excess of \$25,000 are provided for through the Statewide Association of Community Colleges (SWACC) Joint Powers Authority. This program is administered by district staff, thereby relieving the college from the necessity of direct involvement in the management of this program. The district is reimbursed for the cost of providing this service through the annual assessment of the college's general fund revenues that funds all district provided centralized services.

SELF-EVALUATION

Because of the high cost of commercial liability and worker's compensation insurance, the South Orange County Community College District is essentially self-insured as a member of various Joint Power Authorities.

The district follows guidelines established by the Statewide Association of Community College (SWACC) Insurance Joint Powers Authority (JPA) of which it is a member. These guidelines address the prevention of loss associated with fire, theft, liability, personal injury and property damage. As the coordinator of the district's Risk Management Program, the district's risk manager works with the colleges, and with the district's contracted insurance program administrator, to develop policies and procedures to reduce exposure to risks that result from all district operations.

The District's Risk Management Program is comprised of the following elements:

1. Liability Insurance
2. Property/Fire Insurance
3. Student Medical/Accident Insurance
4. Workers' Compensation Insurance

All of the above insurance programs, with the exception of Student Medical/Accident Insurance, are provided

through district membership in the self-funded Joint Powers Authority described above. This Joint Powers Authority provides insurance coverage between retention levels and \$1,000,000. Excess insurance coverage above \$1,000,000 is provided through district membership in a second Joint Powers Authority (SELF).

Student Medical/Accident Insurance is provided for all enrolled students who pay the resident Student Health Services Fee.

PLANNING AGENDA

No changes are recommended at this time.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

DESCRIPTIVE SUMMARY

The South Orange County Community College District has recently transitioned from being a basic aid district during the 1993-94 through 1995-96 period, to an apportionment district for the 1996-97 Fiscal Year. As a basic aid district, annual property tax revenues exceeded the revenues that would have been provided by the State Chancellor's Office had funding been solely apportionment based. As a basic aid district, local property tax revenues that exceeded apportionment entitlement amounts were retained by the district and were available for general fund expenditure. The following is a summary of the funding above apportionment levels that was generated as a basic aid district.

Fiscal Year	General Fund Adopted Budget	Funding Above Apportionment
1993-94 Fiscal Year	\$ 65,912,665	\$ 7,776,260
1994-95 Fiscal Year	\$ 71,741,337	\$ 1,918,792
1995-96 Fiscal Year	\$ 69,953,988	\$ 1,338,820

1996-97 Fiscal Year	\$ 68,001,307	NA
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In 1996-97, the South Orange County Community College District reverted to apportionment status. This resulted from significantly higher state funding of community colleges and a drop in local property tax revenues.

Increased apportionment revenues for the 1997-98 Fiscal Year comprised 87.6% of all unrestricted general fund revenues, and were at a level that placed the district in an improved financial condition. The district projects that the result of the apportionment increase, along with the receipt of unbudgeted growth and property tax revenues will improve the district's current year general fund ending balance to approximately 4% (9.32).

Cash flow requirements at the college level are provided for by its annual general fund revenue allocation that is made as a part of the district's budget development process.

SELF-EVALUATION

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The district addresses periodic cash flow needs through the issue of Tax and Revenue Anticipation Notes (TRANS). As the district is heavily dependent upon funding from local property taxes (approximately 76.2% of the total district's 1997-98 General Fund Budget), the issue of TRANS provides sufficient cash for operating purposes during the July through November period each year. The proceeds from the TRANS issues are invested at the highest possible yield enabling the district to generate sufficient interest income to offset the administrative and interest costs related to the notes.

The district annually budgets a contingency reserve of at least 3% of the total unrestricted general fund. This is the recommended contingency reserve level recommended by the State Chancellor's Office.

During four of the past five years, the district has found it necessary to deficit spend general funds. The result has been end-of-year decreases in ending fund balances below the 3% level. The following summarizes the district's general fund beginning and ending balances for the past five years:

Budget Year	Budgeted District Contingency (%)	Contingency Ending Balance (%)
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FY 1993-94	3.64%	4.9%
FY 1994-95	3.81%	3.5%
FY 1995-96	3.20%	2.3%
FY 1996-97	2.95%	1.2%
FY 1997-98	2.99%	NA

The level of district contingency funds, as well as the pattern of deficit spending has resulted in an expression of concern from the State Chancellor's office. In March 1996, the State Chancellor's office advised the district that it had been placed on a Level Three Financial Watch as a result of the State Chancellor's Office concerns regarding the financial health of the district (9.33). This concern and action by the State Chancellor's office was not made known to either the Board of Trustees or the two colleges. In November 1997, the State Chancellor's Office advised the district that it had been placed on a Level Two Financial Watch status (9.34). A Level Two Financial Watch is defined by the State Chancellor's Office as being appropriate when it considers that a district is at risk of financial crisis over the medium term unless its financial health is improved. An increase in the district's apportionment funding in FY 1997-98, which comprises approximately 87.6% of all of the district's unrestricted general fund revenues, places the district in a better financial position than in past years. Lower costs for staff Health and Welfare benefits will reduce expenditures in this area, and will also contribute to the district's improved financial position.

IVC annually attempts to establish minimum operating contingency funds totaling 1% of the total general fund budget. These contingency funds are split among the Instructional, Student Services and College Operations areas. The purpose of these contingency funds is to provide the flexibility required to deal with minor unforeseen and unbudgeted needs. Due to the declining amounts of discretionary general funds available within the college's budgets during the past several years, these operating contingency funds have been reduced to a .5% level.

IVC does not have a budgeted reserve to specifically deal with financial emergencies or unforeseen circumstances. The two colleges of the district rely on the district contingency reserve to address major financial emergencies. The district contingency reserves are located in the district-wide section of the district's annual adopted budget (9.35).

IVC is not directly involved in the management of district cash flow requirements or in the development of contingency reserves. Only 80 responses were received to Item 154 of the Institutional Effectiveness Survey and only 48.8% of those agreed that IVC "maintains reserves sufficient to maintain stability" (9.5, Section Three, page 54).

PLANNING AGENDA

No changes are recommended at this time.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

DESCRIPTIVE SUMMARY

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The district annually establishes a contingency reserve of at least 3% in the adopted budget approved each August by the Board of Trustees. During the past several years, unforeseen expenditure requirements have occurred that have resulted in deficit spending and general fund ending balances below the 3% level. General fund ending balances are summarized in the chart found in Section C.3 of this Standard.

SELF-EVALUATION

In Fiscal Year 1996-97, the district's adopted budget was approved with a 3% contingency reserve. Had the contingency reserve been left untouched during the entire year, the ending balance would have been within Title 5 parameters. As a result of an unanticipated statewide deficit in property tax revenues, the district did not receive all anticipated revenues and a net annual general fund deficit occurred.

The district has adopted its 1997-98 general fund budget with a 4% contingency reserve. The district, through careful monitoring of expenditures and as a result of expected one-time revenue adjustments, should end the fiscal year with a minimum ending balance of over 3%. The anticipated one-time revenue adjustments are as summarized below:

1. The release of \$298,600 by the County of Orange to the district as a portion of county bankruptcy settlement.
2. The backfill of the 1996-97 property tax deficit as a part of the apportionment recalculation in February 1998. The recalculation provided the district with an additional \$669,000.
3. The successful pursuit of legislation by the district leading to the approval by the Governor of SB-421. This bill should result in the return to the district of

approximately \$532,600 in property taxes collected by the County prior to the bankruptcy, but not released to the district during the period that the district was entirely supported by local property taxes. These funds were returned to the district as a part of the February 1998 apportionment recalculation.

PLANNING AGENDA

1. IVC is not directly involved in the district's financial planning for major emergencies or unforeseen circumstances, and will continue to rely on the district for financial support in these instances.

SUPPORTING DOCUMENTATION

STANDARD NINE

- 9.1 Organizational Assessment (1995)
- 9.2 IVC Strategic Plan 1996-2001
3. Raghu Mathur - Memorandum dated July 23, 1997 "Implementation of Dean System for Instructional Administration"
4. IVC Strategic Plan 1996-2001, Status: Year Two
5. Institutional Effectiveness Survey
- 9.6 Board Policy 2100.1: Delegation of Authority to the Academic Senate
- 9.7 Joint Academic Senate Policy Proposal - Budget Development Processes
- 9.8 IVC College Governance – Standing Committees
- 9.9 District Allocation Model Dated 1/29/98
- 9.10 Bob Loeffler - Memorandum Dated March 2, 1998 "1998-99 Proposed General Fund Budget."
- 9.11 Academic Employee Master Agreement (Faculty Contract)
- 9.12 February 27, 1998 Memo From District Vice Chancellor, Fiscal Services
- 9.13 Saddleback Community College District 1996 Educational and Facilities Master Plan
- 9.14 The Capital Outlay Handbook for the California Community Colleges - November 1997
- 9.15 South Orange County Community College District 1999-03 Five Year Construction Plan

- 9.16 The Almanac – Enrollment Reports
- 9.17 California Community Colleges - Overview of the 1998-99 Capital Outlay Program
- 9.18 Katie Slavin - Memorandum dated February 21, 1997 "1997-98 Budget Development Guidelines"
- 9.19 Peter Morrison - Memorandum dated April 1, 1997 "History of Allocations"
- 9.20 Bob Loeffler - Memorandum dated April 23, 1997 "1997-98 Budget Development Worksheets" (w/o attachments).
- 9.21 Board Agenda Item 27 - Acceptance of District Annual Audit Report: 1995/96
- 9.22 Board Agenda Item 25 - Acceptance of District Annual Audit Report: 1996/97
- 9.23 Financial Aid Statistics
- 9.24 The Constitution of the Associated Students of Irvine Valley College
- 9.25 Irvine Valley College and Foundation Annual Reports for 1994-95, 1995-96 and 1996-97.
- 9.26 ASIVC Annual Revenues 1992 - 1997
- 9.27 Board Policy 3200: Contract Regulations
- 9.28 Board Policy 3200: Purchasing Policy
- 9.29 Procedures Manual
- 9.30 SOCCCD Certificates of Participation

SUPPORTING DOCUMENTATION

STANDARD NINE

- 9.31 Lease payment schedule for COPS funds.
- 9.32 Board Agenda Item 44 - Monthly Financial Status Report
- 9.33 State Chancellor's Office Letter Dated March 1996
- 9.34 State Chancellor's Office letter dated November 13, 1997
- 9.35 SOCCCD Annual Adopted Budget

STANDARD TEN

Governance and Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

The Board of Trustees of the South Orange County Community College District governs Irvine Valley College. Seven voting members are elected to staggered 4-year terms of office (10.1, Board Policy 103). A non-voting student trustee is elected to a one-year term by district students (10.1, Board Policy 104). Four board members are elected in a given year and three board members are elected two years later and the cycle repeats in this manner. The qualifications, election, terms of office, and compensation of board members are governed by California Education Code Section 72425.

Board Policy 101 (10.1) authorizes the board to "establish the educational goals of the colleges and supervise the colleges' educational programs designed to meet those goals." Board Policy 102, "Functions of the Governing Board," (10.1) empowers the board to adopt by majority vote "bylaws and policies...for determining it's own government and the organization and operation of the district (Calif. Ed. Code Section 70902)."

Board Policy 106, "Meetings of the Governing Board," (10.1) states: "The board welcomes open discussion and provides opportunities for members of the staff and the public..." This policy also requires the advance posting of agendas, establishes a protocol for public comment on agendized and nonagendized items, and requires the keeping and preservation of minutes of all board meetings.

Names of board members and agendas of board meetings are also posted on the district Worldwide Web Site at www.socccd.cc.ca.us.

SELF-EVALUATION

The above mechanisms insure that the board is an independent policy-making board capable of reflecting the public interest in its activities and decisions, with continuity in membership and staggered terms of office.

PLANNING AGENDA

No changes are recommended at this time.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the Board-approved institutional mission statement and policies.

DESCRIPTIVE SUMMARY

Board Policy 102 (10.1) requires the board to "appraise the effectiveness of the educational program and its progress toward meeting the district's goals" by evaluating "the conduct of the colleges' educational program and the operation of the business of the district."

The board "is responsible for the control of all funds of the district and accepts the responsibility to direct the use of these funds in a prudent manner" (10.1, Board Policy 3100). The chancellor directs the staff in the development of the budget, and submits it to the board for publication, public hearing, and adoption (10.1, Board Policy 3100).

SELF-EVALUATION

The board routinely reviews and approves all instructional programs, curriculum, hiring, and expenditures of funds. Each year since 1992, the district has ended its budget year with a surplus. The board receives and discusses quarterly and annual reports, and has adopted the goal of "fiscal solvency" (10.2).

Nonetheless, a majority of respondents to the Institutional Effectiveness Survey (10.3) said they did not agree that the board "confirms that college and district practices are consistent with the board-approved mission statement and policies," "ensures the financial soundness of the district and its two colleges," or "ensures that the educational program is of high quality" (10.3, Items 156-158, Section Three, pages 54-55). These responses reflect the dissatisfaction of some with the 1996 board elections and the current board, as explained in C.3 below, and with its decisions relating to the above matters. The Institutional Effectiveness Survey (10.3) was distributed to approximately 525 IVC faculty and staff members. Of these, 176 actually completed the survey, including 11 administrators; 67 full-time and 47 part-time faculty; 32 full-time and nine part-time classified; and 10 participants who did not indicate their staff affiliation but whose responses were included in the survey results.

The board has operated within the structural constraints of the law, if not to the satisfaction of all, in overseeing the educational and financial activities of the district, and in implementing its view of the mission statement. Disagreements with the board's exercise of its discretion must be resolved at the ballot box.

PLANNING AGENDA

No changes are recommended at this time.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

Board Policy 102 (10.1) authorizes the board to establish policy for the operation of the district. Board Policy 2001 (10.1) directs the chancellor to implement board policies "within an approved organizational structure," in which the chancellor organizes all standing and ad hoc committees for the district, and the college president for the college. Under Board Policy 102, the board regularly reviews its policies every three years, and revises them as necessary.

SELF-EVALUATION

The board has established a wide range of institutional policies covering Bylaws (100 series), Community Relations (1000 series), Administration (2000 series), Business (3000 series), Personnel (4000 series), Students (5000 series), Instruction (6000 series), (10.4). These policies are posted on the district's web site at www.socccd.cc.ca.us/ref/bpolicies. The vice chancellor of educational services is currently updating the board policies to reflect the district's recent name change.

Despite these policies, 75% of the 132 respondents to the Institutional Effectiveness Survey did not agree that the board "establishes broad institutional policies and appropriately delegates responsibility to implement these policies" (10.3, Item 159, Section Three, page 55).

PLANNING AGENDA

No changes are recommended at this time.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

DESCRIPTIVE SUMMARY

The governing board selects the college president under the Employment Procedures for Executive Positions (10.5), and delegates the evaluation of the president to the district chancellor. The board approves the appointment of all academic and administrative officers (10.1, Board Policy 4001).

SELF-EVALUATION

The board selected the current college president after it interviewed all qualified candidates (10.6). The chancellor will evaluate the president semiannually during his first two years of service (10.7, page 26).

PLANNING AGENDA

No changes are recommended at this time.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

DESCRIPTIVE SUMMARY

Board Policies (10.1) define the board's code of ethics (1400), size (103), duties and responsibilities (102), and its structure and operating procedures. Since board members are elected, the voters of the district ultimately assess their performance. The board has identified and published the following goals for the 1997-98 year: ensure fiscal solvency, implement demand-driven scheduling, strengthen communication, focus on setting policies, and develop a data base for evaluation (10.2).

SELF-EVALUATION

While the board's operational duties and ethical responsibilities are clearly set forth in writing, 80% of the 147 individuals responding to the Institutional Effectiveness Survey indicated that they did not believe that the board "follows its defined duties, responsibilities, and by-laws" and 74.8% of the 119 responding did not agree that the Board "has an ethical conduct code and a process for assessing its performance" (10.3, Items 160 and 161, Section Three, page 56). Faculty and staff were deeply divided over the 1996 board elections, and many remain dissatisfied with the results, and with some of the board's subsequent actions, including the appointment of a new college president and the elimination of the school chair governance system. Some faculty and staff insist that the board took these actions in violation of the state's open meeting laws (10.3, comments) though the board acted on its legal advice and any purported violations were subsequently corrected by the board of trustees upon the recommendation of the chancellor.

PLANNING AGENDA

No changes are recommended at this time since the elected board's actual performance is the responsibility of the voters of the district, not of the institution.

A.6 The governing board has a program for new member orientation and governing board

development.

DESCRIPTIVE SUMMARY

The Chancellor's Office has produced a "Board of Trustees Orientation Manual" (10.8) and distributes it to new board members. This manual includes operating procedures for board members on topics such as meeting dates, information requests, travel and mileage, trustee salary and benefits, and media relations. It also contains reference information, such as the faculty and classified labor contracts and salary schedules, hiring policies, parliamentary procedure, the Ralph M. Brown Act, and the district telephone directory.

Board members participate in various organizations at the state level, such as the California Community College League, and receive reports from staff and consultants on new laws and policies affecting them.

SELF-EVALUATION

The board held a special meeting on December 16, 1996, following the November 1996 election. The district vice chancellor of educational services conducted a "Governing Board Orientation" and distributed copies of the orientation manual to all board members (10.9).

The board held a retreat on July 18, 1997, with the stated objective of "develop[ing] perspectives and tools for becoming a more effective and influential board of trustees" (10.10).

PLANNING AGENDA

No changes are recommended at this time.

A.7 The board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

The board of trustees is informed about the accreditation process and the opportunity is available to board

members to participate, as desired, in accreditation activities. The board is kept up-to-date on the self-study progress through presentations made at board meetings by the faculty accreditation chair. The board approves the accreditation's self-study and the midterm reports before they are sent to the Accrediting Commission.

SELF-EVALUATION

The board is informed about and involved in the accreditation process. Trustees reviewed and approved the self-study process used in 1996-97. A draft version of the self-study report was presented to the board for review and comment at its April 20 and May 18 1998 meetings (10.11, 10.12), and comments received from board members have been incorporated into the final report.

In addition, annual and midterm reports on 1992 self-study plans and team recommendations have been presented to the board.

PLANNING AGENDA

No changes are recommended at this time.

B. Institutional Administration and Governance

B.1. The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTIVE SUMMARY

The college president's job description (10.13) includes the duty to provide "leadership for the educational programs of the college," "leadership to ensure that campus facilities are well planned and well maintained," "leadership for the development of the college's long-range plans, annual goals, and short-term objectives."

SELF-EVALUATION

The college president confers biweekly with the President's Council (10.14, page 6), a representative body that collaboratively defines goals, develops plans, and establishes priorities for the college. The president also meets as needed with the representatives of the Academic Senate, Classified Senate, Classified Management, Associated Students of IVC, the California Teachers Association, and the California State Employees' Association. The president has offered to meet with all governance groups each week, all governance executive committees each week, and to provide a president's report and be available to answer questions at each governance group's regular meeting (10.15). Collaborating with the governance groups, the college president has prepared a Strategic Plan for the college (10.16).

The college president has proposed that the college build on the existing Strategic Plan process for the identification of additional focus areas and the development of action plans for implementation during the 1998-99 academic year. Faculty, staff and administrators were asked to complete a written survey on strategies to strengthen student access, success and quality of educational programs and services at each of the following levels at IVC: discipline; school; unit as defined by the total assignment of a dean; and four areas of the college, namely, Instruction, Student Services, Business Services, and Office of the President; and collegewide. Associated Students of IVC (ASIVC) were also asked to participate in this process under the leadership of the director of student affairs. All participants were asked to provide input on implementation strategies as well (10.17).

Once all the input is received, deans will facilitate discussion and prioritization of strategies with concerned faculty, staff and administrators at discipline, school and unit levels. Likewise, the college president will facilitate discussion and prioritization of strategies by the vice presidents, deans and classified leadership at the Offices of Instruction, Student Services, Business Services, and the President, as well as at collegewide levels. Upon conclusion of administrative group's deliberations and production of a prioritized list of strategies to strengthen student access, success and quality of educational programs and services, the list will be submitted to faculty, staff and administrators for their collective prioritization, revision and validation. Subsequently, focus areas will be identified and the concerned parties at the discipline, school, unit, area and collegewide levels will develop action plans for implementation. Every effort will be made to connect the planned outcomes with the available institutional resources.

This planning process commenced in the latter part of spring semester, 1998 with the distribution of surveys and will continue into the in-service week during fall semester, 1998. The process is designed to provide sufficient opportunities for participation by all full-time faculty, classified staff, administrators, and student leadership in the development of institutional plans to strengthen student access, success and quality of educational programs and services through a grassroots approach (10.17).

Despite these efforts, 62% of the 141 responding to the Institutional Effectiveness Survey said they disagreed with the statement that "[t]he College President provides effective leadership to define goals, develops plans, and establishes priorities for the college" (10.3, Item 162, Section Three, page 56). The survey took place on October 21, 1997, less than one and one half months after the September 9, 1997 appointment of the current president, and six months prior to commencement of the updated Strategic Planning process. As reflected in A.5 above, some faculty and staff disagree with the board's selection of the current president, the selection process, or both, and thus view the president in the same light as the board (10.3, comments).

PLANNING AGENDA

No changes are recommended at this time.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTIVE SUMMARY

The college president's job description (10.13) includes directing "the development and management of annual college budgets, in accordance with accepted governance and accountability standards," and discharging "responsibilities in accordance with the policies, procedures, and approved plans of the district and the board of trustees, as well as state and national organizations."

To manage financial resources, all college general fund accounts are centralized in the Office of College Operations. Through that office and under the responsibility of the vice president of college operations, financial status reports and forecasts are routinely generated and distributed to all financial centers within the college. Corrective actions, account adjustments and redistribution of funds are made as needed and in conjunction with methods of shared governance, including the President's Council, the Administrative Council's weekly meetings, and other governance groups (10.14).

To ensure regulatory compliance, major audits are conducted yearly related to financial safeguards and program performance. The president is consistently involved in reviewing the results of such audits with the assistance of vice presidents, the deans and other college personnel as needed. In addition to audits, the president is updated through the district Chancellor's Cabinet, guidelines from the state chancellor's office, professional associations and legal counsel retained by the district.

SELF-EVALUATION

As authorized by Board Policy 2100.1 (10.1), the board delegates to the college Academic Senates' responsibility for and authority over academic and professional matters. Under this authorization, the Academic Senate provides advice and judgment regarding processes for institutional planning and budget development as well as other matters.

A joint Academic Senate policy proposal was developed in January 1996 that resulted in three budget locations: each of the two colleges and district services. Under district services, three subcategories are identified as 1) administrative offices, 2) allocated reserve fund, and 3) contingency fund. Thus, with each college identified as a budget location plus the three district entities, there are a total of five budget units within the district.

The IVC committee on budget and operations meets regularly, recommends use of available funds, and reports to the college president (10.14, page 2). The president is well informed of state allocations and other income projections early in the budget development cycle. Budget forecast data is provided to the president routinely through a number of sources, including communications from the state chancellor's office, projections from the district vice chancellor, fiscal services, and other sources.

Each budget center within the college has responsibility to manage its own budget. However, internal controls, which include monthly distribution of budget analyses from the district office of fiscal services and regular review of budget activities by the vice president of college operations, ensure budget allocations are not exceeded.

To fulfill the responsibilities of the Office of the President related to regulatory issues, a host of support staff work collectively at the direction of the president to facilitate compliance with federal, state, and local policies and regulations.

Despite these structural features, 63% of the 142 respondents to Item 164 to the Institutional Effectiveness Survey did not agree that the "College president efficiently manages resources and implements budget priorities in accordance with statutes, regulations and board policy." Nor did 57% of the 111 responding to Item 65 agree that the "College president ensures the implementation of affirmative action, shared governance, and other statutes, regulations, and board policies" (10.3, Items 164-165, Section Three, page 57). The survey took place less than one and one half months after the September 9, 1997 appointment of the current president. As reflected in A.5 above, some faculty and staff disagree with the board's selection of the current president, the selection process, or both, and thus view the president in the same light as the board (10.3, comments).

PLANNING AGENDA

No changes are recommended at this time.

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

DESCRIPTIVE SUMMARY

The organization of the college consists of four operational units that are the Offices of the President, Business Services, Instruction, and Student Services. With the exception of the Office of the President, each unit is under the administrative leadership of a vice president who in turn reports directly to the president (10.18).

The Office of the President is supported by the executive assistant to the president, the public information officer and the director of the IVC Foundation. The Office of Business Services is under the leadership of the vice president of business services, and is also supported by the bursar, the campus police chief, and the director of grounds and maintenance (10.18, pages 29-33).

The vice president of instruction is the chief instructional officer in the Office of Instruction and is supported by the dean of business, vocational education, and social sciences; the dean of fine arts, physical education, and athletics; the dean of humanities and languages; the dean of life sciences, mathematics, engineering, CIS, physical sciences and technologies; and the dean of library services and technology. The Office of Instruction is also supported by the director of community and contract education and the director of technology (10.18, pages 13-20).

The Office of Student Services is under the direction of the vice president of student services and is supported by the dean of guidance, counseling, and students; the director of admissions and records; the director of the child development center; the director of E.O.P.S. and D.S.P.S.; the director of financial aid; the director of the health and wellness center; and the director of student development (10.18, pages 21-28).

SELF-EVALUATION

Prior to August 1997, IVC operated under a "school chair model" which functioned with faculty performing administrative duties in addition to instructional assignments in ten schools. A total of five deans, four in the Office of Instruction and one in the Office of Students Services, were responsible for instructional programs, economic development, information services, community relations, and student affairs.

As of August 1997, the current administrative organization, referred to as the "dean model," has been implemented by transferring two IVC deans (dean of economic development and dean of community relations) to the district, as well as transferring four deans (dean of business, sciences, social sciences and

vocational education, dean of fine arts, physical education and athletics, dean of humanities and languages, and dean of mathematics, sciences and engineering) from Saddleback College to IVC.

Clearly, there have been concerns regarding the effectiveness of the new dean model, as well as concerns regarding the process of the decision (10.3, comments). Nevertheless, 55% of the 132 responding to Item 166 of the Institutional Effectiveness Survey agreed that "[t]he college's administrative structure reflects its purpose, size, and complexity" and 61.6% of the 138 responding to Item 170 agreed that there is "sufficient college administrative staff to provide economical and effective management" (10.3, Section Three, pages 58-59). While it is far too early to determine the strengths or weaknesses of the current dean model, the entire college community is working to ensure students, faculty, and staff are supported in their efforts to receive and provide instruction.

PLANNING AGENDA

1. The college will monitor the current administrative organization and, as needed, consider adjustments.
2. The college will develop methods to ensure that the size and composition of the administrative staff, including classified leadership, is adequate to support the growth of the college.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

DESCRIPTIVE SUMMARY

Collectively, all educational administrators have, at minimum, a master's degree. Four have doctoral degrees, and one is currently in a doctoral program. The average administrative experience is over 18 years of service (10.19, pages 271-284). The administrative staff of IVC is also active in leadership roles on the national, state, and local levels.

As current or past officers and members, the educational administrators of IVC have served as presidents of statewide professional organizations such as the California Community College Admissions and Records Association, chair of the Chief Instructional Officers of the California Community Colleges, member of the National Council of Instructional Administrators, member of the City of Tustin Economic Development Council, Member of the City of Irvine Telecommunications Task Force and the state chancellor's Task Force 2005.

The process of administrative evaluations is clearly defined in the Administrative/Classified Leadership Handbook (10.7, page 26). In summary, in the first two years of service, administrative and classified leadership personnel are evaluated semiannually, annually during the third and fourth years of service, and biannually thereafter.

SELF-EVALUATION

In terms of education and experience, the administrative officers of IVC are very well qualified to discharge the functions and responsibilities of their offices. In addition to administrative experience, all administrators have had classroom experience, which provides a healthy appreciation for the instructional and service needs of students and faculty. Of the 136 responding to the Institutional Effectiveness Survey, Item 167, 67% agreed that "[t]he college's administrative officers are qualified by training and experience" and 53% of the 119 responding to Item 171 agreed that "duties and responsibilities of college administrators are clearly defined and published" (10.3, Section Three, page 58-59). Similarly, 66% of the 148 respondents agreed that "[t]he leadership of college administrators encourages excellence in instruction and a positive learning environment" (10.3, Item 168, Section Three, page 58).

The duties of some educational administrators were inconsistent with the duties and responsibilities of their individual contract; however, the board has taken action to correct contract language.

PLANNING AGENDA

No changes are recommended at this time.

B.5 Administration has a substantive and clearly-defined role in institutional governance.

DESCRIPTIVE SUMMARY

The senior administrators (president and three vice-presidents) meet weekly as the Executive Council. They join the middle managers (school deans) in weekly meetings as the Administrative Council. All meet with representatives of other governance groups at the biweekly President's Council (10.14).

The document "College Governance - Standing Committees" (10.14) specifies the roles of administrators on each of the college's standing governance committees. The vice-president of instruction chairs the instructional council, the vice-president of student services chairs the student services council, and the vice president of college operations chairs the college-wide budget, facilities, and safety committees.

SELF-EVALUATION

Most of the 131 responding (60%) to Item 172 of the Institutional Effectiveness Survey agreed that "[a]dministration has a substantive and clearly defined role in college governance" (10.3, Section Three, page 60).

PLANNING AGENDA

No changes are recommended at this time.

B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

DESCRIPTIVE SUMMARY

Faculty have a clearly defined role in institutional governance based on state regulations (Sections 53200-53205 of Title 5, California Code of Regulations and Board Policy 2100.1 (10.1)). Through Board Policy 2100.1 (10.1), the board has agreed to rely primarily on the advice and counsel of the faculty, represented by the Academic Senate, in ten specified areas: 1. Curriculum, including established prerequisites and placing courses within disciplines; 2. Degree and certificate requirements; 3. Grading policies; 4. Educational program development; 5. Standards or policies regarding student preparation and success; 6. District and college governance structures, as related to faculty roles; 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports; 8. Policies for faculty professional development activities; 9. Processes for program review; and 10. Processes for institutional planning and budget development.

Appendix K of the faculty contract (10.20) requires of every full-time faculty member one hour of committee time per week. Faculty appointments to college and district committees are subject to approval by the Academic Senate, in accordance with Title 5 regulations. The published composition of the college's various standing committees (10.14) includes faculty representation. Through the Academic Senate's representative

council and its two standing subcommittees on courses and academic affairs, faculty exercise a substantial voice in curricular and academic matters. In addition, the faculty hiring policy (10.21) prescribes a screening committee composed primarily of faculty.

SELF-EVALUATION

Of the 147 responding to Item 173 of the Institutional Effectiveness Survey, 71% did not agree with the general statement that "[t]he faculty effectively shares in the governance of the college" or with the statement in Item 174 that "[t]here is adequate faculty participation in the hiring process and the development of educational programs and institutional policy" (10.3, Section Three, page 60). However, nearly 79% of those responding to Item 175 agreed that "the senate provides input for institutional governance" (10.3, Section Three, page 61).

These results stem in part from the concern over the elimination of reassigned time for faculty described below in section B.8 (10.3, comments). They also reflect an institution-wide disagreement over the practical meaning of "shared governance" and the appropriate implementation of Board Policy 2100.1 (10.1) (10.3, comments). This disagreement surfaced in the following illustrative situations described below: the appointment of a chair for the Committee on Courses; the appointment of an Accreditation Self-Study chair; and the abandonment of an application for a large grant.

The first of these situations developed when, during the fall semester of 1997, the Academic Senate failed to identify a chair for the Committee on Courses (10.22, p. 11). With the position vacant, necessary curriculum processing could not occur. Near the end of the fall semester of 1997, the administration invited applications from interested faculty members, indicating that 3 LHE of reassigned time would be provided for the position (10.23). One applicant responded, but the Senate refused to close nominations and fill the position, and voted not to fill the position "until the reassigned hours are restored to previous levels" (10.22, p. 14, 10.24). To deal with backlogged curriculum work, the president then appointed an administrator as interim facilitator of the Committee on Courses (10.24). The Academic Senate protested the appointment as a violation of Board Policy 2100.1, which delegates to the Senate authority over curriculum matters and faculty roles in governance matters (10.25). The president argued that he bears the final responsibility for required curriculum processing, and that he had acted on advice he had received from the president of the State Academic Senate (10.26). The president then invited all full-time faculty to apply for the position, received one application, and forwarded the name to the Senate for ratification (10.27, 10.28). After condemning the president's initiative as an invasion of faculty powers (10.29), the Senate then received the same name in nomination from Senate members, but again declined to close nominations (10.28). Finally, two weeks prior to the end of the spring semester, the Senate received a second name, closed nominations, and selected the second nominee as chair. The college president then confirmed the Senate's selection (10.30).

The second situation involved the submission to the State Chancellor of Community Colleges of an application for grant funds totaling approximately \$300,000 (10.31). Although the grant proposals required months of staff time to prepare, involved two community colleges and several private companies, and were endorsed by the college president and district chancellor as required, they ultimately could not be submitted

because the Academic Senate president refused to sign them prior to the deadline for submission (10.32, 10.33).

In the third situation, the college president moved to replace the chair for the Accreditation Self-Study following this faculty member's appointment as interim vice president of instruction (10.34). The president solicited interested candidates, interviewed the two who applied, and recommended one of them to the Senate for ratification (10.35). The Senate, however, voted to accept the other candidate (10.36). The president ultimately appointed his original recommendation to the post, saying that he had consulted with the Senate and that he considered this candidate more qualified (10.35). The Academic Senate condemned the appointment as a usurpation of the Senate's discretion over "[f]aculty roles and involvement in accreditation processes, including self-study and annual reports" under Board Policy 2100.1.

The first two situations highlight the serious difficulties arising when one party in the shared governance process refuses to act, or does not act, within a critical time frame. The third situation exemplifies the conflict over which party has the ultimate authority to decide a given matter when the parties cannot reach consensus.

Since neither state regulations nor Board Policy 2100.1 define "exceptional circumstances and compelling reasons," and since the parties may dispute whether a recommendation has been "formulated outside defined processes of college governance," such disputes over the practical implementation of Board Policy 2100.1, which implements state regulations nearly verbatim, will probably continue (10.1).

PLANNING AGENDA

1. The college will work with the district to review and refine Board Policy 2100.1, consistent with state law and the advice of the state chancellor of community colleges and the state Academic Senate, in order to clarify the roles and responsibilities of the Academic Senate in institutional self-governance.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance.

DESCRIPTIVE SUMMARY

The Academic Senate of IVC includes all full-time faculty at the college. A Representative Council, comprised of two delegates from each of the 10 schools and two representatives from the Associate

Assembly, meets regularly; this representative structure ensures an equal voice of all schools regardless of size (10.36). According to the bylaws, this body is the appropriate mechanism for raising concerns, and for fulfilling the responsibilities outlined in Board Policy 2100.1.

SELF-EVALUATION

Input for institutional governance is accorded the Academic Senate as its president sits on the Instructional Council, the President's Council, the Chancellor's Cabinet, and at board meetings. The Classified Senate President and ASIVC President also sit at the President's Council and board meetings and present their reports at each meeting. In addition, the senate president or designee sits on the District Resource Allocation Committee and the Financial Resources Allocation Committee, is present during docket setting, and meets regularly with the chancellor. Other senate officers meet with the college president and serve in an ex-officio capacity with the Academic Affairs Committee, the Committee on Courses, the Staff Development Committee, and the Technology Committee. The senate approves all faculty committee participation, including hiring committees for college faculty, college president and district chancellor (10.7, 10.21, 10.34).

Item 175 of the Institutional Effectiveness Survey (10.3, Section Three, page 61) reflects that 78% of both full-time and part-time faculties agree that the Academic Senate represents their views.

PLANNING AGENDA

No changes are recommended at this time.

B.8 The institution has a written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

DESCRIPTIVE SUMMARY

Board Policy 2100 (10.1) "[r]ecognizes the college academic senates as the representative of the faculties," and delegates to the college academic senates responsibility for and authority over specified academic and professional matters, including curriculum, degree and certificate requirements, educational program development, faculty roles in district and college governance structures, professional development, program review, and processes for institutional planning and budget development.

Appendix K of the Faculty Contract (10.20) requires each full-time faculty member to serve one hour per week on an assigned committee.

The college's published "College Governance - Standing Committees" (10.14) sets forth the meeting times, voting membership, and scope of each college committee and governance body.

SELF-EVALUATION

Institutional support includes office space and supplies, travel budget for conferences, clerical assistance, and reassigned time for senate officers and significant committee chairs. While the Senate has long worked with the president to establish the necessary support, past practice guided many of those decisions. In 1996, the former president supported a permanent part-time employee, working 10 hours per week, for the Senate.

Prior to July 1, 1998, some faculty, including officers of the Academic Senate and key committee chairs, were reassigned from teaching duties to allow them to participate in governance activities (10.37). In the spring of 1997, however, the board of trustees directed a reduction in faculty reassigned time in order to reduce student waiting lists by offering more classes (10.38, 10.39, 10.40). Then, a new faculty labor contract was approved, effective July 1, 1998, requiring every full-time faculty member to carry a full teaching load, with extra-contractual duties to be compensated by stipend (10.20). Some faculty argue that this abolition of reassigned time does not allow sufficient time for necessary governance activities, particularly for the Academic Senate president and chair of the Committee on Courses, and that faculty members will not step forward to assume governance responsibilities (10.3, comments, 10.41). In fact, nominations for senate president currently remain open (10.42). However, faculty members have come forward to assume the duties of Accreditation Self Study Chair, Staff Development/Flex Officer, and Chair of the Committee on Courses, all formerly carried out on reassigned time (10.35, 10.43, 10.28). Further, prior to the reductions, several faculty reassigned to non-teaching duties simultaneously carried the equivalent of a full teaching load on an overload basis (10.37).

PLANNING AGENDA

1. The college will explore methods for strengthening faculty participation in governance consistent with the Academic Employee Master Agreement.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

DESCRIPTIVE SUMMARY

Provision is made for staff participation in institutional governance in the designation of staff positions on various college governance committees. Staff's role in institutional governance is clearly defined, stated, and published.

SELF-EVALUATION

Classified staff members hold seats on the college's budget and operations, hiring and planning, institutional technology, and staff diversity committees. A standing position is reserved for the classified senate president on the President's Council at IVC. The nature and availability of governance positions to "classified council representatives" is stated in the document "college governance - standing committees" (10.14, page 1) available at the president's office and distributed regularly to committee chairs. The Classified Senate President and ASIVC President also sit at board meetings and present their reports at each board meeting.

IVC has a standing classified senate with elected officers and representational authority. The president of the senate notifies annually the elections committee of the senate regarding the need to fill governance positions. The senate is responsible for publicizing openings in governance committees, seeking nominations, and conducting elections to designate representatives to governance committees.

Of the 109 responses to Item 176 of the Institutional Effectiveness Survey, 78.9% agree that the "responsibilities and functions of the Classified Senate include shared governance roles at the college" (10.3, Section Three, page 61).

PLANNING AGENDA

No changes are recommended at this time.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

DESCRIPTIVE SUMMARY

Provision is made for student participation in institutional governance by the designation of student positions on various college governance committees, including budget and operations, Committee on Courses, and Accreditation Self-Study Standard Committees.

SELF-EVALUATION

A standing position is reserved for the student body president on the President's Council at IVC. The nature and availability of governance positions to "representatives of ASIVC [Associated Students of IVC] is stated in the document "college governance: standing committees" (10.14, page 2) available at the president's office and distributed regularly to committee chairs. ASIVC always strives to exercise its right and responsibilities within the shared governance framework. In particular, during the 1997/98 academic year, ASIVC probed board decisions including, among other things, administrative changes, and as a result produced two resolutions, 1997-02 and 1997-03a, which expressed concerns relating to those specific issues (10.44).

The IVC catalog states at page 36: "Student representatives sit as members of all standing college committees" (10.19). Responsibility for notifying students of vacancies in governance positions starts with committee chairs. Each chair of a committee requiring student representation notifies the ASIVC Advisor and the president of ASIVC at the start of each semester. The ASIVC president then communicates this availability to the student body through the resources of student government.

The "IVC Student Handbook" (10.45), published and distributed by the office of the vice president of student services, also contains a section entitled "Student Government" which describes the role of students in institutional governance. The role of students in institutional governance is clearly defined, stated, and published.

Of the 130 responses received to Item 177 of the Institutional Effectiveness Survey, 62.3% agreed that "[s]tudents have a clear role in the governance of the college" (10.3, Section Three, page 61).

PLANNING AGENDA

No changes are recommended at this time.

C. Multi-College District

C.1 The district chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTIVE SUMMARY

The job description for the district chancellor (10.46) lists the following duties and responsibilities: "4. Provides long and short term planning involving all segments of the district through analysis of needs, identification of priorities, strategic planning, and effective action."

SELF-EVALUATION

In consultation with the various district constituencies, the Chancellor's Office has produced comprehensive "Educational and Facilities Master Plans" (10.47) for the two colleges of the district. These plans assess the district's educational and facilities goals and needs through 2010 and the full buildout of the colleges. The board formally approved these plans on May 13, 1996.

Nonetheless, 67% of the 138 faculty and staff responding to Item 178 of the Institutional Effectiveness Survey, said they did not believe the chancellor "provides effective leadership and direction for the overall district" (10.3, Section Three, page 62). The chancellor in office at the time of the survey retired in March 1998; an interim chancellor was appointed by the board effective January 2, 1998.

PLANNING AGENDA

1. The chancellor will take steps to insure that all faculty and staff are informed about and support the goals, plans, and priorities established for the district.

C.2 The district chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

DESCRIPTIVE SUMMARY

Board policy charges the chancellor with organizing all district standing and ad hoc committees (10.1, No. 2001), and directing the staff in the development of a budget (10.1, No. 3100).

The chancellor's job description (10.46) lists the following example of duties and responsibilities: "6. Directs the development and management of the district budget in compliance with legal statutes."

SELF-EVALUATION

The chancellor has established a district budget committee that includes representatives from both colleges. This committee implements the district "budget model," a detailed formula for allocating funds among the two colleges and the district, approved through the shared governance process.

PLANNING AGENDA

No changes are recommended at this time.

C.3 The district has a statement which clearly delineates the operational responsibilities and functions of the district and those of the college.

DESCRIPTIVE SUMMARY

Board Policy 2001 (10.1) directs the chancellor to organize the necessary committees to assist in the operation of the district, and the college presidents to organize college committees as needed. All matters called to the board's attention "by district personnel or by students shall be presented through the chancellor."

SELF-EVALUATION

As part of the district's administrative reorganization, two deans were reassigned from the college to the district: the dean of community relations and executive director of the foundation, and the dean of economic development. These individuals now have responsibilities to both the district and the colleges.

Also, a district administrator, the acting director of the district emeritus program, now administers the emeritus programs offered by both IVC and Saddleback. As an instructional program, emeritus operates under the accreditation authority of Saddleback College.

PLANNING AGENDA

1. The district will develop new job descriptions as needed to delineate how the two reassigned dean positions will serve the district and colleges, and how the emeritus program will be administered at the district and college levels.

C.4 The district provides effective services that support the mission and functions of the college.

DESCRIPTIVE SUMMARY

The district provides information management, human resources, and business services, including purchasing and receiving, to the college.

SELF-EVALUATION

Of the 127 respondents to Item 183 of the Institutional Effectiveness Survey, 54% of those responding agreed that the district "provides effective services that support the college's mission and functions (10.3, Section Three, page 63)."

PLANNING AGENDA

No changes are recommended at this time.

C.5 The district and the colleges have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

DESCRIPTIVE SUMMARY

Districtwide data network and telephone systems have been established for convenient communication

between college and district employees. The data network provides for rapid exchange and storage of electronic mail and documents and connection to the Internet. Both the district and the college maintain sites on the Worldwide Web (www.socccd.cc.ca.us and www.ivc.edu, respectively). The college web site provides access to information about the college, including the catalog and schedule of classes.

The district and college have provided ongoing instruction for all staff on the use of these communication systems (10.48).

SELF-EVALUATION

Despite the above efforts, 61% of the 124 respondents to the Institutional Effectiveness Survey expressed their disagreement with the statement that "[t]he district and college communicate and exchange information in a timely and effective manner" (10.3, Item 184, Section Three, page 64).

PLANNING AGENDA

1. The chancellor will monitor the effectiveness of communications between the district and college and take corrective actions as necessary to improve the perceptions reflected in the survey.

C.6 The district has effective processes in place for the establishment and review of policy, planning, and financial management.

DESCRIPTIVE SUMMARY

Both the State Education Code and the Chancellor of California Community Colleges mandate that the district prepare and submit regular financial reports, and an annual financial audit. Under Board Policy 102, the board regularly reviews its policies every three years, and revises them as necessary. In consultation with the various district constituencies, the Chancellor's Office has produced comprehensive "Educational and Facilities Master Plans" (10.47) for the two colleges of the district. These plans assess the district's educational and facilities goals and needs through 2010 and the full build-out of the colleges. The board formally approved these plans on May 13, 1996.

SELF-EVALUATION

From 1992 through 1997, the district employed a consultant, under the administrative direction of the vice chancellor of educational services, to review and update board policy and administrative regulations on a regular basis. Proposed revisions of district policy and regulations are also processed through the district's shared governance process, as identified in the Shared Governance Leadership Handbook (10.49).

While thorough and inclusive, the district's process for review of policy and regulations is very slow and 58.9% of the 103 responses to Item 185 of the Institutional Effectiveness Survey did not agree that the "district has effective processes in place for the establishment and review of policy, planning, and financial management" (10.3, Section Three, page 65).

PLANNING AGENDA

1. The district will develop a process to facilitate change in a more expedient manner, ensuring thorough and inclusive review.

SUPPORTING DOCUMENTATION

STANDARD TEN

1. Policies of the Board Of Trustees of the South Orange County Community College District: 101, 102, 103, 104, 106, 1400, 2001, 2100, 2100.1, 3100, 4001
2. SOCCCD Board Of Trustees 1997-98 Goals And Objectives
3. Institutional Effectiveness Survey
4. Index Of Board Policies
5. SOCCCD Employment Procedures For Executive Positions
6. IVC Presidential Search Process
7. Administrative/Classified Leadership Handbook
8. Board Of Trustees Orientation Manual (Excerpts), December 16, 1996
9. Minutes of Board Meeting of December 16, 1996
10. Organization Assessment For South Orange County Community College District

11. Minutes of Board Meeting of April 20, 1998
12. Minutes of Board Meeting of May 18, 1998
13. Job Description For IVC President
14. IVC College Governance - Standing Committees
15. November 3, 1997 Memorandum From College President To All Faculty, Staff, And Administration
16. IVC Strategic Plan 1996-2001
17. April 27, 1998 Memorandum To All College Personnel From Interim Vice President Of Instruction And Dean Of Students, Guidance And Counseling
18. Organizational Assessment (1995)
19. 1997-98 IVC Catalog
20. Academic Employee Master Agreement (Faculty Contract)
21. Full-Time Academic Employee Hiring Policy
22. IVC Academic Senate Official Record For Fall 1997
23. December 1, 1997 Memorandum From Dean Of Instructional Programs To All Full-Time Faculty
24. February 20, 1998 Memorandum From College President To President, Academic Senate
25. March 2, 1999 Letter From State Academic Senate President To College President
26. March 16, 1998 Letter From College President To State Academic Senate President
27. April 17, 1998 Memorandum From College President To All Full-Time Faculty
28. IVC Academic Senate Official Record For Spring 1998, April 30, 1998
29. April 27, 1998 Memorandum From The Academic Senate Officers To All Full-Time Faculty

SUPPORTING DOCUMENTATION

STANDARD TEN

30. May 11, 1998 Memorandum From College President To All Faculty, Staff, And Administration
31. Grant Agreements

32. April 28, 1997 Memorandum From Joyce Arntson To Nick Kremer
33. May 1, 1998 Memorandum From L. Joyce Arntson To Ray Chandos
34. March 8, 1998 Memorandum From College President To Faculty, Staff, And Administrators
35. March 23, 1998 Memorandum From College President To All Faculty, Staff, And Administrators
36. IVC Academic Senate Official Record For Spring 1998, March 19, 1998
37. Irvine Valley College Fall 1996 Academic Employee Workload
38. June 4, 1997 Memorandum From Vice President Of Instruction To School Chairs
39. July 7, 1997 Memorandum From College President To All Faculty, Staff, And Administration
40. July 23, 1997 Memorandum From College President To All Faculty, Staff, And Administration
41. Minutes of the Board Meeting of June 16, 1997
42. IVC Academic Senate Official Record For Spring 1998, April 16, 1998
43. April 8, 1998 Memorandum From College President To All Faculty Staff, And Administration
44. ASIVC Resolutions 1997-02 And 1997-03A
45. IVC Student Handbook
46. Job Description For District Chancellor
47. Saddleback Community College District 1996 Educational And Facilities Master Plan
48. Technology Services Workshop Schedule for Faculty and Staff, Fall and Spring 1998
49. Shared Governance Leadership Handbook

This report has identified a series of actions the college intends to take in order to strengthen its compliance with each of the ten standards of accreditation. These actions may be grouped into categories for the purpose of implementation.

1. PLANNING

Items in this category involve the development, review, and refinement of institutional plans and policies. These items include the following, numbered by standard:

1.1 The college will develop measurable ways to determine if the Strategic Plan is consistent with the mission statement.

3.1 The college will review its Strategic Plan to include a research component and a research agenda to assist in the evaluation of the plan's initiatives.

3.9 The college will develop a plan for wide dissemination of its accomplishments in all areas of its operation.

5.2 The college will consider establishing an International Student Advisory Committee to develop a comprehensive program of services commensurate with the needs of its student population.

1. The college will develop a contingency plan for rental of temporary buildings or commercial space in the likely event that the state approval of future construction lags while student enrollment increases.

9.2 The college will retain a Master Plan architect to update the 1996 Educational and Facilities Master Plan on a five year cycle.

10.3 The college will develop methods to ensure that the size and composition of the administrative staff, including classified leadership, is adequate to support the growth of the college.

10.5 The college will explore methods for strengthening faculty participation in governance consistent with the Academic Employee Master Agreement.

10.7 The district will develop new job descriptions as needed to delineate how the two reassigned dean positions will serve the district and colleges, and how the emeritus program will be administered at the district and college levels.

These items will be implemented through the appropriate and established shared governance procedures. For example, the Academic Senate will formulate policies that lie within its purview and forward them to the Board of Trustees for approval, as appropriate. Other planning tasks will fall within the domain of established shared governance committees. IVC's planning agenda includes the hiring of a dean of research, planning, and resource development to lead and support the institution's planning efforts.

2. REPORTING AND DOCUMENTING

Several items call for the development and dissemination of reports and documents, including the following:

3.4 The college will publish and disseminate outcomes of its planning and evaluation efforts through appropriate means including the college's web page.

3.8 The college will continue to clearly document achievements by disseminating status reports of the annual review of the Strategic Plan to ensure that faculty, staff and administrators are aware of current institutional goals.

6.4 The college will develop a Library and Information Technology Services Handbook, posted on the IVC Web site, to provide a single source of information about all Information Services provided to the students, faculty and staff.

8.4 The college will make faculty more aware of the existence of a college equipment maintenance fund and the process for requesting funding for instructional equipment replacement.

9.4 The college will clearly communicate the budget development process to the college community so that there is increased awareness of the manner in which the college is budgeted and managed.

10.6 The chancellor will take steps to insure that all faculty and staff are informed about and support the goals, plans, and priorities established for the district.

The appropriate knowledgeable and responsible staff members will produce these reports and documents and disseminate them through written and electronic memoranda and handbooks, flex week activities, and other established communication channels.

3. PROGRAM IMPLEMENTATION AND EXPANSION

This category includes plans to carry out, extend, or strengthen established plans and programs:

3.2 The college will employ a dean of research, planning and resource development in an effort to provide stronger support in these areas.

3.10 The college will conduct a comprehensive community needs assessment to determine the public's perception of the institution and educational needs of the community-at-large.

4.2 The college will seek funding to hire more classified staff, per the classified hiring priority list, to support the existing programs and services.

3. The college will explore and expand the use of non-traditionally delivered instructional methods such as technology and media-driven course offerings in order to provide greater access to students.

4.5 The college will document the computer literacy of the IVC student population and move forward with implementing computer literacy as a graduation requirement based on the study performed.

4.7 The college will move forward with its efforts to offer television courses on Channel 33, and hybrid and online courses via the Internet.

1. The college will, through the shared governance policy, research the implementation of a policy

of uniform operating hours for all student services.

6.1 The library collection will increase by 28% per year over the next three years.

6.3 The college will strive to finalize district financial support for the development and acquisition of a common set of database reference tools.

6.5 The college will attempt to bring the library staffing to national standard levels and add appropriate clerical and technical staffing to the learning centers.

6.6 The college will develop a plan to hire a library director consistent with the institutional hiring mechanism and budgetary constraints.

6.7 The college will strive to increase the library budget to meet the growing needs for acquisition, access and maintenance of traditional and non-traditional resources, including audiovisual materials.

6.8 The college will continue efforts to increase the access to information services provided by the library from other institutions, including U.C. Irvine.

8.5 The college will give priority to increasing the technical support staff assigned to instructional laboratories, as funds become available.

9.6 The college will continue to work towards a goal of no audit exceptions, and will improve its response time to correct any audit exceptions identified.

9.8 The college will strive to establish the recommended classified management position in the Bursar's Office.

Even though identified as important institutional priorities, items in this category cannot generally be implemented as routinely or quickly as those in the preceding categories since they are subject to the uncertainties of state funding, as well as the requirements of shared governance.

4. PROCESS DEVELOPMENT OR REFINEMENT

Plans assigned to this category involve establishing a new process or modifying an existing one. They include:

5.3 The college will research strategies for the secure handling of student transcripts from other colleges.

5.4 The college will develop and implement procedures to ensure confidentiality and safety of student files.

7.1 The college will strive to involve all segments of the staff in the ongoing review of all personnel policies and procedures.

3. The college will consider and evaluate suggestions that priority instructional equipment purchase requests be evaluated and funded before any general allocation of State Block Grant Funds are made.

4. The college will work with the district to review and refine Board Policy 2100.1, consistent with state law and the advice of the state chancellor of community colleges and the state Academic Senate, in order to clarify the roles and responsibilities of the Academic Senate in institutional self-governance.

10.9 The district will develop a process to facilitate change in a more expedient manner, ensuring thorough and inclusive review.

These items will generally require multi-level review by the appropriate shared governance units, and possible approval by the Board of Trustees.

4. REVIEWING AND MONITORING

These items propose the acquisition of data on and the evaluation of existing policies, procedures, and programs. The proposed dean of planning, research, and resource development, the new student photographic identification system, and the upcoming Buzzeo information system will all facilitate the necessary data acquisition. The evaluative component will generally necessitate the use of shared governance procedures, with some items falling within the scope of the established program review process. Items in this category

include:

2. The college will monitor the current administrative organization and, as needed, consider adjustments.

8. The chancellor will monitor the effectiveness of communications between the district and the college and take corrective actions as necessary to improve the perceptions reflected in the survey.