

PEER REVIEW TEAM REPORT

Irvine Valley College
5500 Irvine Center Drive
Irvine CA, 92618

This report represents the findings of the Peer Review Team that conducted a focused site visit to Irvine Valley College from February 27 - 28, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Francisco C. Rodriguez
Team Chair

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**Irvine Valley College
Peer Review Team Roster
TEAM ISER REVIEW
October 16, 2023**

Dr. Francisco C. Rodriguez*, Team Chair
Los Angeles Community College District
Chancellor

Dr. Char Perlas*, Vice Chair
College of the Siskiyous
Superintendent/President

ACADEMIC MEMBERS

Dr. Joshua Bearden
Los Medanos College
Professor of History

Mrs. Carina Lin
City College of San Francisco
New Student Counselor

Mr. Erik Reese*
Moorpark College
Professor Physics/Astronomy

Ms. Sandra Wagner
Defense Language Institute Foreign Language Center
Associate Professor

ADMINISTRATIVE MEMBERS

Dr. Meeta Goel
Antelope Valley College
Dean Institutional Effectiveness, Research, Planning, and Library Studies

Dr. Freddy Ramirez
MiraCosta College
Dean of Admissions and Student Support

Dr. Theresa Rowland*
Chabot-Las Positas Community College District
Vice Chancellor, Educational Services & Student Success

ACCJC STAFF LIAISON

Dr. Kevin Bontenbal
Vice President*Persons who served as participants on the district review team

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FOCUSED SITE VISIT
February 27-28, 2024

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*If applicable, note people who served on the District review team with an asterisk.

Summary of Focused Site Visit

INSTITUTION: Irvine Valley College, South Orange County Community College District

DATES OF VISIT: February 27, 2024, to February 28, 2024

TEAM CHAIR: Dr. Francisco C. Rodriguez

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. On October 16, 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are attached to this report.

A four-member peer review team conducted a Focused Site Visit to Irvine Valley College on Tuesday, February 27 and Wednesday, February 28, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on January 25, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately fifty faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members had the opportunity to meet with three trustees from the District. The team held one open forum, which was well attended, and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

The team compliments the institution for its outstanding commitment to shaping campus culture through initiatives, such as Caring Campus and the District-wide EXCEL Leadership Academy. The team also notes the very strong culture of collegial consultation that has led to a campus decision making process that is transparent, inclusive and equitable. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends the College for its exemplary practice in providing support for transfer students, which has resulted in transfer rates and student outcomes that are amongst the highest in California and the nation. The College's culture of transfer excellence includes expertly trained counselors, intentional collaboration between student services and instructional services, the pervasive and effective use of data and technology, and equity-minded campus-wide leadership which facilitate, fund and sustain outstanding transfer outcomes. (II.A.1, II.C.6)

Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

Introduction

College History

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

Demographic Data

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

Student Enrollment Data

Historically, IVC has served about 15,000 students each fall semester. Since the pandemic, there has been an observed downward trend in headcount of about -16 percent, with an enrollment of 12,601 in fall 2022. However, fall 2023 enrollment rates reflect an increase trending towards pre-pandemic levels at 14,529.

Prior to the pandemic, about 84 percent of IVC's enrollments were in face-to-face classes. During the COVID-19 pandemic from spring 2020 until fall 2021, IVC's instruction was held almost exclusively online, with a few exceptions of labs and athletic activities. Since then, there has been a notable shift in increased offerings of online and hybrid sections, with fewer enrollments of in-person or face-to-face sections. Currently, the modality of courses is 50/50.

The Team ISER Review and Focused Site Visit allowed the team to observe notable and effective practices. It was evident that the College's Caring Campus initiative has had a positive impact on employee morale, student satisfaction and campus culture. The team was also very impressed with the fact that Irvine Valley College has the highest student transfer rates in California at 65% within three years. Additionally, the College does a remarkable job addressing the needs of its community through its various sites and partnerships with a number of Unified School Districts within its service areas.

Eligibility Requirements

1. Authority

The team confirmed that Irvine Valley College (IVC) is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. IVC was initially accredited in 1988 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of School and Colleges (WASC) and has continuously maintained accredited status.

Conclusion: The College meets the ER.

2. Operational Status

The team confirmed the Institution is operational, with students actively pursuing its degree and certificate programs. In 2022 IVC provided educational services to over 12,000 students with over half (56%) continuing students, and a 72% completion rate. All information regarding degrees and certificates as well as a schedule of classes is published in print and online for ubiquitous accessibility.

Conclusion: The College meets the ER.

3. Degrees

The College has a substantial portion of educational programs that lead to degrees, many of which are two academic years in length. The IVC catalog and website lists available degrees with course requirements, general education requirements, and provides guidance on the course numbering and relation to degree credit applicability. Enrollment data shows that a significant portion of students are enrolled in degree programs.

Conclusion: The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the College has a chief executive officer appointed by the governing board, whose full-time responsibility is to the College. The Chancellor delegates authority to the college president to oversee operations and administer board policies. In May of 2020, the chancellor recommended to the board that Dr. John Hernandez serve as Irvine Valley College's new president. Dr. Hernandez was preceded by Dr. Glenn Roquemore, who served as IVC president from 2002 to 2019. The College informs the Commission of all presidential appointments.

Conclusion: The College meets the ER.

5. Financial Accountability

The team confirmed that the District makes certified financial audits and management letters accessible on the district website. The College maintains appropriate loan default rates and demonstrates compliance with Title IV federal requirements.

Conclusion: The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comments in advance of a comprehensive review visit.
x	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
x	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: For the purpose of soliciting third party comments, the College held a Virtual Town Hall on March 29, 2023. The ACCJC Third Party Comment link was difficult to find. In looking through the evidence, the link was embedded in the Town Hall PPT while another internal ISER Feedback link was posted on the College’s Accreditation page.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
x	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The College’s Institutional Effectiveness Council (IEC) establishes the Institution Set Standards (ISS) and reviews them annually. This data is shared with other college groups and

utilized for continuous improvement, and any needed adjustments are made to targets and stretch goals. This is evidenced by F.2.1 (IEC Charge Sheet); reference to I.B.3 and how targets are set for each metric at IEC and via the strategic planning process and how these ISS targets are annually reviewed at this retreat, as well as for the ACCJC Annual Report e.g. College Council Retreat with results posted on the college’s internal webpage; reference to I.B.4 demonstrating effective use of assessment data for program review, planning purposes, and continuous improvement of teaching and learning; and reference to I.B.9 and how IVC’s annual and comprehensive program review process is aligned with its strategic planning in support of student achievement and its mission.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: Credit hours and degree program lengths align with good practice in higher education and is consistent across all classroom-based courses. Any clock hour to credit hour

conversions adhere to federal standards and tuition is consistent across degree programs as evidence in the catalog.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
x	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
x	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
x	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The College has clearly stated transfer-of-credit policies and procedures articulated, and this information is published through both the district’s website and within the College catalog. The College has demonstrated evidence of easy to access materials for students to understand transfer between institutions, and documented evidence of many transfer agreements with other community colleges, CSUs, UCs, and independent colleges and universities. The team confirmed the College develops articulation agreements and those agreements are accessible via ASSIST.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .
x	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The team reviewed a sample of online courses and was able to verify that the College meets the regulation. The College does not offer correspondence courses.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team confirmed that the College has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online. Student complaint files from the last 7 years are accessible and secured via the College’s Maxient platform. The student complaint process for the College, District, Chancellor’s Office and ACCJC are posted on the College’s website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
x	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team was able to confirm that the College provides accurate and appropriately detailed information to students and the public about its programs, locations, and policies. The College also complies with the *Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status* and provides the required information regarding its accredited status.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
x	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution’s student loan default rates are within the acceptable

	range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
x	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
x	The institution demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: Irvine Valley College meets this requirement by providing a wide array of financial aid programs to include Pell Grants, SEOG Grants, Federal Work Study programs, and Direct Subsidized Loan and Direct Unsubsidized Loan programs. The college has maintained loan default rates at levels below the state recommended loan default rates. The most current default loan default rate for IVC stands at 9.3 which is 6.2 points below the state recommended rate. Financial aid programs at IVC are evaluated on a yearly basis and such evaluation includes compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Irvine Valley College's (IVC) mission is reviewed annually by a broad group of constituents, updated as needed, approved by its Board, and widely published. The mission clearly delineates the various pathways available to students to meet their educational and workforce goals and aptly captures the College's commitment to diversity.

Findings and Evidence:

The team confirmed that IVC's mission describes its core purpose clearly, as well as its commitment to diversity as evidenced by the President's Advisory Council on Diversity, Equity, Inclusion & Accessibility (PAC-DEIA). The mission also makes reference to the types of degrees and credentials offered. (1.A.1, ER 6)

The College's mission is reflected in its strategic plan and tied to departmental level work via program reviews. Input from student surveys has been used to improve college programs and services, e.g. mental health and basic needs services. (1.A.2)

IVC's Planning and Decision-Making Manual uses its mission to guide the College's decision-making, planning, and resource allocation processes. A clear linkage between resource requests and program review is evident in the College's resource allocation process. (1.A.3)

The College mission and vision are reviewed annually at its College Council Retreat, modified as needed, and approved by the Board. Other college constituents are involved in this mission review e.g. the Academic Planning and Technology Council, IEC, Student Success and Equity Council, Budget Development and Resource Planning Council. The mission is shared on the college website, catalog, decision-making manual, and Board Policy. (1.A.4, ER 6)

Conclusion: The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

IVC assures academic quality and institutional effectiveness via its planning process. The college has access to student learning and achievement data that is widely shared and can be disaggregated as needed for the purpose of continuous improvement and the closing of

achievement gaps. With input from key constituent groups, policies and practices are regularly reviewed and revised as needed.

Findings and Evidence:

The College discusses and evaluates Student Learning Outcomes (SLO), student equity, academic quality, institutional effectiveness and continuous improvement, and Program Learning Outcomes (PLO) via its Student Success and Equity Council, Institutional Effectiveness Council (IEC), Student Learning Outcomes Committee (SLOC), and College Council. (I.B.1)

The team confirmed evidence of SLOs and PLOs assessment data in the College's META curriculum system, catalog, and program reviews. Both Instructional and Student Services Program Reviews are reviewed by the College's IEC. (I.B.2, ER 11)

Via its Office of Research, Planning, and Accreditation (ORPA), IVC provides assessment data, including data for program review, to all college groups, as well as individuals, and coaches/trains stakeholders in data usage as needed. (I.B.3, ER 11)

Disaggregated data is used to identify equity gaps. The inForm data warehouse and Tableau dashboards help inform enrollment management strategies and class schedule development. (I.B.4)

The IEC is charged with oversight of program reviews and ORPA provides the necessary data with options for disaggregation. Faculty and departments utilize this data to make needed revisions to instruction and services in efforts to improve student learning and achievement. (I.B.5)

Disaggregated data are used during SLO evaluation and program review to determine any actions needed for closing achievement gaps. Resource allocation is tied to evidence of need stipulated in program reviews. (I.B.6)

The College's planning and decision-making manual outlines the processes and practices each committee develops and reviews regularly. Councils and committees complete self-evaluation and chair surveys annually. (I.B.7)

The Academic Senate, Classified Senate, and other constituents share results from assessment and evaluation activities. IEC gives feedback on program reviews. ORPA provides dashboards e.g. for program review with short-term and long-term outcomes, progress with closing equity gaps, etc. (I.B.8)

The College has an annual and six-year comprehensive program review cycle with mandatory linkage between the resources required and program reviews, and this is the primary source for planning and resource allocation that is in support of IVC's mission. The budget is reviewed at participatory governance structures e.g. College Council. The final budget is posted on the college intranet. (I.B.9, ER 19)

Conclusion: The College meets the Standard.

I.C. Institutional Integrity

General Observations:

IVC ensures that information related to its mission statement, learning outcomes, educational program, and student support services is clear and accurate. IVC does provide accurate information to students and the public about its accreditation status with all of its accreditors. The college provides an updated and accurate college catalog to current and prospective students and also has a method for ensuring continuously accurate information is in the college catalog. The college uses documented assessment of student learning and evaluation of student achievement to relate matters of academic quality to appropriate constituencies.

Findings and Evidence:

The College provides information about its mission statement, learning outcomes, educational programs, and student support services in a variety of methods. Most of this information is accurately contained in the college catalog and the college website. The accuracy of this information is periodically reviewed and updated as needed. (I.C.1, ER 20)

The College provides an updated catalog via its website, and the catalog is available to be printed on demand. The Catalog Planning Workgroup brings together the various stakeholders to ensure accuracy and quality of information provided in the Catalog. The College plans to modify the 2023-2024 catalog to move program-level student outcomes from academic department pages to appear under each listed degree for better clarity and alignment. (I.C.2, ER 20)

The College provides evidence of student learning assessment and evaluation of student achievement in its catalog, its website, and in various publications that are made widely available. Student learning and achievement data is used for continuous quality improvement. (I.C.3, ER 19)

The College defines certificate and degree information in its catalog, college website, MySite portal and in CurrIQnet META. Program goals and objectives, catalog description, program requirements, course sequence, student learning outcomes and master planning information can all be accessed through the META system. (I.C.4)

All policies, procedures, and publications are reviewed via the established flowchart as outlined in the Planning and Decision-Making Manual. Each committee, including Academic Senate, establishes agenda items for timely review of board policies and administrative regulations. The Office of Marketing and Creative Services ensures the quality, accuracy, and consistency of digital and print publications. (I.C.5)

The College provides adequate information on the cost of education through its Paying for College link which provides information on the Bursar's and Financial Aid Offices. In addition to tuition, fees and payment options, the college also makes available a net price calculator. Textbook information is easily accessed on the online class schedule. (I.C.6)

The College publishes an Academic Freedom Statement in the catalog as well as a Statement of Freedom of Expression, Civility, and Mutual Respect on its website. These statements are aligned with the College's Board Policy and demonstrate the College's commitment to academic freedom, freedom of expression, and civil discourse. (I.C.7, ER 13)

The College makes public policies and procedures that promote honesty, responsibility, and academic integrity. Board Members, Employees and Students are expected to abide by these policies and procedures. (I.C.8)

The IVC Faculty Master Agreement requires faculty to adhere to the Course Outline of Records (CORs) as well as provide regular updates to the CORs. Through the faculty evaluation process, deans confirm faculty adherence to the established professional standards. (I.C.9)

The College adheres to the Standard through the establishment of explicit and well-defined guidelines for student conduct, which are articulated in both the college catalog and incorporated into board policies and administrative regulations. All employees receive guidance on professional ethics through BP 3055, Institutional Code of Ethics. The college catalog and District policies are accessible to the public on the college website and undergo regular updates to align with current policies, ensuring advance notice to relevant groups. The College maintains a neutral stance on specific beliefs or worldviews, refraining from offering guidance on such matters. (I.C.10)

Standard I.C.11 does not apply to the College, as it has no foreign sites. (I.C.11)

The commission receives all necessary reports and documents promptly. The College website contains an archive of previous self-evaluation reports and accreditation documents. Accreditation at IVC is a continuous process, with the College consistently staying abreast of accreditation requirements. (I.C.12, ER 21)

By providing comprehensive information on its accreditation page, the College showcases its dedication to transparent and forthright interactions with external agencies, ensuring adherence to regulations, statutes, and rules established by governmental bodies. The College consistently submits plans and reports to state and federal agencies to guarantee compliance with the programs in which it is involved. (I.C.13, ER 21)

IVC operates as a non-profit, public college with the central aim of facilitating its students in reaching their educational objectives. All institutional resources are directed towards

supporting this mission, with no focus on generating financial returns or serving external interests. (I.C.14)

Conclusions: The College meets the Standard

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Irvine Valley College (IVC) offers instructional programs in fields of study that are consistent with the institution's mission, regardless of means of delivery. IVC faculty conduct regular, inclusive program review for continuous improvement of instructional courses and programs on a six-year cycle. The College identifies and regularly assesses learning outcomes for courses (course student learning outcomes), programs (program learning outcomes), certificates, degrees, and the institution (institutional learning outcomes) using established institutional procedures. The philosophy of the College regarding general education and the purpose of general education are published in Board Policy and Administrative Regulation 4025 and the College's catalog. Career Technical Education programs consist of competencies which meet employer expectations as indicated in advisory board meetings. The College has a policy in place to support student completion of educational goals with minor disruption when programs are eliminated or significantly changed. The College demonstrates they have a process in place to evaluate and improve the quality and currency of instructional programs through annual program review.

Findings and Evidence:

Irvine Valley College offers instructional programs in fields of study that are consistent with the institution's mission, regardless of means of delivery. Faculty led curricular processes ensure appropriateness to higher education and culmination in attainment of student learning outcomes (SLO) and achievement of degrees, certificates, employment, or transfer to other higher education programs. These processes include collaboration with the Online Education Committee and other governance committees as well as the Orange County Regional Consortium for Career Education programs. Furthermore, the team was impressed with the College's innovative efforts in achieving its status as the #1 transfer College in the California Community College System. This is a direct result of the institution's Caring Campus initiative as well as the implementation of Completion Teams which consist of cross-functional members spanning all employee classifications. (II.A.1, ER 9 and 11)

IVC faculty conduct regular, inclusive program review for continuous improvement of instructional courses and programs over a six-year cycle. The collective bargaining agreement (CBA) ensures that all faculty comply with the course outline of record, participate in SLO assessment, provide syllabi to students, and respond to and evaluate student work regularly and consistently. The CBA only requires full-time members to participate in program review, college accreditation processes, and curriculum and program development and updates. Active

professional development programs aid in improving teaching and learning strategies and promoting student success. Faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. (II.A.2)

The team confirmed that the College identifies and regularly assesses learning outcomes for courses (course student learning outcomes), programs (program learning outcomes), certificates, degrees, and the institution (institutional learning outcomes) using established institutional procedures. The College has officially approved, current course outlines that include student learning outcomes. The College has identified and documented student learning outcomes for courses and workflow goes through the College's META system. The College uses MySite syllabus repository to track faculty upload of syllabi and to ensure students have access to every course syllabus. Syllabi include learning outcomes as reflected on the institution's officially approved course outline of record. The College has structures in place to ensure syllabi are up to date and students have access for each course. (II.A.3)

Pre-collegiate courses are identified by courses numbers, reflected in the college catalog and schedule. The College stopped offering pre-collegiate English and math courses in alignment with Assembly Bills 705 and 1705. English as a Second Language (ESL) revised its curriculum to provide a pathway for students to complete transfer level English within a 3-year timeframe and includes two pre-collegiate courses. (II.A.4)

The College's policies and procedures illustrate that degrees and programs follow practices common to American higher education and that degrees require a minimum of 60 semester credits. The breadth, depth, quality, rigor, time to completion, and course sequencing for programs are determined through IVC's curriculum and program development and review processes. (II.A.5, ER 12)

The College schedules classes so that students may complete degree and certificate programs within a reasonable period of time. Program review includes reviewing time-to-completion data for all instructional programs as part of continuous improvement. (II.A.6, ER 9)

In support of equity and success for all students, the College leverages delivery modes, teaching methodologies, and learning support services to best serve diverse student needs. A suite of data reports and dashboards are regularly reviewed as part of program review and other venues. These data tools enable a variety of disaggregation options including student demographics and modality of courses and learning support services. (II.A.7)

The team verified that the College validates the effectiveness of department-wide course and program examinations through documented procedures and protocols. The College documents and uses criterion for direct assessment of prior learning and has and follows processes that reduce test bias and enhance reliability. (II.A.8)

The college has clear policies on the awarding of course credit, degrees, and certificates based on student attainment of learning outcomes. The team verified units of credit awarded are consistent with the College's policies and reflect generally accepted norms in higher education. The team reviewed policies, procedures, the College's catalog, and course outlines of record. The team confirmed the College reflects generally accepted equivalencies in higher education and that the College follows that policy in awarding units of credit. The policy includes conversion of clock-to-credit hours that follow Federal standards. (II.A.9, ER 10)

To facilitate mobility of students without penalty, the College has clearly stated transfer-of-credit policies and procedures articulated, and this information is published through both the district's website and within the College catalog. The College has, and uses, documented procedures for certifying that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. The College has demonstrated evidence of easy to access materials for students to understand transfer between institutions, and documented evidence of many transfer agreements with other community colleges, CSUs, UCs, and independent colleges and universities. The team confirmed the College develops articulation agreements and those agreements are appropriate to the College's mission. (II.A.10, ER 10)

The College has demonstrated that its programs include learning outcomes, appropriate to the program level, and individual IVC courses contribute to one or more areas of the five ISLOs. Students completing an associate degree at IVC develop skills in quantitative analysis, analytic inquiry, and critical thinking, while expanding their information and communication competency and their ability to appreciate diverse perspectives and to understand ethical reasoning. (II.A.11)

The team reviewed requirements of degree programs and confirmed the College requires a general education component for all degree programs. The philosophy of the College regarding general education and the purpose of general education are published in Board Policy and Administrative Regulation 4025 and the College's catalog. Faculty expertise is relied upon for determining the appropriateness of each course for inclusion in the general education curriculum. The College's general education patterns ensure that students must take courses that cover a breadth of knowledge that includes responsible participation in civil society, lifelong learning, applied skills, and understanding of the arts and humanities, the sciences, mathematics, and social sciences. (II.A.12, ER 12)

Degree programs include focused study in one or more areas of inquiry or in an established interdisciplinary core. The team validated that the College relies on the expertise of discipline faculty to ensure all degrees include a major or area of emphasis. Programs are thoroughly vetted through a review process that ensures focus on student learning outcomes and competencies at the appropriate degree level of theories and practices within the field of study. (II.A.13)

The College demonstrates that graduates of Career Technical Education programs demonstrate competencies that meet employer standards through programmatic and course alignment with industry licensure and certification standards and hands-on training based on SLOs which are developed in consultation with industry advisory boards and other external industry partners. The College reported employment outcomes for graduates of career technical certificates and degrees. Licensure and certification rates for graduates are reviewed during program review processes. The team confirmed the program processes for career technical certificates and degrees include industry advisement to ensure graduates meet employment and other applicable standards. (II.A.14)

The College has a policy in place to support student completion of educational goals with minor disruption when programs are eliminated or significantly changed. The College's five step process includes established criteria and guidelines for the revitalization, suspension, and/or discontinuance of programs proposed for such action. Students are assured catalog rights after a program is eliminated and are supported with a course substitution plan to help ensure they can complete programs in progress as most recently demonstrated with the elimination of the Laser Technology/ Photonics program. (II.A.15)

The College demonstrates they have a process in place to evaluate and improve the quality and currency of instructional programs through annual program review. In addition, the curriculum review and approval processes require regular review of course outlines. The College provided evidence of the evaluation process and of improvements made because of the evaluation processes. The team reviewed evidence showing the College maintains dashboards for disaggregation of data to support continuous improvement and the evaluation process. Efforts to improve programs and courses in order to enhance learning outcomes and achievement are systematic. (II.A.16)

Conclusion: The College meets the Standard.

Commendation:

The team commends the College for its exemplary practice in providing support for transfer students, which has resulted in transfer rates and student outcomes that are amongst the highest in California and the nation. The College's culture of transfer excellence includes expertly trained counselors, intentional collaboration between student services and instructional services, the pervasive and effective use of data and technology, and equity-minded campus-wide leadership which facilitate, fund and sustain outstanding transfer outcomes. (II.A.1, II.C.6)

II.B. Library and Learning Support Services

General Observations:

Irvine Valley College is comprehensive and effective in providing library and learning support services to students through its learning centers. The number of librarians and staff is adequate to meet the diverse needs of students, and the hours of operation for all its learning centers demonstrates a focus on robust availability of services to meet the needs of students. The variety of methods available through which students, faculty, and staff can request learning support materials further insures access and adequate services. Through the program review process, the institution ensures continuous quality improvement resulting in sufficient variety, quantity, and depth of library and learning support services.

Findings and Evidence:

Irvine Valley College effectively meets the learning support and library needs of its students through its librarians and staff who serve with a student-centered focus at all of its seven learning centers. The college is well equipped with current technology that includes 894 computers throughout the institution. The college successfully and consistently uses data tracking software, the program review process, student surveys and evaluations as part of its continuous improvement philosophy. Its learning resource collection is robust and supported by policies that are published and reviewed consistently. This is further supported by IVC's annual communication process with faculty that ensures learning materials are solicited in a timely manner. In response to the COVID 19 pandemic, IVC bolstered books online, workshops for faculty and students, scanning of materials, and research support online and after hours. As part of its focus on student success, IVC established the Guided Pathways completion plan, a collaboration between its learning support centers and the Office of Research and Planning. In addition, Student Support Center Completion Teams served as platforms for collaborative discussion to ensure that learning support services adequately support student learning. (II.B.1, ER 17)

The IVC Library Mission Statement guides the efforts of faculty, librarians and learning support services personnel who “cultivate student success, information competency, and lifelong learning by providing quality services and programs to ensure equitable access to information resources for Irvine Valley College’s diverse community.”

IVC meets the standard by relying on the expertise of faculty, librarians and learning support personnel in selecting and maintaining educational equipment and learning materials. Materials and resources are easily accessible and consistently available through a variety of modalities including online, via email, and through in-person presentations at all locations. A well-developed process for securing adequate learning materials for new courses is in place that includes the use of the computer software META. Through this process, the library collection for new courses is reviewed for depth and breadth. The college relies on program review, SLOs, student surveys and the work of the student support center completion teams to improve services for students. In terms of seeking additional feedback for improvement, librarians serve as liaisons to faculty, and often receive feedback through emails and online methods (II.B.2.5). Learning centers also are connected to academic departments and programs such as PUENTE, Veterans, Black Student Success Scholars, and (Asian American Pacific Islander) AAPI. Research help is available in a variety of modalities to include, chat, video and

text tutorials, self-paced workshops via Canvas, live workshops via Zoom, and 64 databases providing 24/7 access to streaming videos, articles, and eBooks. Equipment is available on site and for checkout. The college has established a Zoom zone to facilitate attending classes and meetings via zoom. Printing and scanning services are also available for student use. (II.B.2)

IVC heavily relies on the program review process and other methods to evaluate learning support services, and to demonstrate its adequacy and effectiveness in meeting the needs of students. Student surveys play a key role in gathering data directly from students. In addition to student survey results, student learning outcomes are discussed and serve as the foundation for improvement of both library and learning center services. An array of other primary data sources has been established and the results from such data analysis inform the college on continuous improvement. Data sources include gate counts, learning database usage, circulation checkouts, study room usage, and reference transactions. Acquisition of knowledge from library workshops is also assessed and serves as foundation for the improvement of content and workshop delivery. (II.B.3)

IVC demonstrates collaboration with outside entities and with the district ensuring access, reliability, and security of its programs and systems leading to adequate learning support services for students. The institution engages in contracts with outside vendors to provide state-of-the-art technology for students and the institutional communities. Strong evidence was provided regarding programs, vendors, and the purpose of the products or agreements in place and their availability to students at a specific learning center or at all locations. Security, maintenance, reliability and accessibility is ensured through collaborations with the district and directly with vendors. A robust data-collection system is in place to collect usage data that includes IT service tickets and student surveys. Additional data is collected directly from faculty and during meetings between the library chair, the Student Success Center Coordinator and the Director of Technology Services. All data collected is used to make decisions to improve systems and increase usage or to sunset programs with no demand. (II.B.4, ER 17)

Conclusion: The College meets the Standard.

II.C. Student Support Services

General Observations:

The College provides student support services that are aligned with its mission and institutional strategic plans. Services are regularly evaluated to determine they meet student needs, are appropriate, and contribute to student equity, college mission, and goals. Services are provided in person and online to provide equal access to remote and distant learners. The College has admissions and placement policies and procedures in place that increase student access to the college, identify appropriate qualifications for programs, protect students' privacy, and ensure records are stored and destroyed in an appropriate manner.

Findings and Evidence:

The College offers comprehensive student support services to support its mission and institutional strategic planning goals. The quality of these services is regularly evaluated through the college's annual and comprehensive program reviews. The College measure Student Services subdivisions' program performance, outcomes, and needs assessments to demonstrate the services support student learning and the College's mission and institutional strategic planning goals. The College's Student Services assessed and revised the Student Services program review process to ensure that the Student Services programs and departments evaluate services and address needs to impact enrollment, persistence, and completion initiatives. (II.C.1, ER 15)

The College identifies and assesses learning support outcomes for its student population through the program review process. The College uses the Student Learning Outcomes (SLO), Student Services Outcomes (SSO), and assessment data to provide appropriate student support services programming. A noted positive program review was the Promise program that increased the total number of Hispanic/Latinx students to 3.8%, which became the second largest demographic participation in the program. The College makes program reviews through the program-specific data dashboards provided by the Office of Research, Planning and Accreditation. The College demonstrates success at one of its program goals and SSOs with the matriculation department created a pilot program to assist large Latinx student population students to complete onboarding process in-person. (II.C.2)

The College assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College reviews and assesses student support services to identify any gaps and needs within student support services. Student Services assessed each area to identify strengths and needs for improvement to best support the needs of the students. The College transitioned to providing equitable access with virtual services through counseling and other student support services to address COVID-19 pandemic shut down. The College identified and assessed student needs via the annual and comprehensive program review process which includes student surveys, needs assessments, and qualitative data. For example, the College conducted a survey on student's basic needs during the Pandemic, and found students need basic resources such as food and technology. The College responded by providing food distribution drive-thru events and adopted a Learn to Earn program where students can keep borrowed Chrome books and laptops until the end of the academic year after meeting 2.0 GPA and enroll between 6-12 units. The College engaged in the following initiatives to ensure equitable services: web site redesign project using Guided Pathways guiding principles, Caring Campus initiative, and Guided Pathways completion team. (II.C.3, ER 15)

The college offers co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. The College has nine co-curricular programs and 53 student clubs and organizations. In the athletic programs, students can join intercollegiate competition in baseball, basketball, soccer, tennis, and volleyball for men, and beach volleyball, basketball,

soccer, and volleyball for women, and will add flag football next year. The College ensures the co-curricular and athletics programs are conducted with sound educational policies and standards of integrity through program review processes, operational support by Office of Student Life, supervision by the individual programs, and comply with relevant board policies on their expenditures and activities. The College controls the finance of these programs through an annual allocation budget process. (II.C.4)

The College provides counseling and a broad range of academic advising programs to meet specialized student populations and equity. Counseling services include extensive hours, and a variety of counseling modes (in-person, online, or via phone as well as by drop-in counseling). The College prepares faculty responsible for advising function that includes academic policies, procedures, and transfer-related topics with the following training and professional development opportunities: a counseling department wide semester training, a weekly and monthly counseling department training, information sharing through emails and on MS teams, an online Canvas course shell that provides a central location to provide counseling related information, attend external conferences, and a comprehensive faculty performance evaluation process. The College counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and received timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies through the new student enrollment/matriculation process and abbreviated or comprehensive educational plan utilizing the College's MAP (My Academic Plan) academic planning tool. The College further provides program road maps as part of the College's Guided Pathways efforts to provide students with a snapshot of required courses for different programs and majors, conducts ongoing student outreach on campus or virtual workshops/programs, and offer credit counseling courses on the theme topics of college success skills and career planning. (II.C.5)

The College has adopted and adheres to the admissions policies consistent with its mission statement in purview of student access and success. The College uses the CCCApply online admission application also used by 116 California community colleges which is accessible to distant learners. The College observes an open enrollment policy and provides special admission to international as well as high school students through dual enrollment. The College defines clear pathways to complete degrees, certificates, and transfer goals through the College's Admissions and Records website web site, catalog, career center and transfer centers workshops and fairs. The College advises students on clear pathways to complete degrees, certificates and transfer goals with counselors' assistance with students' educational plans. Students can find information on the College's degrees, majors, and certificates programs at the College's web site as well as their catalog. An impressive transfer goal of 65% of students within three years is achieved through integrated student services and academic affairs efforts. Transfer programs, special populations, counseling and instructional faculty work collaboratively to create a student-focused environment which emphasizes value, support and belonging. All Counselors receive monthly transfer information training to remain current on transfer counseling. Additionally, the transfer center provides students with numerous transfer activities (e.g.: two college fairs each semester, many transfer workshops, and intentional

outreach within their Near Completion initiative). Forty percent of transfer students are served via the Transfer Center. The remaining 60% of transfer students are served by other counseling programs. Additional transfer services provided include transfer information via presentations in English and Math classes as well as through the Near Completion Program initiative. (II.C.6, ER 16)

The College regularly evaluates its admissions and assessment procedures to ensure these processes are effective and in compliance with state and federal regulations. The College responded to California Assembly Bill 705 by having new student do a self-report on their high school grades and course work, CALPASS data, and Guided Self Placement to determine their placement into English and Math courses. (II.C.7)

The College adheres to keeping students' records in compliance with FERPA. The College's registration office is responsible for the custody, maintenance, release, and disposition of district student records. Students' records are stored at MySite, the College's student information system database and records management software. The enrollment service Dean assigns MySite access rights to most student records to specific personnel that need to view the information to do their job roles. (II.C.8)

Conclusion: The College meets the Standard.

Commendation:

The team commends the College for its exemplary practice in providing support for transfer students, which has resulted in transfer rates and student outcomes that are amongst the highest in California and the nation. The College's culture of transfer excellence includes expertly trained counselors, intentional collaboration between student services and instructional services, the pervasive and effective use of data and technology, and equity-minded campus-wide leadership which facilitate, fund and sustain outstanding transfer outcomes. (II.A.1, II.C.6)

Standard III

Resources

III.A. Human Resources

General Observations:

The team reviewed Board Policy and Administrative Policy related to hiring faculty, managers, and classified personnel. The team found that program quality and integrity was maintained by requiring new hires to have the appropriate education, training, and experience. Job announcements are required to accurately reflect the duties of the job as well as the method the college uses to evaluate applications.

Findings and Evidence:

The college required faculty and academic managers to meet the minimum qualifications as defined in the Discipline List of Minimum Qualifications. Job announcements are clearly required to contain this information. All job postings are listed on the district website and contain information about the conditions under which work will be performed. Job descriptions are periodically updated by area supervisors in consultation with representatives from Human Resources. (III.A.1)

The team reviewed administrative regulations related to both part-time and full-time faculty hiring. In addition, board policy requires that faculty participate in curriculum development and assessment of student learning outcomes. In addition, the Employee Master Agreement further requires faculty development in curriculum and student learning assessment. (III.A.2, ER 14)

Academic administrators and other employees who oversee educational programs are required to possess qualifications consistent with the Discipline List of Minimum Qualifications Handbook. The college uses the performance evaluation process as a tool to ensure the duties of academic administrators are upholding institutional effectiveness and academic quality. (III.A.3)

The team reviewed administrative regulation and board policy and found that faculty and administrators are required to have degrees accredited by U.S. accrediting agencies. The college has also established an equivalency process to ensure that non-U.S. institutions grant equivalent degrees. (III.A.4)

The team reviewed the Academic Master Agreement, the Classified Contract, the Police Officer's Contract, and Board Policy related to management evaluation. The process of intervals between evaluations varies by position and appropriately ensures continuous

improvement in job performance. Any action taken as a result of evaluations is written, formal, and timely. (III.A.5)

The district maintains the required number of full-time faculty based on California Education Code 843662(d). The Faculty Obligation Number is shared with the District Allocation Committee on an annual basis. The college has also adopted ratios of counselors/students and librarians/students that assist the college in its educational mission. In addition, the college develops and regularly reviews the Full Time Faculty Hiring Priority List, integrating program review into its hiring decisions. (III.A.7, ER 14)

The team reviewed administrative regulations that created an onboarding process for adjunct faculty provided by the Human Resources department. In addition, professional development opportunities are coordinated by the Academic Affairs Committee and make sure to include adjunct faculty. (III.A.8)

The college has an appropriate process for ensuring the proper number of staff to support the educational, physical, technological, and administrative operations of the college. The college uses program review and the annual resource request process to review staffing needs. (III.A.9, ER 8)

The team reviewed job announcements and board policies related to the hiring of administrators. The college works with the district human resources office to ensure that administrators have the required qualifications for the position during the hiring process. The team also notes that board policy provides a method for ensuring continuity and stability for the role of chancellor. (III.A.10, ER 8)

The team reviewed the published board policies and administrative regulations that are publicly available on the district's website. In addition, the team reviewed agendas for Full-Time faculty orientation that included a discussion of human resources, board policies, and administrative regulations. (III.A.11)

The team reviewed the college's Diversity, Equity, and Inclusion program, policies, practices, and procedures. The team also reviewed relevant documents related to employee hiring and the HR department's Administrative Unit Review. The team found evidence that the college has a robust program for supporting its diverse personnel and includes regular assessment of those programs in their Unit Review process. (III.A.12)

Board Policies and Administrative Regulations have established a code of ethics for all employees, including Board members. The district internal audit office conducts annual ethics training. In addition, management have received mandatory training through the college's management training program. (III.A.13)

The college has an adequate method for ensuring faculty meet their professional development obligations. In addition, the college also provides professional development for classified staff

and management in relation to student services, technology, pedagogy, curriculum, and learning needs. The team reviewed the budget data provided by the college that supports their investment in professional development for all members of the college community. (III.A.14)

The team reviewed Board Policy and Administrative Regulations as well as the District Academic Employee Master Agreement and the Classified School Employee contract. The team found evidence that the college ensures the security and confidentiality of personnel records while also making personnel records available to employees. (III.A.15)

Conclusion: The College meets the Standard.

III.B. Physical Resources

General Observations:

The team determined that Irvine Valley College provides appropriate, safe, accessible physical resources at all the college's locations—the main campus, the Advanced Technology and Education Park (ATEP), and dual-enrollment, Emeritus, and community education programs—that meet local, state and federal guidelines and provide for secure and healthful teaching, learning and work environments. Evidence substantiates that the various IVC locations are well-maintained. The College regularly evaluates its physical resources and works directly with the District to oversee general maintenance and improvement to College facilities. Through this collaboration, the District allows for the College to achieve its goals of maintenance or improvement of its various buildings, infrastructure, and property.

Findings and Evidence:

Irvine Valley College (IVC) ensures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. Assessment and planning begin with the Facilities and Maintenance department's Annual Administrative Unit Review (AUR) and corresponding Service Area Outcomes (SAO). (II.B.1)

The AUR and SAO projections provide a valuable and functional road map for ensuring the planning, maintaining, upgrading, and replacing of its physical resources are in accordance with the needs of programs and services, and also supports the monitoring of Accreditation Standards. The College utilizes a committee structure to oversee institutional planning, including facilities planning, to ensure that the institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets. The College meets this standard by successfully designing and implementing efficient and proven processes that are transparent and inclusive to college and District constituents. The results of these processes demonstrate the effective utilization and the continuing quality necessary to support the College's programs and services and achieve its mission. (III.B.2)

Through intentionally designed processes at the College, state and District planning levels, the College's physical resources are regularly assessed through multiple means, and the institution

effectively uses those results to make improvements and/or replace its physical resources to better serve its student population by supporting its programs and services. To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, IVC has robust reporting and tracking systems in place that are designed to integrate the College's strategic planning process with District planning and state reporting. The main planning, evaluating, and forecasting document held within the College and District's strategic planning process is the Facilities Master Plan (FMP). The FMP is designed to ensure the feasibility and effectiveness of physical resources in supporting programs and services. For time-tracking and budget forecasting purposes, the College's Scheduled Maintenance Planning Matrix provides a five-year internal planning mechanism to ensure the timely execution of scheduled maintenance and replacement of resources. (III.B.3)

IVC physical resources support the College's vision, mission, and goals to provide quality services in support of student learning. The College ensures that its long-range capital planning works in collaboration with institutional improvement goals and educational planning. To ensure that proper fiscal planning takes place while considering future total cost of ownership (TCO), checks and balances are inserted into the process through the College's strategic planning and decision-making, FMP, Five-Year Capital Outlay Plan, Capital Improvements Committee (CIC), and resource request processes. (III.B.4)

Conclusion: The College meets the Standard.

III.C. Technology Resources

General Observations:

Irvine Valley College provides appropriate and adequate technological support for faculty, students, management, operational functions and academic programs. They are positioned to meet current, expanding, and ever-evolving technology requirements and institutional needs, incorporating data-driven changes and modifications to better support their technology infrastructure. With oversight and support from the District, IVC's technology support is firmly grounded in iterative data collection to inform improvements and beneficial resource acquisition to address changing demographics, infrastructure issues, and faculty and student needs for teaching and learning.

Findings and Evidence:

The College provides technology services, professional support, facilities, hardware, and software that are appropriate and adequate to support all management and operational functions, academic programs, teaching and learning, and support services.

The College has in place comprehensive and appropriate support for their technology infrastructure with central oversight from district and IVC governance committees. This oversight extends to protection of data privacy and security. The Technology Services (TS) department provides support for the network infrastructure at all campus facilities and

helpdesk support through the IVC website. A year-round planning process addresses continuous evaluation, monitoring, planning, and updating of IT services and resources, notably with a strong emphasis on data-driven results through survey and other data collection means to inform hardware and software acquisition and utilization. The College places great importance on addressing future needs in a rapidly evolving technological landscape with investments in infrastructure and expanding capabilities and coverage across the campus. The District-wide Technology Strategic Master Plan (DTSMP), initiated in 2021, also provides a large number of technology initiatives and proactive plans in meeting future needs and includes the IVC Technology Master Plan. In line with the DTSMP student-centered focus, the SOCCCD website 's Education and Technology Services page provides a plethora of support for student achievement. The Team recommends that, even though the DTSMP includes a ten-year master plan, the College revisit and update on a yearly basis to maintain the exemplary support currently provided. (III.C.1)

The College has processes in place for continuously planning, updating, and replacing technology. The way forward for planning is reflected in the IVC Technology Strategic Master Plan and the Districts-wide strategic plan which outlines a number of technology initiatives that address planning, updating, and replacing technology based on end-user input and research. The plan also includes in progress (Tier 1) initiatives aligned to 5 Goals for implementation within the next two years. Goals also address adherence to IVC mission with a student-centered focus, equity, inclusion and access. Other areas of the planning process include a detailed refresh cycle, elicitation of feedback on helpdesk technical assistance, and requests during the Program Review process for technology updates and replacement. (III.C.2)

Irvine Valley College implements and maintains technology resources to assure reliable access, safety, and security at all locations where it offers course programs and services. The District and IVC realize the importance of providing reliable access, safety and security for technology resources through Goals and Initiatives outlined in the DTSMP. To meet these goals, the College has implemented several programs to ensure reliable, safe, and secure access to technology resources, including backup systems, a cloud provider, and, for security, door control systems and surveillance cameras. As future needs arise, the College will continue to work with the District to ensure safe and secure access. (III.C.3)

The College provides appropriate and extensive instruction and support for all full-time, part-time faculty, students, staff, and administrators in the effective use of technology and technology systems for its programs, services, and institutional operations. Multiple opportunities are available in both online and face-to-face formats, self-paced and group workshop formats. IVC's website provides on demand training through videos, PDF files, and links to specific information on a topic. Other training opportunities are offered through California Community Colleges, a dedicated Professional Development week, online education faculty handbook, and the instructional technologist. (III.C.4)

IVC has policies and procedures that guide the appropriate use of technology in the teaching and learning processes and are cyclically reviewed every five years. District board policies,

administrative regulations, procedures, and practices inform the appropriate use of technology and address Electronic Communications and Information Security. Policies and regulations are reviewed and updated every five years. All policies and regulations can be accessed from the District's website. (III.C.5)

Conclusion: The College meets the Standard.

III.D. Financial Resources

General Observations:

The team determined that IVC provides financial resources that are sufficient to support and sustain student learning programs and services resources at all the college's locations—the main campus, the Advanced Technology and Education Park (ATEP), and for dual-enrollment, Emeritus, and community education programs. The College's financial resources are available to improve institutional effectiveness and are aligned with its mission and goals.

The College has healthy reserves and a steady cashflow that provide stability and opportunity to effectively administer and deliver student learning programs and services. Short-term and long-term planning is supported by an open participation culture that includes all constituents throughout the process. The College's future obligations and its impact on fiscal solvency are informed with accurate and credible data.

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Regular audits, refined internal controls, and well-established businesses processes provide assurance of the College's integrity, accuracy, and appropriate oversight of its financial resources to support exceptional student learning programs and services.

Findings and Evidence:

The College possesses sufficient financial resources through adherence to the state model and governing policies that facilitate sound financial management, resulting in adequate ending balance reserves. Financial stability and integrity in the College's financial affairs are evaluated and demonstrated through independent internal and external audits. The IVC Comprehensive Budget Development Process facilitates the effective distribution of financial resources, sets priorities for funding institutional improvements and supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. (III.D.1, ER 18)

Evidence substantiates that the College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner that encourages broad and inclusive constituency participation. (III.D.2)

The college clearly defines and adheres to its guidelines and processes for financial planning and budget development, with all campus constituencies having appropriate opportunities to

participate through strategic planning committees in the development of institutional plans and budgets. (III.D.3)

The College uses realistic assessments through District and College revenue and expenditure projections. College planning facilitates the development of financial resources, and development of partnerships and expenditure requirements. The College utilizes a robust position control system and a resource request form as the main document that ties the resource allocation to the college goals, planning objectives, and other planning documents. The College's strategic plan goals are also supported by the Irvine Valley College (IVC) Foundation to enhance partnerships and student access. (III.D.4)

The College has appropriate internal control mechanisms to assure the financial integrity of the institution and responsible use of its financial resources. The College regularly evaluates its financial management practices and uses the results to improve internal control systems. (III.D.5)

A review of financial documents, including the budget and audits, demonstrates a high degree of credibility and accuracy, and reflects appropriate allocation and use of financial resources to support student learning programs and services. As further evidence of fiscal credibility, there have been no audit adjustments since the College's last accreditation reaffirmation in 2013-2014. The College's budget is an accurate reflection of institutional spending and has credibility with constituents. (III.D.6)

Institutional responses to external audit findings are comprehensive, timely, and widely disseminated. (III.D.7)

The College's financial and internal control systems are regularly and systematically evaluated and assessed for validity and effectiveness through both external and internal audits and review. The annual financial audit includes a review of the District's entire financial operations, including internal controls, compliance with laws and regulations, and the accuracy of the financial systems (III.D.8)

The College maintains sufficient cash flow and reserves for financial stability purposes, employing strategies for risk management, and providing the financial capability to meet financial emergencies and unforeseen occurrences. (III.D.9)

Evidence demonstrates the effective oversight of finances that includes the management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. This effective oversight is facilitated through adherence and administration of board policies, utilization of funding agencies and internal manuals and guidelines, fiscal review of College finances, leveraging conducted audits and subsequent reports and any findings, and integrating the appropriate review and approvals in the contractual agreement process. (III.D.10)

The College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. The College considers its long-range financial priorities to assure financial stability, thereby providing reasonable expectations of solvency through prudent and careful planning for both the short term and long term. (III.D.11)

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations with liability has been fully funded through a trust fund. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards. (III.D.12)

The College does not have any locally incurred debt instruments; therefore, repayment is not necessary (III.D.13)

Evidence demonstrates that all financial resources, including short- and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity and transparency in a manner consistent with the intended purpose of the funding source. (III.D.14)

The College monitors and manages student loan default rates by conforming to best practices, partnering with outside vendors, and utilizing these resources in a remediation plan to reduce the student default rate. The default rate at IVC is within federal guidelines and is considered adequate for a community college based upon the demographics of the College's student population. (III.D.15)

The College adheres to institutional policies that are consistent with the mission and goals of the institution. Through a standardized process facilitated by the application Jaggaer, the result is inclusivity of appropriate provisions throughout the process, ensuring quality, transparency, and integrity of the institution and its programs, services, and operations. (III.D.16)

Conclusion: The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Students, administrators, staff, and faculty work collaboratively for the good of the institution through established governance structures, processes, and practices. The Planning and Decision-Making Manual documents the participatory governance model, including inclusive committee membership and relationships between committees. IVC developed a unique consensus model as part of governance that provides a veto for any constituent group or member, with continued discussion until no objections are raised.

Findings and Evidence:

The College encourages innovation leading to institutional excellence through its participatory governance model outlined in the Planning and Decision-Making Manual (PDM). The institution has systematic participative processes to assure effective planning and implementation for improvements that have policy or significant institution-wide implications through clear lines of communication of its participatory governance. Expanding food offerings to students instead of waiting for a formal food services competitive procurement process and the Learn to Earn student laptop program provide examples of innovations. The Learn to Earn program allows students who meet specific criteria to earn the laptop they have borrowed. (IV.A.1)

Board policies delineate the roles of the president, academic senate, classified professionals, and students in the participatory governance process. Policy makes provisions for student participation and consideration of student views in areas that have a direct impact on students. As described in the Planning and Decision-Making Manual (PDM), students participate on the College Council, all four strategic planning councils, and many other committees. (IV.A.2)

Board policies and the Planning and Decision-Making Manual (PDM) illustrate substantive and clearly defined roles for administrators and faculty in participatory governance, including planning and budget development. The IVC consensus model provides a veto for any constituent group or member, with continued discussion until no objections are raised. (IV.A.3)

Faculty and administrators have responsibility for recommendations about curriculum and student learning programs and services as defined in policies and the Planning and Decision-Making Manual (PDM). Well-defined workflows and committee memberships provide faculty primacy in curriculum and include administrative participation during various aspects of the curricular processes. Broader membership of other committees that include faculty, staff, managers, administrators, and students participate in making recommendations around student learning programs and services. (IV.A.4)

The College ensures the appropriate consideration of diverse perspectives through broad membership on many committees with well-defined roles and workflow, described in the Planning and Decision-Making Manual (PDM). The multi-year standardization revision of the student services program review process illustrates how these efforts and work result in documented institutional improvement. (IV.A.5)

The Planning and Decision-Making Manual (PDM) documents the processes for decision-making. Resulting decisions are documented and widely communicated across the institution by relying on members to report back and solicit input from their constituents as well as making meeting minutes accessible to the college community on the College's intranet. (IV.A.6)

The College regularly evaluates its governance and decision-making processes to assure their effectiveness and communicates the results widely. The results of the surveys are used to identify committees to sunset and those which require modification. In addition, the Planning and Decision-Making Manual (PDM) undergoes a full review every three years, overseen by the Institutional Effectiveness Council. (IV.A.7)

Conclusion: The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The chief executive officer takes responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The organizational structure is demonstrative in the president's leadership to meet the College and District's mission and vision. Evidence of funds allocated to support student achievement and learning can be found in program and administrative unit reviews. The president ensures that the college meets or exceeds standards, eligibility requirements, and commission policies. Communication is well established between the College and the District as well as between the College and local, statewide and national organizations.

Findings and Evidence:

The chief executive officer takes responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president communicates progress towards achieving institutional values and goals through a variety of formats including chats, retreats and monthly meetings (IV.B.1).

Irvine Valley College's president has oversight of three primary units at the College: College Administrative Services, Student Services, and Instruction. Through established hiring processes, the president makes classified, faculty and administrator recommendations to meet

the operational needs of the college. The organizational structure reflects the leadership of the president to meet the College's mission for its size and complexity while meeting the District's mission and vision (IV.B.2).

The College's Strategic Plan outlines values, goals, and priorities which are discussed at an annual retreat led by the College president. Program and Administrative Unit Reviews ensures funds are supporting student achievement and learning. Institutional improvements of teaching and learning navigate through the College's participatory governance process as outlined in the College's Planning and Decision-Making Manual (IV.B.3).

The Accreditation Oversight Work Group (AOWG), which consists of faculty, staff, managers, and executive leaders, reports to College Council which is co-chaired by the college president. The accreditation liaison officer also provides accreditation updates at College Council (IV.B.4).

Administrative Regulation 2437 delegates to the college president the responsibility of managing the College, including the budget. The president regularly attends the Chancellor's Executive Council meetings to be informed of the District decisions as they relate to statutes, regulations, and governing board policies (IV.B.5).

The president serves on a number of local, statewide and national organizations. The president provides the chancellor with monthly President's Board Reports which helps inform the Governing Board with updates from the college. Communications from the president is evident in regular meetings with constituency leadership, newsletters, meet and greets, emails and campus-wide events (IV.B.6).

Conclusion: The College meets the Standard.

IV.C. Governing Board

General Observations:

Irvine Valley College is one of two colleges in the South Orange Community College District (SOCCD). It is governed by a board of trustees consisting of 7 elected members who serve staggered 4-year terms. The board receives adequate training which informs them of their responsibilities and duties. The board acts as a collective whole in decision making. The board is evaluated annually and uses evaluation results to inform board goals. Board goals are used to improve board performance, institutional effectiveness and quality of academic programs. The board delegates responsibility to the chancellor who provides regular updates on key performance indicators, progress on Strategic Plan goals and the accreditation process.

Findings and Evidence:

Irvine Valley College is one of two colleges governed by the South Orange County Community College District (SOCCCD) Board of Trustees. Trustee duties and responsibilities are outlined in Board Policy 2200 and include authority over and responsibility for policies to assure academic

quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1, ER 7)

The Board abides by Board Policy (BP) 2715, Code of Ethics-Standards of Practice and acts as a whole. The board typically votes unanimously but when the vote is not unanimous, the board acts collectively following the decision. (IV.C.2)

The District has clearly defined policies related to selecting and evaluating the chancellor of the District. During the selection process, the board's decision is informed by input from students, faculty, staff, management, and community members. Annual evaluation of the chancellor is performed in July or August as required by BP 2435. (IV.C.3)

The board consists of seven members; each publicly elected to serve a four-year term. The board advocates for and defends its colleges and protects the colleges from undue influence and political pressure. The board abides by Board Policy 2710, Conflict of Interest, which ensures that they have no financial interest in any purchase or contract. Two of the board's primary responsibilities are advocating for the District and representing the public interest. (IV.C.4, ER 7)

The governing board is committed to establishing policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. An annual presentation of institutional performance and progress on key performance indicators is provided to the board during the board's self-evaluation meeting. (IV.C.5)

The District website publicly publishes the policies which contain board bylaws related to board size, duties, responsibilities, structure, and operating procedures. (IV.C.6)

Board Policies and Administrative Regulations are reviewed through the Board Policy Subcommittee and by the District wide Board Policy and Administrative Regulation Advisory Council (BPARC), prior to being presented to the full board. Board Policies are typically reviewed on a five-year cycle with the exception of policies being reviewed based on league or regulatory updates. (IV.C.7)

During the board's self-evaluation workshop, the board is provided a presentation which outlines progress on key performance indicators as they relate to the college's Strategic Plan. The board uses the data to inform board goals for the upcoming year. (IV.C.8)

A comprehensive new board member orientation is provided through the Community College League of California's (CCLC) Excellence in Trusteeship program. The chancellor and the district director also provide a local orientation. Continuity is established through staggered terms with elections being held every two years. (IV.C.9)

The South Orange County Community College District (SOCCCD) Board of Trustees participates in a publicized and public annual self-evaluation workshop. At the workshop, board and employee survey results are reviewed and discussed. Survey results are used to establish board goals which are used to improve board performance, institutional effectiveness and quality of academic programs. (IV.C.10)

Each board member completes ethics training within 6 months of being seated and once during a subsequent two-year period. Board Policy and Administrative Regulation 2710, Conflict of Interest, consists of board member requirements which ensure that the majority of board members have no employment, family, ownership, or other personal financial interest in the institution. Each board member files a Statement of Economic Interests Form (Form 700) within 30 days of assuming office. (IV.C.11, ER 7)

The board delegates full responsibility to the chancellor who regularly reports on the District's institutional performance to ensure that it is fulfilling its responsibility for educational quality, legal matters, and financial integrity. (IV.C.12)

The chancellor keeps the board apprised of the accreditation process and provides copies of the accreditation reports and actions taken by the Commission. Board members are provided with training on Eligibility Requirements and Accreditation Standards. Board members review drafts of the institutional self-evaluation report and are provided with the opportunity for input. (IV.C.13)

Conclusion: The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The South Orange Community College District (SOCCCD) is a two-college district comprised of Irvine Valley College and Saddleback College. The SOCCCD Board of Trustees delegates authority for administering board policies and overall operations to the chancellor through BP 2430. The chancellor sets the expectations for institutional performance and delegates appropriate authority to the two college presidents to administer and operate each college.

As part of the evidence, the District provided a District-wide Function Map , which delineates responsibility for meeting accreditation standards between the colleges and the district. SOCCD regularly assesses the effectiveness of its central services, its budget allocation model, and the efficacy of its district-level planning and participatory governance processes and makes changes to these systems to effectuate continuous improvement.

Findings and Evidence:

Through Board Policies (BPs) and Administrative Regulations (ARs), there is a clear delineation between the functions and responsibilities of District services and those of the colleges, as well

as of specific constituent groups. The chancellor ensures that the colleges receive effective and adequate support in achieving their missions through facilitation of the centralized operational structure of district services. These centralized functions include the office of the chancellor, human resources, business services, and educational and technology services. Board Policy 2430 delegates executive authority to the chancellor to administer board policies. The chancellor delegates authority to the college presidents to administer relevant board policies and related operational activities. Board Policy 6100 delegates authority to the chancellor or his designee to oversee the general administration of District business functions. Finally, Board Policy 7110 provides authority to the chancellor to execute personnel actions. (IV.D.1)

Board Policies 2430, 6100, and 7110 provide a clear delineation of authority roles and responsibilities between the central operations and functions performed by the district office and the colleges. The District-wide Function Map outlines this delineation. The district and colleges administer regular surveys to ensure that the needs of the colleges are being met by the district service functions. The District works proactively to meet with the colleges through the Chancellor's Council and shared governance council to assure that each college has adequate resources, and that there is an equitable distribution of resources among the colleges. The roles are clearly defined with appropriate designated authority and delineated responsibilities between the colleges. (IV.D.2)

District resources are allocated to the colleges in accordance with BP 6200, Budget Preparation ; BP 6210, Basic Aid Funds Allocation Process ; BP 6250, Budget Management ; BP 6300, Fiscal Management ; and the Budget Development Guidelines adopted by the Board of Trustees (BOT) and contained within each proposed annual budget. The guidelines are developed in alignment with the board philosophy of ensuring wise and prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District's mission statement.

The district maintains a clearly defined resource allocation model, which is implemented and regularly evaluated to ensure that each college receives sufficient resources to operate and sustain the colleges and district. The allocation model and process are perceived as open, fair, equitable and transparent by district constituents. Expenditures are adequately controlled and stay within the available budget. Under the leadership of the chancellor, college and district services personnel work together to ensure effective control of expenditures and the financial stability of the District. (IV.D.3)

Board Policy 2430 addresses delegation of authority to the college presidents. According to the policy, college presidents have full responsibility and authority for the implementing the College's educational plan and strategic plan, and district policies and regulations. This authority is recognized by the District, as evidenced in the adopted District-wide Function Map , which delineates the distinction between the authority of the chancellor and that of the president. Through the performance evaluation process, the chancellor holds the college presidents accountable for the colleges' performance. (IV.D.4)

The District engages in an integrated planning process aimed towards improving student learning and achievement, as well as institutional effectiveness. This process is monitored by the District-wide Planning Council (DWPC), the primary planning body in the District and is responsible for coordinating all Districtwide planning. The SOCCCD District-wide Planning and Decision-Making Manual outlines an integrated model for the planning and evaluation of institutional effectiveness adopted by the District. The manual describes integrated planning procedures and demonstrates the connections among the Districtwide councils and committees, the chancellor, the Board of Trustees (BOT), the colleges, and district services. Planning is then integrated into the Districtwide resource allocation processes. (IV.D.5)

SOCCCD ensures consistent, accurate and timely communication between colleges and district ensures effective operations of the colleges. The District's participatory governance structure also allows for comprehensive and timely communication between District leadership and all constituent groups at the colleges, which informs and facilitates effective decision making. Communication is formally structured through the Chancellor's Executive Council, Chancellor's Council, District wide participatory governance committees, newsletters, and email updates. (IV.D.6)

The chancellor uses a variety of methods to regularly evaluate the district and college role delineations, governance and decision-making processes to assure their integrity and effectiveness, which assists the colleges in meeting educational goals for student achievement and learning. The District-wide Planning Council (DWPC) is the body responsible for regularly reviewing and revising the planning and decision-making processes of the District. Utilizing employee surveys as a key source of data, the results of these assessment methods are widely communicated through presentations in participatory governance committees and through the District SharePoint site. (IV.D.7)

Conclusion: The College meets the Standard.

Quality Focus Essay

The Quality Focus Essay is driven by the College's Guided Pathways equity framework. In assessing the College's Guided Pathways achievements, two main action projects were identified to help establish future goals towards progress:

- Project 1: Institutionalize and integrate the Guided Pathways framework for sustainability and continuous improvement in student learning.
- Project 2: Continue to engage in transformational change to be a student-ready campus

Quantitative and qualitative data, which included student success and achievement data, helped inform the identification of the two projects. Qualitative data exposed two areas of improvement:

1. Campus signage and building names continue to present a communication barrier, and
2. Students want targeted communications relevant to their academic journey.

Qualitative, disaggregated data exposed the need to improve student achievement outcomes specifically for racially minoritized, first-generation, and re-entry students.

The Action Plan consists of the following seven objectives and intended outcomes:

1. **Guided Pathways Integration:** Career and academic program maps are sample lists of courses students might take to reach a particular learning goal, such as an AA degree in English.
Intended observable impact: Reduce the total number of units accumulated to expedite completion of the student's learning goals.
Intended observable impact: Increase the number of degrees and certificates awarded.
Student Equity Plan metric: Successful enrollment in the College at 48 percent by 2025.
2. **Guided Pathways Integration: Welcoming and Inclusive Campus** A welcoming and inclusive campus includes explicit and implicit activities and environments that facilitate a sense of belonging on campus.
Intended observable impact: Improve student satisfaction and campus climate ratings.
Intended observable impact: Improve digital accessibility, including ease of use on mobile devices.
Intended observable impact: Alignment to ADA requirements and ease of local law enforcement.
3. **Guided Pathways Integration: Student Success Learning** "Student success learning" refers to academic support outside the classroom that might keep the student engaged and on the learning pathway.
Intended observable impact: Improve overall student retention and persistence from the first semester to the second semester.
Student Equity Plan metric: Retention from the first to the second semester for Hispanic/Latinx Students at 80 percent by 2025.
Student Equity Plan metric: Retention from the first to the second semester for First-Generation Students at 80 percent by 2025.

4. **Guided Pathways Integration: Continuous Improvement in Student Services** “Student services” refers to activities that support students outside the classroom, such as the Veterans Services Center, Admissions and Records, Financial Aid, and Student Activities.
Intended observable impact: Remove access to a computer as a barrier to student learning.
Intended observable impact: Improve overall student retention and persistence from the first semester to the second semester.
Student Equity Plan metric: Retention from the first to the second semester for Hispanic/Latinx Students at 80 percent by 2025.
Student Equity Plan metric: Retention from the first to the second semester for First-Generation Students at 80 percent by 2025.
5. **Guided Pathways Integration: Continuous Improvement in Instruction** “Instruction” refers to classroom activities such as curriculum, grading, and textbooks.
Intended observable impact: Ensure the long-term viability of the Guided Pathways Completion Teams and continuous improvement in instruction.
Intended observable impact: Improve overall longitudinal student achievement measures such as GPA and SPAR.
Intended observable impact: Increase ZTC course offerings by 30 percent by 2027.
Student Equity Plan metric: Completion (including degrees and certificates) for Hispanic/Latinx students at 21 percent by 2025.
Student Equity Plan metric: Completion (including degrees and certificates) for first-generation students at 22 percent by 2025.
6. **Guided Pathways Integration: Responsive tracking and intervention are systematized communications to students based on their individual needs, learning outcomes, and interests.**
Intended observable impact: Improve overall student retention, persistence, and completion.
Intended observable impact: Increase the overall number of degrees and certificates awarded.
Student Equity Plan metric: Retention from the first to the second semester for Hispanic/Latinx students at 80 percent by 2025.
Student Equity Plan Metric: Retention from the first to the second semester for first-generation students at 80 percent by 2025.
Student Equity Plan metric: Completion (including degrees and certificates) for Hispanic/Latinx students at 21 percent by 2025.
Student Equity Plan metric: Completion (including degrees and certificates) for first-generation students at 22 percent by 2025.
Student Equity Plan metric: Transfer rate for Hispanic/Latinx students at 37 percent by 2025.
Student Equity Plan metric: Transfer rate for first-generation students at 40 percent by 2025.

7. **Guided Pathways Integration:** Visible administrative support structures include designated executive leadership, faculty leadership, and staff leadership, with clear pathways for reporting and accountability.

Intended observable impact: Full integration and alignment of the Guided Pathways framework will be self-evident in institutional activities and structures.

All objectives are scheduled to be completed no later than spring 2027. IVC Leadership is responsible for implementation of each action project by the projected timelines.

Appendix A: Core Inquiries

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following Core Inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The team is interested in better understanding the level of faculty participation in SLO assessment.
Standards or Policies: I.B.2, II.A.3
Description: <ul style="list-style-type: none">a. The team verified that the college identifies and approves course outlines that include student learning outcomes (SLO).b. The team verified that course syllabi reflect the SLOs from its course outlines of record.c. The team would like to learn more about how SLOs are assessed and the level of faculty participation.
Topics of discussion during interviews: <ul style="list-style-type: none">a. Describe how faculty participate in SLO assessment?b. What kind of training is provided to full- and part-time faculty around SLO assessment?
Request for Additional Information/Evidence: <ul style="list-style-type: none">a. Documentation demonstrating faculty participation in SLO assessment.b. Training resources provided to faculty about SLO assessment.
Request for Observations/Interviews: <ul style="list-style-type: none">a. Curriculum Chairb. Vice President of Instructionc. SLO Coordinator (or equivalent)d. META point-persone. Academic Senate Presidentf. Institutional Effectiveness Committee Memberg. Select full-time and part-time faculty

Core Inquiry 2: The team is impressed with the College’s reputation as a leading transfer institution in California and is interested in learning how College processes and services have contributed to this long-standing success.

Standards or Policies: II.A.1, II.C.6

Description:

- a. The team recognizes that the College has been recognized for the past several years as a premiere transfer institution.
- b. The team is interested in learning more about how the College has been able to achieve and sustain this success.

Topics of discussion during interviews:

- a. How is disaggregated data used to inform transfer processes?
- b. What processes and/or services does the College have in place that contribute to its transfer success rates?
- c. Are there discussions of student outcomes and equity gaps that have contributed to improved processes/services which have increased transfer rates?
- d. What would the college contribute to its success in transfer rates?
- e. How has the success in transfer contributed to a sustained “transfer culture?”

Request for Additional Information/Evidence:

- a. Transfer student disaggregated data
- b. Student Outcomes-Equity dashboard
- c. Documentation of innovations and/or improvements the college has implemented to support transfer.

Request for Observations/Interviews:

- a. Vice President of Student Services
- b. Vice President of Instruction
- c. Transfer Center Director
- d. Dean of Student Success (counseling and transfer oversight)
- e. Institutional Research
- f. Applicable Student Services staff

Core Inquiry 3: The team is impressed with Human Resource's off-boarding process for employees exiting the institution. It appears that this model assists the College in improving its processes and practices that embrace diversity and contribute towards a positive workplace climate and environment.

Standards or Policies: III.A.12

Description:

- a. The team recognized that how the College off-boards employees leaving the institution is a valuable process for assisting with creating and maintaining programs, practices, and services that support a positive workplace climate and environment.

Topics of discussion during interviews:

- a. Describe the exit interview process.
- b. What types of qualitative and quantitative elements are used in the off-boarding process?
- c. How is exit interview data used to inform policy, practice, and workplace climate?

Request for Additional Information/Evidence:

- a. Documentation of how data from the off-boarding process is used to create and/or maintain a positive workplace climate and environment.

Request for Observations/Interviews:

- a. Chief Human Resources Officer
- b. EEO Committee Chair
- c. College President