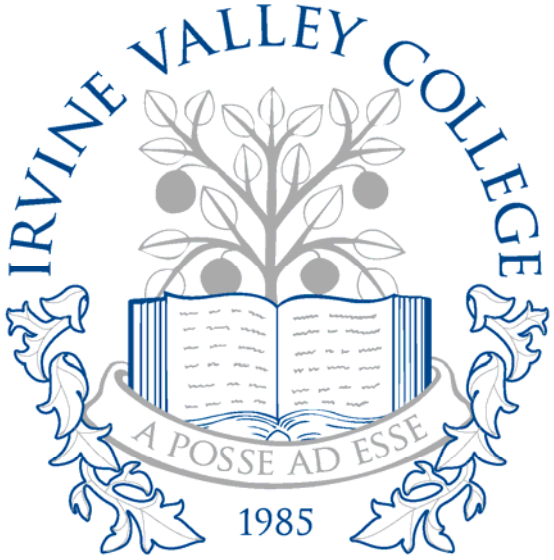
Irvine Valley College

2010 Comprehensive Institutional Self Study in Support of Reaffirmation of Accreditation



2010 Comprehensive Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted by

Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
South Orange County Community College District

Submitted to

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

August 23, 2010

CERTIFICATION OF THE 2010
COMPREHENSIVE INSTITUTIONAL SELF STUDY

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

From: Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618

The 2010 Comprehensive Institutional Self Study Report is submitted for the purpose of assisting in the determination of accreditation status for Irvine Valley College.

The undersigned certify that there was broad participation by the College and District community. The undersigned further certify that the information contained herein accurately reflects the nature and substance of this institution.

Donald P. Wagner, JD — President, South Orange Community College District Board of Trustees — 8/4/10 Date

Dixie Bullock — Acting Chancellor, SOCCCD — 8/4/10 Date

Dr. Glenn R. Roquemore — President, IVC — 8/4/10 Date

Dr. S. Craig Justice — Vice President of Instruction, Accreditation Liaison Officer, Accreditation Co-Chair — 8/4/10 Date

Wendy B. Gabriella, JD — Accreditation Co-Chair, Coordinator, Academic Programs — 8/6/10 Date

Dr. Jerald L. Rudmann — Accreditation Co-Chair, Student Learning Outcomes Coordinator — 8/6/10 Date

Dr. Lisa Davis Allen per LDA		8/16/10
Dr. Lisa Davis Allen	President, Academic Senate	Date
Angela Mahaney		8/4/10
Angela Mahaney	President, Classified Senate	Date
		8-4-10
Patrick McDonald	President, ASIVC	Date

Irvine Valley College
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INTRODUCTION

A. History and Description of Irvine Valley College

The South Orange County Community College District (formerly known as Saddleback Community College District) was formed by a vote of the electorate in 1967. The first College, Saddleback College, opened in Mission Viejo in 1968. In order to better serve the rapidly growing northern portion of the District, in January 1979, Saddleback College expanded and opened a satellite site, designated North Campus. North Campus originally served 2,600 students in approximately 20 academic programs with 13 full-time faculty members and five administrators. The land for North Campus was purchased from the Irvine Company and initially included 20 acres and three buildings located on the corner of Irvine Center Drive and Jeffery Road in Irvine.

From 1979 to 1981, North Campus operated as a division of Saddleback College offering programs under the authority of a President/Superintendent. The satellite was administered by a Provost who also served as an Assistant Superintendent of the District. In 1981, the Board of Trustees established a single-college, multi-campus organization within the District. At that time, the President/Superintendent became the Chancellor of the District and the leadership of North Campus was administered by a President.

In 1983, the name of North Campus was changed to Saddleback College North and the first College was renamed Saddleback College South. Also in 1983, the Board of Trustees exercised an option to purchase up to 80 acres of the 100 acres available for development of the Saddleback College North with a one-year option extension to purchase the final 20 acres.

In 1985, the Board of Trustees redefined the District into a multi-college district. Saddleback North was approved as an independent College, Irvine Valley College, serving the rapidly growing industrial and residential areas of El Toro, Irvine, Laguna Beach, Laguna Hills, Newport Beach, Santa Ana, and Tustin. Irvine Valley College was officially dedicated with a ceremony on October 22, 1985.

In 1987, the District exercised the option to purchase the final 20 acres completing the 100-acre site for Irvine Valley College. The College was evaluated in 1987-1988 by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and received accreditation as a separate community college in June 1988. Irvine Valley College became the 105th Community College in California.

1988 to 1991 was a period of rapid growth and development for Irvine Valley College. In response to a commission recommendation regarding the full-time to adjunct faculty ratio, by 1988, Irvine Valley College hired 54 full-time faculty members which served over 5,000 students in 8 permanent buildings and 7 temporary facilities. By 1991, the College hired 9 full-time administrators, 73 full-time and 199 adjunct faculty members, and 102 classified staff members, serving 8,400 students (headcount). Additionally, in 1991, Irvine Valley College

completed the construction of the 40,700 square foot Student Services Center providing a new home for the student services programs, which had been located throughout the campus.

Over the next decade, Irvine Valley College continued rapid growth in the number of students served, the development and expansion of new programs, the hiring of full-time and adjunct faculty as well as classified staff, and the construction of permanent facilities, including the Child Development Center (1993), the Gymnasium (1994), the Library (1997) and the Learning Resource Center (1997).

In August 2007, the College opened a 58,600 square-foot Performing Arts Center, including a 385-seat theatre, a black box theatre, shops for support, instruction, and office space, greatly enhancing the performing arts programs at the College. In 2008-2009, the 53,200-square-foot Business Science and Technology Innovation Center opened for classes. The facility features classrooms and nine laboratories equipped with state-of-the-art technology, faculty/staff offices, and a Learning Resource Center. In 2009, the School of Life Sciences began planning the Life Science Building which will include a 29,000-square-foot facility housing seven biology laboratories, classrooms, a resource library, and faculty offices. The completion date for this project is January 2012. In 2010, the Chemistry Department will occupy a newly renovated building, increasing the current lecture/laboratory space from 1355 square feet to 4824 square feet.

Presently, Irvine Valley College occupies 82 acres of the 100-acre site and is again experiencing a dynamic period of growth. The original buildings at the College were surrounded by orange groves. However in 2003, the orange groves were removed and replaced by strawberry fields which eventually gave way for the construction of the Performing Arts Center and the Business Science and Technology Innovation Center. In order to preserve the legacy of "the College Surrounded by Orange Groves", a small grove was preserved by the volleyball courts and orange trees were planted around the new Business Science facility.

With the construction of the new buildings underway, the Academic, Facilities, and Technology Planning Committee developed a plan for repurposing the space formerly occupied by the Theatre and the Business Science Departments. A 14,000-square-foot renovation of the A300 Building was reopened in June 2009. Sixty percent of the building is occupied by the Music Department and the remaining 40 percent of the renovated facility provides a home for the Community Education Program and the Testing Center. A substantial portion of the B300 Building was repurposed and is occupied by the Writing Center, the Reading Center, and the Math Center, which were relocated in a centralized location and provide students with additional instruction in these critical disciplines.

In 2010-2011, the College community began the updating the Educational and Facilities Master Plan, which will provide the College with the opportunity to plan its future growth from 2010 to 2015.

In addition to the growth in programs and facilities, the College has expanded from the original 13 full-time faculty members to 123 full-time and approximately 344 adjunct instructors, nine

administrators, 14 classified managers, and 160 full-time classified staff members serving over 15,000 unduplicated students in fall 2009.

In order to coordinate and plan the continued growth and development of the institution, the College has been engaged in implementing a *Strategic Planning and Budget Development Process* based on the *College Mission Statement, Goals,* and *Planning Assumptions.* Additionally, in 2008, the College developed an extensive *Planning and Decision-Making Manua*l for Irvine Valley College. The manual clearly delineates the roles of all constituent groups within the College and the District, defines all College and District Committees, Administrative Councils, and Task Forces, including the charge, membership, and reporting responsibilities. The manual is reviewed and updated regularly to reflect changes and improvements in the decision-making process. The strategic planning, budget development, and decision-making processes at the College are open, inclusive, and transparent in order to provide the best learning environment for the students.

In October 2010, Irvine Valley College will celebrate its 25th anniversary by hosting a series of commemorative events planned throughout 2010-2011. A reflective documentary has been produced marking the highlights of the development of the College from a small division of Saddleback College to a comprehensive community college offering a total of 88 different degrees and certificates.

Throughout Irvine Valley College's 25 years, the College, the District, and the Board of Trustees remain committed to serving the educational needs of Orange County residents. The *Mission Statemen*t of Irvine Valley College best summarizes the philosophy of the College and is the underlying source of the college strategic planning, budget development, and decision-making processes. The *Mission Statement* provides:

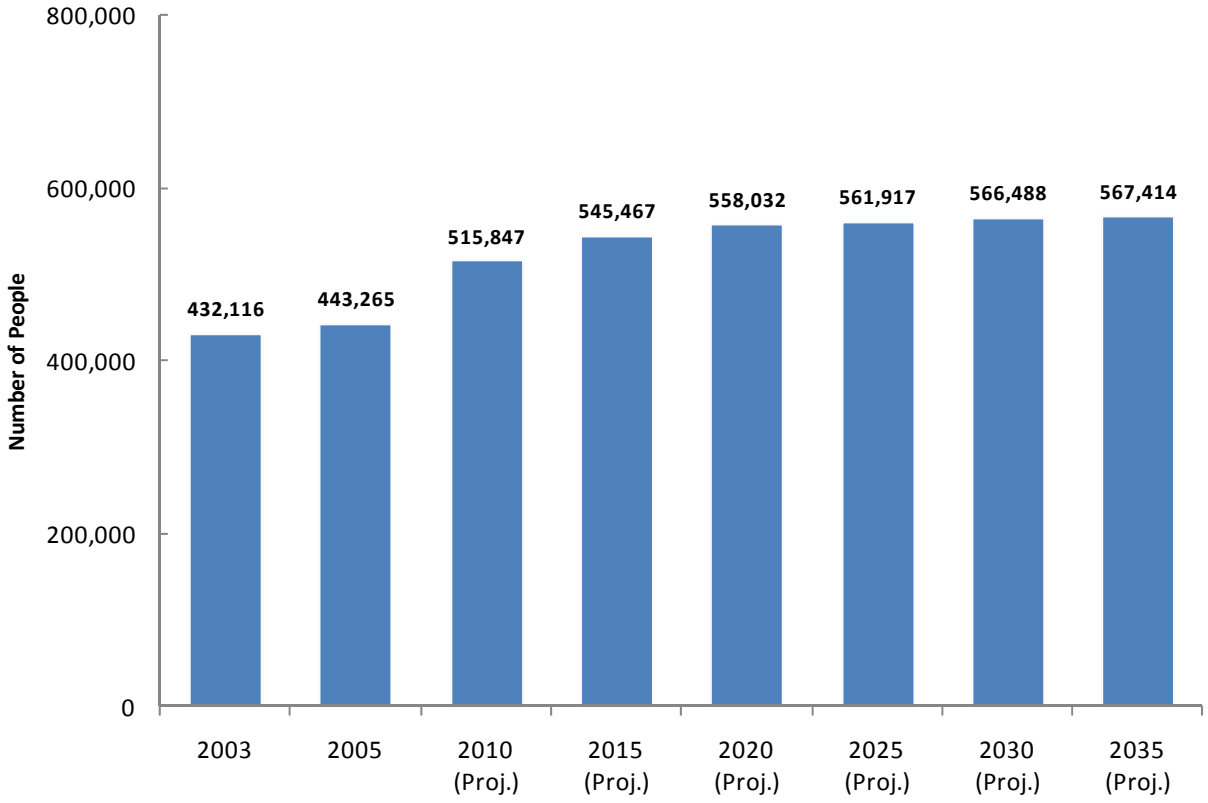
> Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community.
>
> The College is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state-of-the-art technologies and facilities.
>
> The College is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy.

B. Community and Student Demographics and Data

Service Area Profile

Located in the north end of the South Orange County Community College District, Irvine Valley College serves residents from Irvine, Tustin, Laguna Beach, Newport Beach, El Toro, Lake Forest, and from the immediate surrounding areas. The population in the College's service area is expected to grow by eight percent between 2010 and 2020 to a projected population of 558,032. This population growth is on top of the projected 16 percent growth experienced from 2005 to 2010.

Figure 1: Service Area Population



SOURCE: Southern California Association of Governments (SCAG), http://www.scag.ca.gov/forecast/downloads/excel/RTP07_TRACT.xls.

Table 1 shows that 71 percent of the students enrolled in fall 2009 live in the College service area and 87 percent reside within the South Orange County Community College District boundaries. Looking more closely at the College service area (see Table 2), 76 percent of Irvine Valley College students reside in zip codes from Irvine and Tustin. These percentages parallel the overall population residing in the College's service area.

Table 1: Participation Rates by Service Area, Fall 2009

Area	Fall 2009 Headcount	Percent
In Service Area	11,086	70.6%
In District (Out of Service Area)	2,599	16.5%
Out of District	2,024	12.9%
Total Students	15,709	100.0%

SOURCE: SOCCCD inFORM Data Warehouse.

Table 2: Participation Rates in Service Area by Geographic Area, Fall 2009

Area	Fall 2009 Headcount	Percent	Population 2010 (proj.)	Percent
Irvine/Tustin Area	8,379	75.6%	385,342	74.7%
Laguna Beach Area	1,015	9.2%	26,770	5.2%
Newport Beach Area	390	3.5%	29,393	5.7%
Lake Forest/El Toro Area	1,302	11.7%	74,342	14.4%
Total Students in Service Area	11,086	100.0%	515,847	100.0%

SOURCE: SOCCCD inFORM Data Warehouse and Southern California Association of Governments (SCAG), http://www.scag.ca.gov/forecast/downloads/excel/RTP07_TRACT.xls

Table 3 displays key demographic information from communities surrounding Irvine Valley College. Many Irvine residents (38%) are of Asian descent and are relatively well-educated (61% of adults have earned at least bachelor's degree) and financially secure ($106,469 median family income). The cities of Lake Forest and Tustin contain sizeable Latino communities (24% and 39% respectively). Residents from these communities also have relatively lower levels of educational attainment and median family incomes; however, these figures are still higher than the statewide averages—29 percent of adults in California have earned at least a bachelor's degree and the median family income is $69,659. Residents from Laguna Beach and Newport Beach tend to be older, have higher median family incomes, have achieved high levels of education, and are less likely to be ethnically diverse than other residents in the College's service area.

Table 3: Service Area Demographics

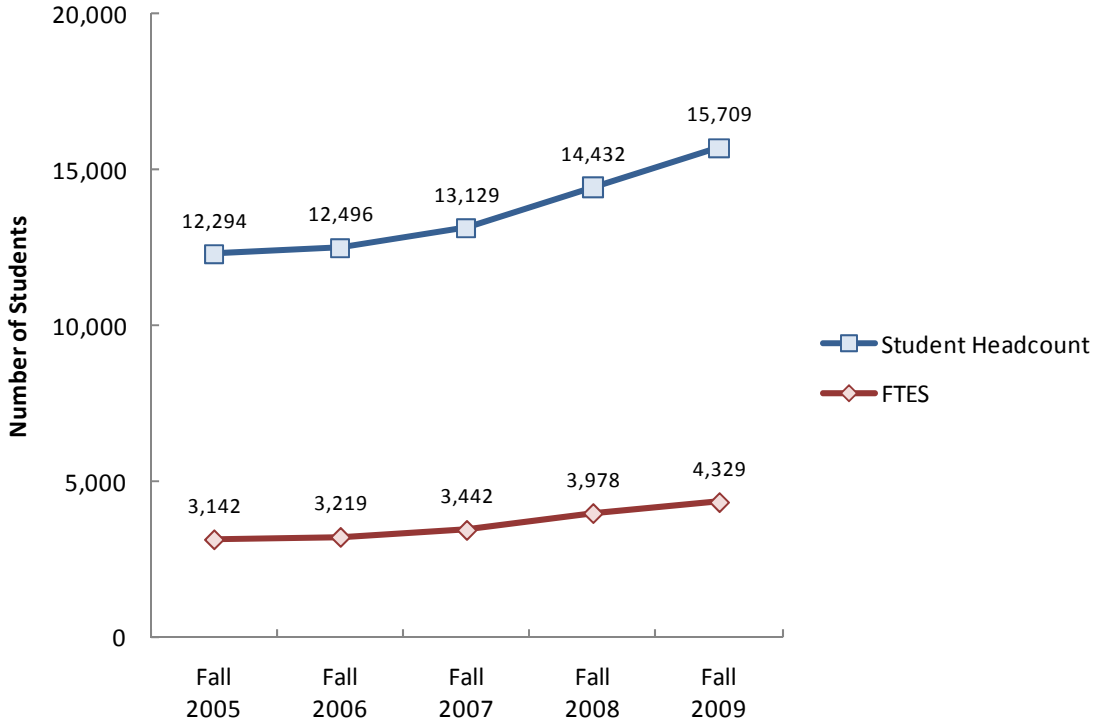
Area	Median Age	% Female	% Non-White	% Asian	% Hispanic	Median Family Income (2007)	% BA+
Irvine	35.2	51.3%	51.5%	37.8%	7.5%	$106,469	61.1%
Laguna Beach	46.7	49.0%	12.7%	2.6%	6.5%	$116,248	58.1%
Lake Forest	37.1	50.6%	39.5%	10.5%	23.6%	$89,508	39.2%
Newport Beach	44.6	50.3%	12.9%	5.0%	5.2%	$128,689	60.9%
Tustin	33.8	50.6%	61.8%	17.0%	38.8%	$74,872	42.0%

SOURCE: Southern California Association of Governments (SCAG), http://www.scag.ca.gov/forecast/downloads/excel/RTP07_TRACT.xls; Occupation Report October 1, 2007 prepared by the Orange County Business Council.

Student Profile

Enrollment has increased substantially (28%) over the past five years. Corresponding increases in full-time equivalent students have also been recorded in the same time frame (38% growth from fall 2005 to fall 2009). Coupled with constraints on state funding of education, student enrollment growth trends portend mounting demands on delivering instructional programs and student support services.

Figure 2: Unduplicated Student Headcount and Full-Time Equivalent Students, 2005-2009



SOURCE: SOCCCD inFORM Data Warehouse.

Student demographics presented in the tables below show that a majority of Irvine Valley College students are female (58%) and are younger than 30 years old (60%). About a third of students (31%) attend full-time (enrolled in 12 units or more). While more students attend classes during the day (38%), many students enroll in courses in the evening (31%) or take courses in the daytime as well as the nighttime (31%).

Table 4: Overview of Student Demographics, Fall 2009

	Fall 2009 (n = 15,709)
Gender	
Male	41.6%
Female	57.6%
Declined	0.8%
Age	
< 18 years	5.3%
18-21 years	33.2%
22-29 years	21.9%
30-39 years	9.4%
40-49 years	6.7%
50-59 years	6.0%
60+ years	17.4%
Unit Load	
Full-Time	31.2%
Part-Time	53.7%
Non-Credit	15.2%

	Fall 2009 (n = 15,709)
Ethnicity	
White, Non-Hispanic	40.5%
Asian	26.5%
Hispanic/Latino	9.7%
Other Non-White	3.9%
Middle Eastern	1.9%
Black/African-American	1.8%
Pacific Islander	0.4%
American Indian/Alaskan Native	0.3%
Decline to state	15.1%
Enrollment Time	
Day	37.9%
Evening	31.2%
Both	30.9%

SOURCE: SOCCCD inFORM Data Warehouse.

Table 5 shows that most students are "continuing students;" however, higher rates of enrollment growth are occurring among "returning students," "first time college students," and "concurrent high school students."

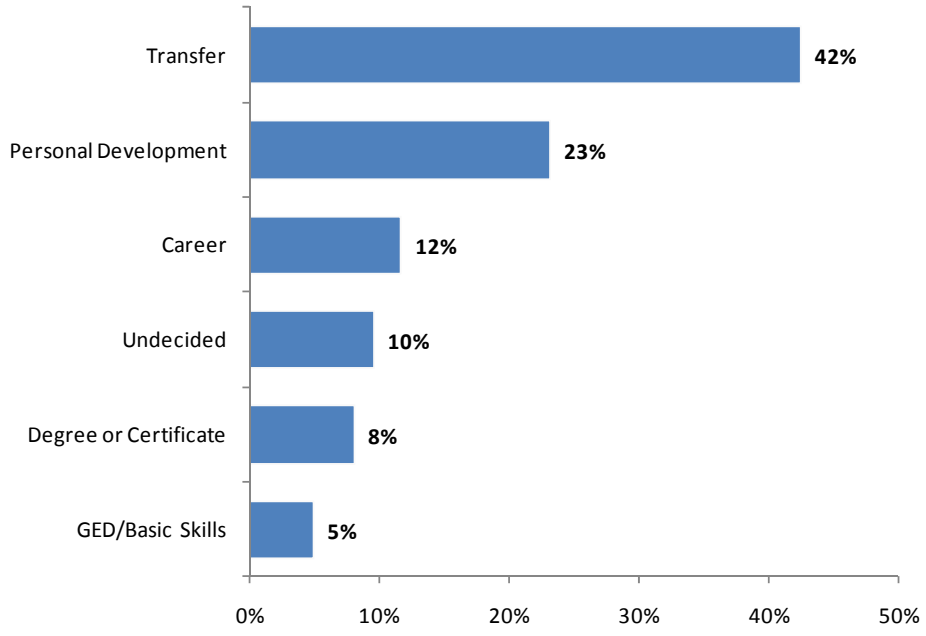
Table 5: Unduplicated Student Headcount by Enrollment Status, 2005-2009

Enrollment Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% Change (2005-2009)
Continuing	8,496	8,107	8,578	9,240	9,845	16%
Returning Student	2,465	2,855	2,874	3,264	3,486	41%
First Time College	1,080	1,264	1,325	1,424	1,839	70%
Concurrent High School	239	250	346	483	531	122%
Other	14	20	6	21	8	-43%
Total	12,294	12,496	13,129	14,432	15,709	28%

SOURCE: SOCCCD inFORM Data Warehouse.

As shown in Figure 3, students have very diverse interests and education goals. While many students are interested in obtaining an associate degree and transferring to a four-year institution, the total number of students pursuing other educational goals outnumbers the total number of students interested in transferring.

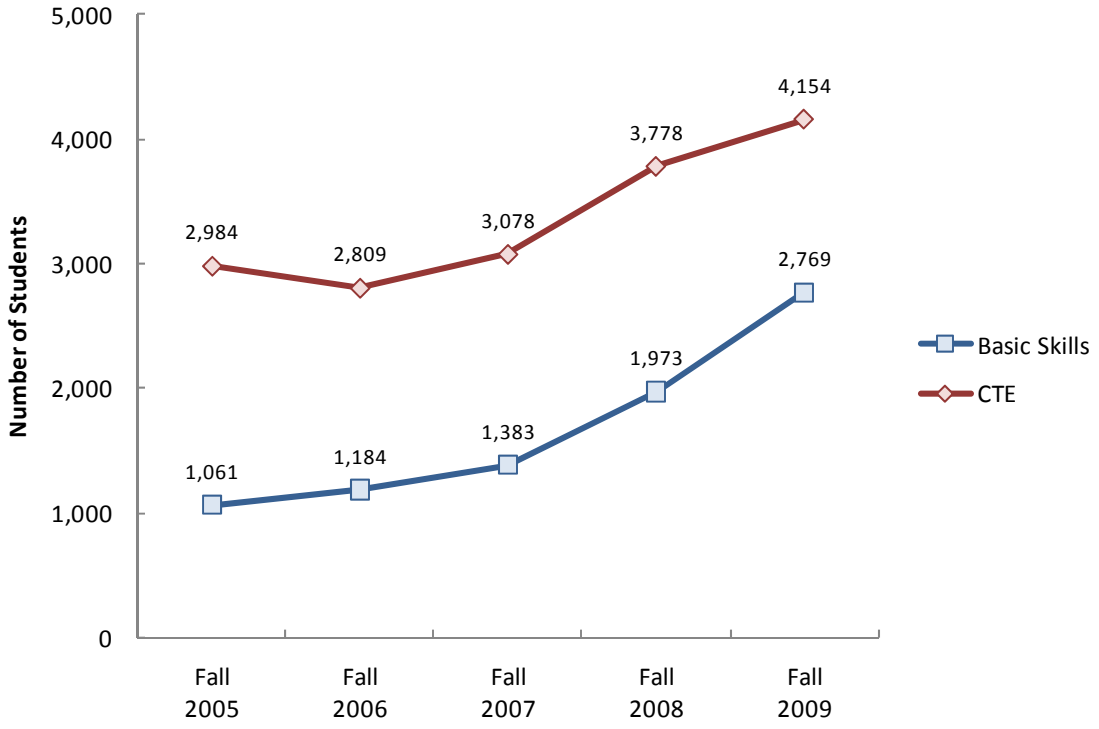
Figure 3: Educational Goals, Fall 2009



SOURCE: SOCCCD inFORM Data Warehouse.

Enrollment in basic skills courses has more than doubled (161% growth) in the past five years. While not as dramatic, enrollment in career technical education courses also has risen significantly (39% growth) during the same time period. Both growth rates have outpaced the average growth rate for the College as a whole.

Figure 4: Basic Skills and Career Technical Education Unduplicated Student Headcount, 2005-2009

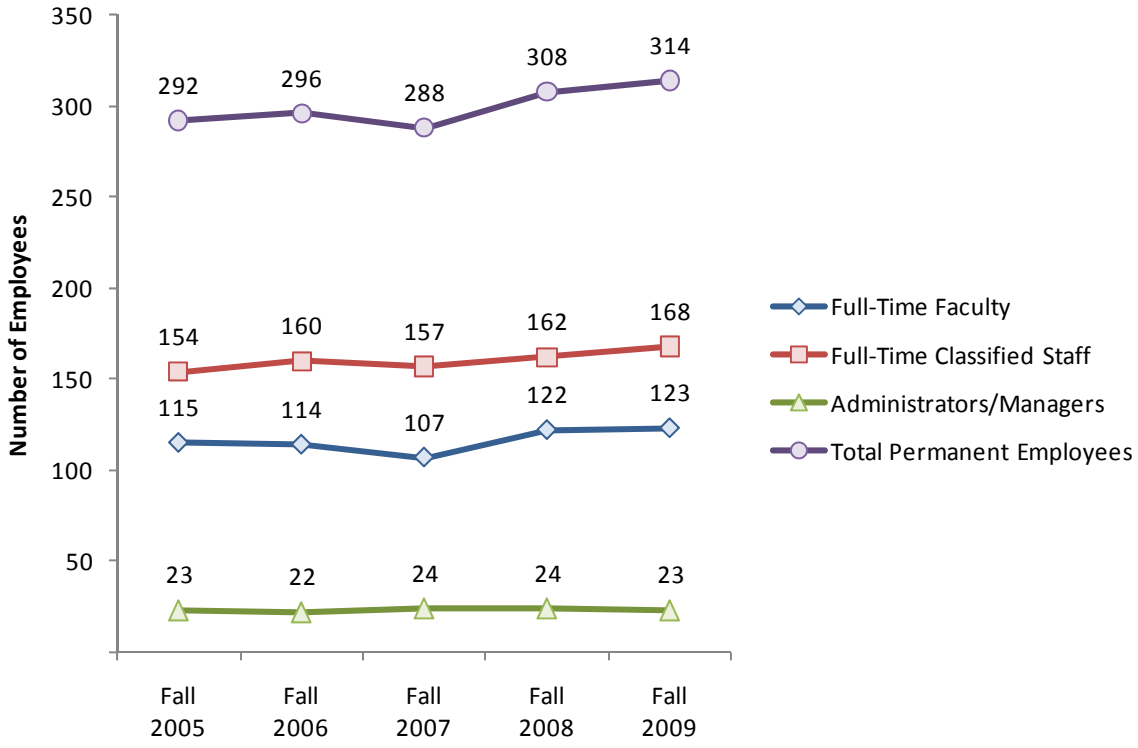


SOURCE: SOCCCD inFORM Data Warehouse.

Employee Profile

Since 2005, the College has hired 22 new permanent employees, raising the total number of permanent employees by eight percent to 314. Because the number of administrators and managers has remained static over the past five years, growth in the total number of permanent employees can be attributed solely to the hiring of new faculty and classified staff members.

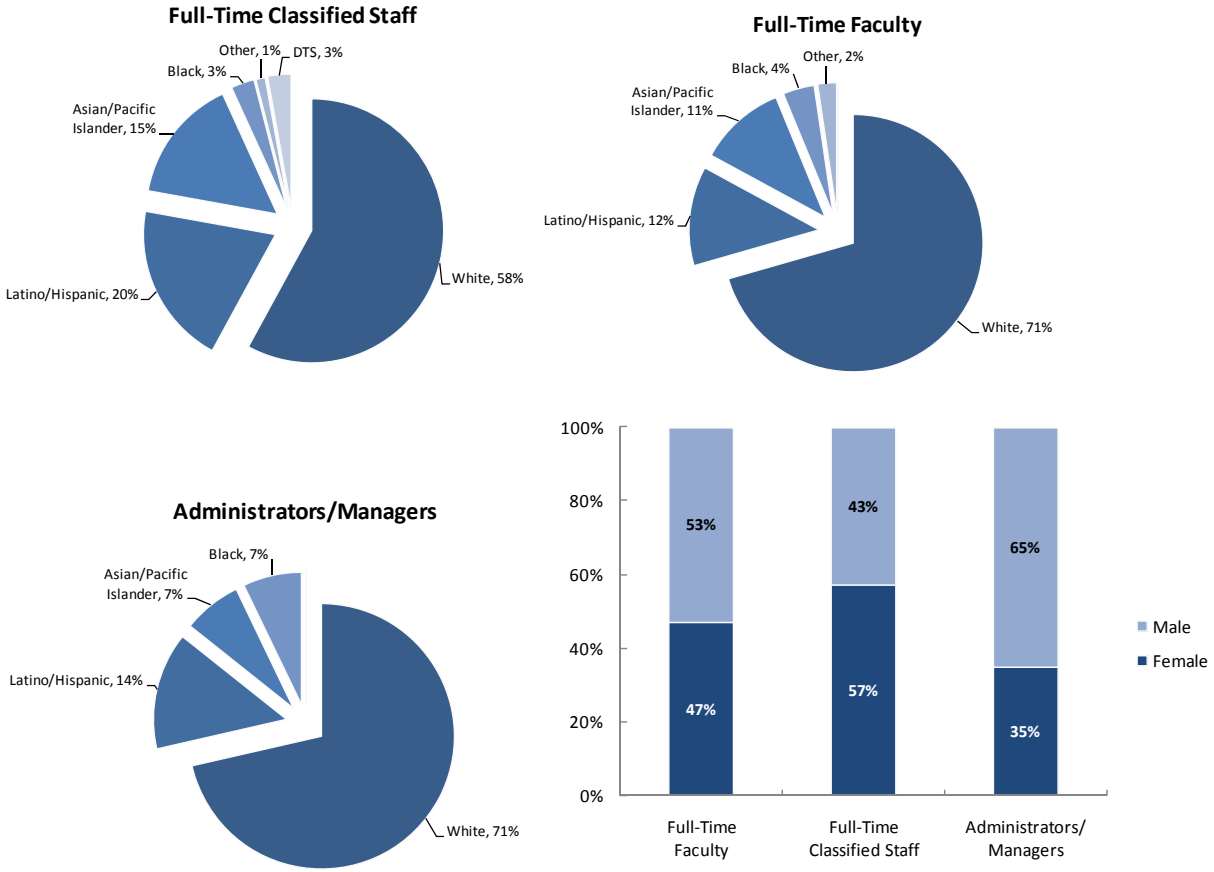
Figure 5: Permanent Employee Headcount, 2005-2009



SOURCE: SOCCCD inFORM Data Warehouse.

In general, the diversity of College personnel is similar to the student and community population; however, Asians are slightly underrepresented compared to the student body (but roughly match the community population-see Table 3 above). With the exception of the full-time classified staff, females are somewhat underrepresented among permanent employees.

Figure 6: Faculty and Staff Diversity, Fall 2009

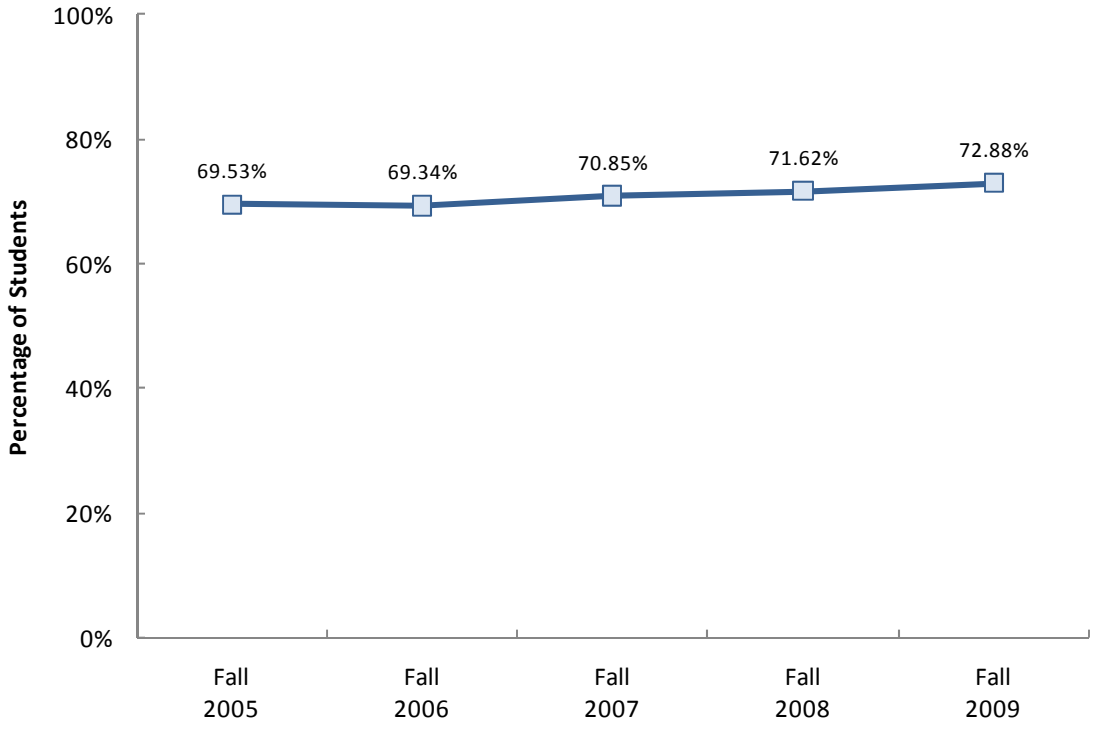


SOURCE: SOCCCD inFORM Data Warehouse.

Student Outcome Data

The overall student success rates (the percentage of students earning a "C" or better, excluding drops) at Irvine Valley College have increased steadily in the past four years. In fall 2009, 73 percent of Irvine Valley College students "successfully" completed their enrolled courses.

Figure 7: Overall Student Success Rates, 2005-2009



SOURCE: SOCCCD inFORM Data Warehouse.

In fall 2009, the success rates of students enrolled in basic skills courses were slightly higher than the overall average (75.97% vs. 72.88%), whereas the success rates of students enrolled in career technical education courses were slightly lower than the overall average (70.24% vs. 72.88%).

Table 6: Basic Skills and Career Technical Education Student Success Rates, 2005-2009

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% Change (2005-2009)
Basic Skills	73.83%	72.22%	75.25%	74.98%	75.97%	3%
CTE	74.56%	69.30%	73.20%	74.09%	70.24%	-6%
Overall	69.53%	69.34%	70.85%	71.62%	72.88%	5%

SOURCE: SOCCCD inFORM Data Warehouse.

Student success rates have increased over the past five years, regardless of enrollment status. First-time college students have shown the most improvement, registering a 10 percent increase from fall 2005.

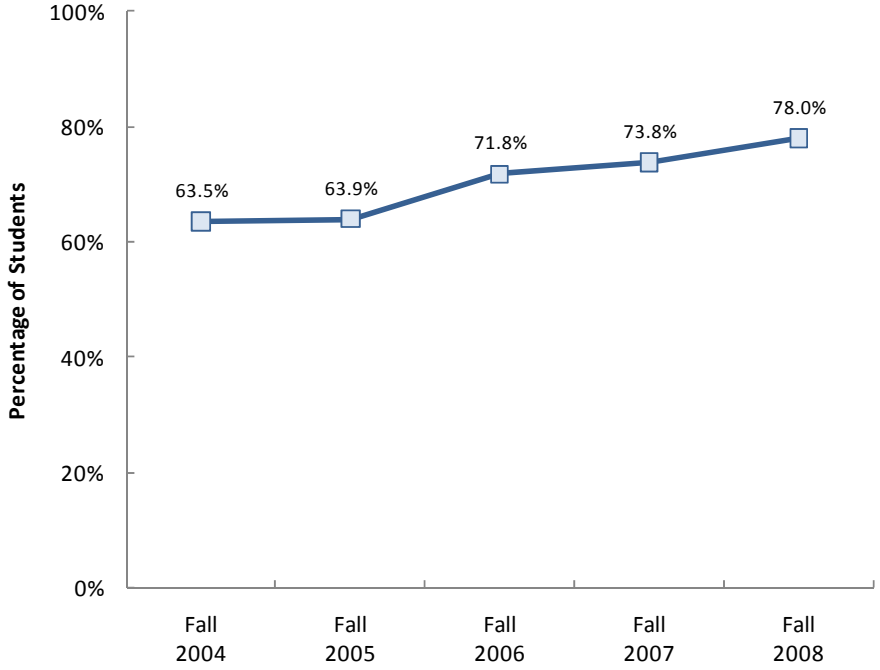
Table 7: Success Rate by Enrollment Status, 2005-2009

Enrollment Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% Change (2005-2009)
Continuing	70.94%	71.48%	72.71%	72.79%	73.74%	4%
Returning	66.39%	66.50%	68.27%	68.98%	70.08%	6%
First Time College	65.31%	64.03%	65.52%	68.70%	71.70%	10%
Concurrent High School	81.76%	84.00%	83.59%	85.23%	84.26%	3%
Other	72.41%	56.76%	100.00%	75.93%	78.57%	9%
Overall	69.53%	69.34%	70.85%	71.62%	72.88%	5%

SOURCE: SOCCCD inFORM Data Warehouse.

Using the methodology of measuring persistence from the *Accountability Reporting for the California Community Colleges Report*, the fall-to-fall persistence rates among first-time college students who enrolled in six units or more during their first semester has shown steady improvement since 2004.

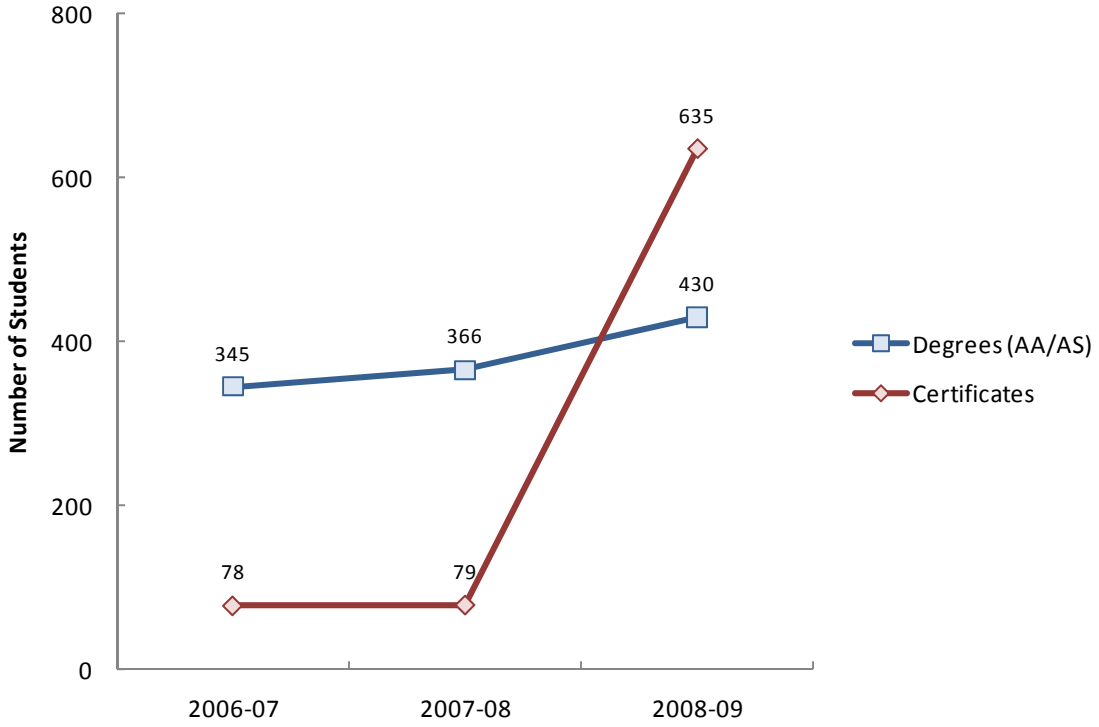
Figure 8: Fall to Fall Persistence Rates, 2004-2009



SOURCE: SOCCCD inFORM Data Warehouse.

In 2008-2009, Irvine Valley College awarded 430 degrees and 635 certificates in over 40 different programs.

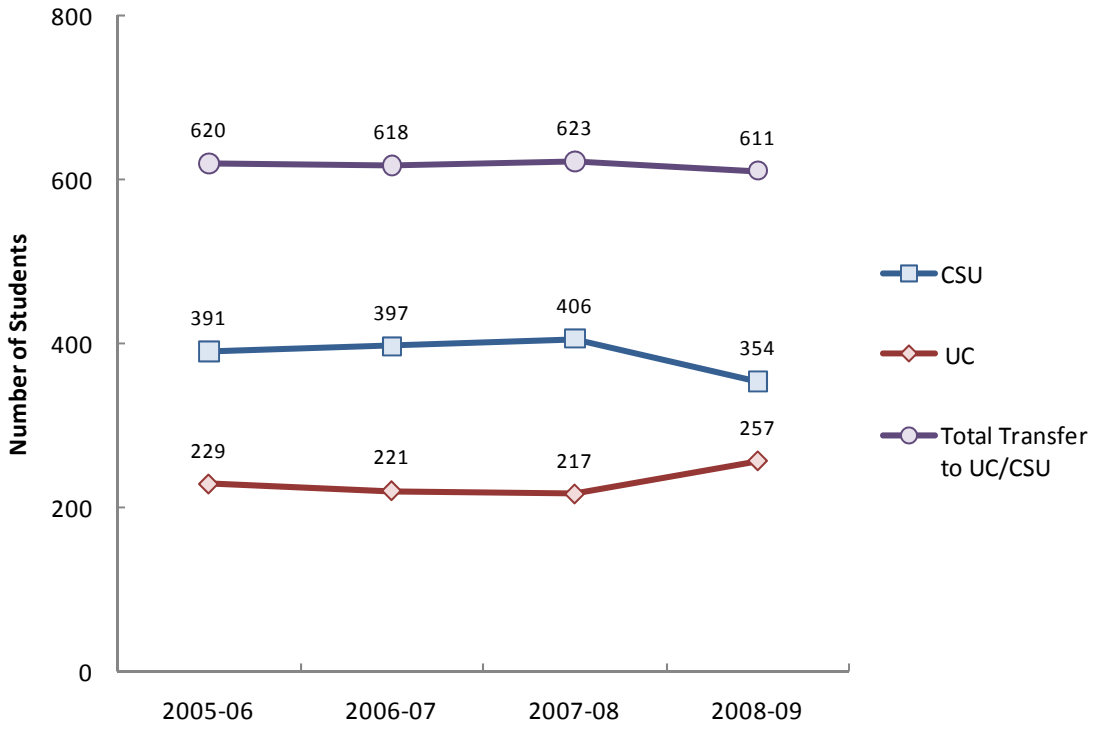
Figure 9: Number of Students Receiving Awards, 2006-2009



SOURCE: SOCCCD inFORM Data Warehouse.
NOTE: In 2008-2009 the California Community College Chancellor's Office allowed college's to report certificates that met UC/CSU Certification guidelines, thus the spike in the number of certificate of achievement awards is show in this academic year.

As referenced above, 42 percent of all enrolled students indicate that they plan to transfer to a four-year College or University. In the most recent *Accountability Reporting for the California Community Colleges Report*, Irvine Valley College ranked near the top of its peer group among first-time students who showed intent to complete and who achieved any of the following outcomes within six years: transferred to a four-year college; or earned an associate's degree; or earned a certificate (18 units or more); or achieved "transfer directed" status; or achieved "transfer prepared" status. Further, the transfer rate for Irvine Valley College students has ranked consistently in the top five percent of all community colleges in the state. Figure 10 illustrates that 611 Irvine Valley College students transferred to either a California State University or University of California institution in 2008-2009. The top five transfer institutions in 2008-2009 were CSU Fullerton, UC Irvine, UCLA, CSU Long Beach, and UC San Diego.

Figure 10: Number of Transfers to UC and CSU, 2005-2009



SOURCE: California Postsecondary Education Commission - www.cpec.ca.gov.

C. Summary: Program Review Sustained Continuous Quality Improvement

Irvine Valley College has implemented an ongoing, systematic *Comprehensive Program Review Process* which is used to assess and improve academic programs, student support services, and institutional effectiveness. In 2000, the college developed a six-year *Comprehensive Program Review Cycle* which included all academic programs and programs within student services. In 2007, the first six-year *Program Review Cycle* was completed and all academic and student services programs had undergone program review. In 2007, the College began the second six-year *Comprehensive Program Review Cycle* (*2005 Accreditation Progress Report, p. 10*).[Intro-1] The 2000-2010 *Comprehensive Program Reviews* are available at *www.ivc.edu/accreditation*.

The College re-evaluates the *Comprehensive Program Review Process* on a regular basis to improve program practices, student learning, and institutional effectiveness. In 2003, the templates for academic programs and student support services were revised commensurate with the modification of the accreditation standards and in 2004 the process was revised based on commission recommendations (*2005 Accreditation Progress Report, p. 10*). In 2006 and 2007, the College conducted an in-depth institutional evaluation of the *Comprehensive Program Review Process* resulting in substantial procedural revisions designed to streamline the process and integrate program review with the *Strategic Planning and Budget Development Process* (*2007 Focused Accreditation Midterm Report, pp. 19-22*).[Intro-2]

Comprehensive Program Review planning mirrors the College *Strategic Planning and Budget Development Process*. Academic and student support services programs develop a program mission statement or purpose and program objectives which are specific, measurable, achievable, realistic, and time related. If applicable, the program objectives are related to the *College Goals*. For each program objective, corresponding strategies are developed for achieving the objective. Program resource requests are directed to the appropriate College Strategic Planning Committee. For example, in measuring program effectiveness, the discipline experts evaluate the resources (human, physical, and technological) used to promote student success. The Strategic Planning Oversight and Budget Development Committee directs all program recommendations for new facilities and technology to the Academic, Facilities, and Technology Planning Committee; recommendations for additional equipment are directed to the School Dean for incorporation into the school equipment list; recommendations for additional full-time faculty positions are directed to the School Dean for incorporation within the *Full-Time Faculty Hiring Priority List Development Proces*s.[Intro-3] Requests for additional classified positions are directed to the *Classified Hiring Priority List Development Process.*

In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*.[Intro-4] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a mission statement/purpose, goals, objectives and strategies as described above within the *Comprehensive Program Review*. Within the *Annual Program Review Process*, the Administrative offices will also develop mission statements, goals, objectives and strategies.

Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*. Based on the program review data provided, including student learning outcome and administrative unit review data, all programs, services, and offices requests for fiscal resources (human, physical, equipment, technology, supplies, and contracts) will be routed to the appropriate strategic planning committee and/or process as described within the *Comprehensive Program Review Process*.[Intro-5]

Based on the foregoing, the *Program Review Process* is ongoing, systematic, and used to assess and improve student learning and achievement. The College reviews and modifies the *Program Review Process* to improve institutional effectiveness and the results of program reviews are used to revise and improve program practices which results in improvements in student learning.

D. Summary: Development and Assessment of Student Learning Outcomes

In 2005, the Student Learning Outcomes Committee was formally adopted by the College and the committee established a *Student Learning Outcomes Implementation Plan* as well as *Institutional (General Education) Outcomes* for the College. (*2007 Focused Accreditation Midterm Report, p. 16*) In 2006-2007, with the revision of the *Program Review Process*, the Student Learning Outcomes Committee was modified as student learning outcomes development and assessment became institutionalized within the academic and student services program reviews. Presently, the College has adopted a Student learning Outcomes Task Force. The charge of the Task Force includes assisting the faculty and staff in developing course, program, degree and certificate student learning outcomes, the development of assessment plans, implementation of assessment plans and the collection of assessment data, modification of courses and/or programs (if necessary) based on assessment data, mapping student learning outcomes to the institutional (general education) learning outcomes. The Task Force is also responsible for the review and revision of the *Institution (General Education) Learning Outcomes*, as necessary.

The 2006-2007 revisions to the *Comprehensive Program Review Process* included the adoption of a four column matrix to assist faculty in developing and assessing student learning outcomes. The first column of the matrix directs faculty and staff to identify course and/or program level outcomes. The second column of the matrix assists faculty in the identification of assessment methodologies for each outcome as well as the date of assessment completion. The third column includes the assessment results, main findings, date, and authors(s). The fourth column assists faculty in documenting how instruction and student support services were modified (if necessary) based upon the assessment results (*2007 Focused Midterm Report,* pp. 68-69*).*

In 2007, the former Learning Outcomes Committee, the Curriculum Committee, and the Academic Senate agreed to incorporate learning outcomes within the *Course Outline of Record* (*2007 Focused Midterm Report, pp. 68-69).*[Intro-6] Therefore, as instructional programs have undergone curriculum review from 2007 through 2010, learning outcomes have been included within the *Course Outlines of Record.* Additionally, faculty regularly include student learning

outcomes within the course syllabi. An analysis of a randomly drawn group of course syllabi gathered from across all instructional programs in spring 2010 found that 76 percent of all syllabi included at least some mention of learning outcomes, while 47.1 percent presented comprehensive information on student learning outcomes.[Intro-7]

In 2007, the Board of Trustees authorized the purchase of eLumen software, which was purchased in July 2008 (*2008 Progress Report*, pp.43-44*)*. The software is designed to assist faculty and staff in reporting and tracking student learning outcomes assessment data. As reported in the *2008 Progress Report* (pp. 43-44) a pilot program using the eLumen software was launched in 2008-2009. In August 2008, instructors accepted invitations to attend training sessions designed to acquaint them with the software and to prepare them to mentor colleagues in their respective departments and schools. These individuals were selected because they provided a broad representation of the disciplines and schools. This process was again implemented in 2009-2010. [Intro-8]

From 2005 through 2009, the College maintained consistency in the faculty leadership relative to the Student Learning Outcomes, Program Review, Curriculum, and the Academic Senate, which greatly contributed to the progress made in these endeavors. The faculty leadership received administrative support in providing the necessary resources for the implementation of student learning outcomes and assessment plans. From 2005 through 2010, the budget requested by the Student Learning Outcomes Coordinators has been approved by the administration, including a substantial increase in the budget in 2008 to accommodate the additional workload associated with the implementation of the eLumen software (*2008 Progress Report*, pp.43-44*)*.[Intro-9]

In spring 2009, the College developed the Office of Research, Planning, and Accreditation. The office has a full-time Research Analyst and a full-time Research Assistant to assist the College in meeting Accreditation Standards.

As documented in the *2005 Progress Report* (p. 8), the *2006 Progress Report* (p. 26), and the *2007 Focused Midterm Report* (pp. 16-17; 23-24), student learning outcomes workshops have become a standard feature of faculty professional development week and workshops are offered on a regular basis throughout the semester. The workshops are designed to assist faculty in the implementation of the student learning outcome assessment plans. Many departments have made substantial progress, such as Mathematics, Writing, Psychology, Japanese, Chinese, Disabled Students Program Services, and Extended Opportunity Program Services. Data gathered from student learning outcome assessment has been analyzed and modifications (if necessary) have occurred in numerous departments. For example, the Mathematics Department used the learning assessment process to focus on key concepts that students typically have difficulty grasping. The Writing Department used the assessment process to promote and develop more uniform expectations for learning across all levels of the writing curriculum. The Psychology Department found that authentic assessment and scoring rubrics more clearly communicate expected outcomes to students and inspire better work.

As previously mentioned, the Student Learning Outcomes Coordinators have encouraged faculty to adopt robust learning outcomes because they are high priority, meaningful outcomes. Robust

outcomes often address course, program, and institutional outcomes in simultaneous fashion, and readily lend themselves to authentic assessment using customized rubrics. In addition, instructors have the option of embedding common sets of objective format items across all sections of a course and using scanning technology to produce an aggregated report.

In collaboration with the Academic Senate and the Administration, the Student Learning Outcomes Task Force developed a number of strategies to facilitate meaningful and efficient assessment practices.

1. Training: Training for faculty and staff has been conducted through a series of workshops (described above), face-to-face consultations, e-mail exchanges, on-demand tutorial videos, and a resource website.

2. Technology: Technology has been utilized for training, facilitating assessment, and for organizing and storing assessment data. Examples include training videos produced with Camtasia software, rubric generation using an online site, use of Adobe Acrobat to produce self-scoring electronic forms that also produce research-ready data files, web-based survey software for gathering post-test data, Scantron's Par Survey software for supporting embedded assessment across sections of the same course, a user-friendly student learning outcome resource website using WordPress.com, and eLumen to organize and archive all student learning outcomes and assessment data. Other technology tools include using student response systems (clickers) and Blackboard's survey utility for gathering student learning outcome evidence.

3. Research and Development: The Student Learning Outcomes Coordinators have been proactive in seeking ways to effectively engage the College in meaningful, state-of-the-art assessment. They facilitated a study involving eight local colleges. This work affirmed the usefulness of self-regulation, academic self-efficacy, and goal clarity as significant measures for student services. A new scale designed to measure the extent to which students feel connected to the College, and new measures of self-regulation and academic confidence are being developed. Additionally, as part of the *Strategic Plan (2008-2009)*, the College is researching the importance of reading proficiency for success in degree-applicable courses, and examining the possibility of establishing a college-wide success course featuring ePortfolios. Students would maintain the ePortfolio during their academic career at the college and upload and store artifacts (papers, reports, projects, etc.) to demonstrate their mastery of degree level Student Learning Outcomes.

E. Electronically-Mediated Instruction and Distance Learning

1. Introduction: Electronically-Mediated Instruction and Distance Learning at Irvine Valley College

The Commission's Distance Learning Manual, August 2008, sets forth guidelines for distance learning at California community colleges. Pursuant to the Commission's Policy on Distance Learning, Including Electronically-Mediated Learning, "all learning opportunities provided by accredited institutions [should] have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means." (Distance Learning Manual, August 2008, p. 8)

Irvine Valley College has been offering distance learning classes since the mid-1990s. These early distance learning classes were offered in video and television formats, through a local channel available only in Irvine. In 2003, the College began offering our first online classes. The distance and online learning program has been expanding every year since that time. We now offer a total of 89 online sections of 69 courses. The growth of in the distance learning program over the past five years is documented in the following table:

Table 8: Distance Education Growth, Fall 2005 – Fall 2009

	Fall 2005	Fall 2009	% Change
Courses	45	69	53%
Sections	54	89	65%
Enrollment	1,930	3,339	73%
FTES	197	351	78%

Source: SOCCCD inFORM Data Warehouse; Distance Education Report, IVC Substantive Change Proposal

In 2009, the following courses were offered in a distance or electronically mediated delivery mode for the first time since the 2007-2008 Annual Accreditation Report.

Table 9: New Distance Learning Courses in 2009

Course ID	Course Description
ACCT 212.1	Spreadsheets I
ACCT 212.2	Spreadsheets II
AJ 102	Criminal Procedures
ANTH 1	Biological Anthropology
ART 27	Art History Survey III: Non-Western
CIM 209	Microcomputer Software: Word Processing
CIM 249.1	Cascading Style Sheets (CSS) Web Design
CIM 264.1	Fundamentals of Network Security
GEOG 1	Physical Geography
HIST 20	American History through the Civil War
HLTH 103	Women's Health Issues
JRNL 40	Mass Media and Society
MATH 353	Elementary Algebra
RE 174A	Legal Aspects of Real Estate I
RE 176A	Real Estate Appraisal I
RE 195	Property Management I
SOC 30	Social Psychology

SOURCE: SOCCCD inFORM Data Warehouse.

There are seven certificates and nine degrees in which 50 percent or more of the curriculum can be taken online. Students may earn a certificate (online) in Accounting, Administration of Justice: Law Enforcement, Business Management Human Development: Child Development, Microcomputer Applications, Real Estate, and Web Authoring. Degrees are offered online in Accounting, Administration of Justice: Law Enforcement, Business Administration, Business Management, Computer Information Management, Human Development: Child Development, Psychology, Real Estate, and Sociology. Due to the increase in online course offerings, the College submitted a *Substantive Change Proposal* as requested by the Commission pursuant to Section E of the Commission *Substantive Change Manual (August 2009)* "addition of courses that constitute 50% or more of the credits required for a program offered through a mode of distance or electronic delivery". (*2010 Substantive Change Proposal: Distance and Online Education, May 7, 2010*). The College consulted with the Substantive Change Committee regarding the proposal in June 2010.

Table 10: Program Certificates and Degrees - Half of Curriculum Online

Certificates	Degrees
Accounting	Accounting
Administration of Justice: Law Enforcement	Administration of Justice: Law Enforcement
Business Management	Business Administration
Human Development: Child Development	Business Management
Microcomputer Applications	Computer Information Management
Real Estate	Human Development: Child Development
Web Authoring	Psychology
	Real Estate
	Sociology

2. Implementation of Electronically-Mediated Instruction and Distance Learning: Curriculum and Instruction

Pursuant to the Commission's Policy on Distance Learning, Including Electronically-Mediated Learning, "portions of courses delivered through electronic means [should] adhere to the same principles of academic quality and integrity as courses delivered entirely through these means." Irvine Valley College and the South Orange County Community College District have developed policies to assure that courses offered all or in part using electronically-mediated learning maintain uniform academic quality and integrity. (Distance Learning Manual, August 2008, p. 10)

Pursuant to South Orange County Community College District Administrative Regulation 6122 (Distance Education), Irvine Valley College adheres to state-wide standards for distance learning. The standards of distance instruction promulgated in Administrative Regulation 6122 are based on relevant sections of the Education Code (67310, 76365, and 84850) and Title 5

(55200 et seq., 56000 et seq., and 59400 et seq.). Administrative Regulation 6122 states that the Curriculum Committee shall certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

- Course Quality Determinations: Determinations and judgments about the quality of the distance education course are made with the full involvement of the instructional dean, department chair, and the Curriculum Committee.

- Instructor Qualifications: Faculty teaching distance education course shall be selected by the same procedures used to determine all instructional assignments.

- Instructor Contact: All approved courses offered as distance education include regular effective contact between instructor and students.

Administrative Regulation 6122 further defines "regular effective contact between instructor and students" to specifically include the following practices:

- Regular Announcements**:** Faculty should make general announcements to the students in their distance education classes on a regular basis, whether by the announcement area in Blackboard or via e-mails to the entire class. The suggested frequency is a minimum of two announcements per week. Moreover, faculty should include a general announcement by the first day of class orienting students and including, at a minimum, course expectations and contact information.

- Establishing Expectations**:** Faculty will include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This should include the timeframe for responding to e-mails and phone calls (for example, "within 24 hours" or "within two days"), the timeframe for receiving feedback on student work (for example, "within one week"), the timeframe for submission of assignments, and the quantity of discussion board postings required of the student.

- Faculty-Initiated Interaction**:** Faculty will regularly initiate interaction with students to determine that they have access to the course materials, that they understand the material and what is required of them, and that they are participating in the activities of the course. There are various ways of accomplishing this, including but not limited to: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or e-mail, and, in the case of a hybrid course, regular face-to-face meetings.

- Content Delivery**:** Faculty will provide content material either through online lectures (in written, video, and/or audio forms) and/or through introductions to materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).

- Notifying Students of Faculty Unavailability/Offline Tim**e:** If the instructor must be out of contact briefly for any reason (such as an illness or family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course and/or via e-mail that includes when the students can expect regular effective contact to resume. This should occur for any offline periods lasting longer than two days.

- Timely Feedback on Student Work**:** Faculty will grade and provide feedback on student work within a reasonable timeframe. If discussion boards are required, students should be given guidelines at the outset of the course and feedback on their participation throughout the semester.

- Faculty Absence Notification**:** If a faculty member must be offline for a period of time that results in the faculty member not being able to meet his or her regular effective contact for any given week, this would be considered an absence and the Dean of the division in which the course is taught must be notified. Absences will be handled in accordance with the negotiated faculty contract.

- Face-to-Face Forms of Contact: Faculty are encouraged to utilize the face-to-face forms of contact mentioned in Title 5, Section 55211 (i.e., group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, and library workshops), but to keep in mind that in the case of fully online classes it will not be possible for all students to attend such activities. Alternate online activities that entail instructor-student contact should be made available for such students.

- Office Hours: Faculty must be available to their distance education students during regularly scheduled office hours, which may be held either on-site or online.

The Curriculum Committee, a subcommittee of the Academic Senate, oversees the development of all college curriculum, including curriculum utilizing distance learning modes of instruction, and is responsible for implementing the standards promulgated in Administrative Regulation 6122 (Distance Education). Courses offered in traditional and distance modes utilize the same Course Outline of Record, and thus cover equivalent content, assessment methods, and student learning outcomes. In addition, all proposals for courses offered in a distance learning mode are further reviewed by a subcommittee of the Curriculum Committee, referred to as a Work Group. This work group, composed of three instructors and a Dean, examines each proposed distance education Course Outline of Record for effective instructor-student contact, student-student contact, and learning objectives / learning outcomes that match well with the methods of evaluation.

The College uses several linked processes to assure that distance learning courses and programs are current and that technology is appropriate to meet the needs of students, faculty and staff involved in distance learning. These processes are as follows:

- The *Comprehensive Curriculum Review Process*, occurring on a six-year cycle, assures that distance learning courses are current.

- The *Program Review Process*, which occurs on a six-year cycle and is soon to be annualized, assures that programmatic needs associated with distance learning are identified. Identified needs can then be implemented through the *Strategic Planning and Budget Development Process*.

- The *Strategic Planning and Budget Development Process* provides a regular, annualized means of submitting, prioritizing, implementing and funding strategies supportive of distance learning.

- The *Technology Planning Process*, currently under development with implementation slated for fall 2010, will provide a regular, annualized means of identifying, prioritizing, implementing and funding technology needs associated with distance learning.

Intellectual property rights are clearly defined and protected in the *Academic Employee Master Agreement 2007-2010*. Specifically, Article XV (Workload), Section VIII, Course Content and Copyright Materials states:

- The Course Outline of Record (Curriculum) as described in Title 5 CCR §55002, is the property of the District.

- Any instructional material developed by a faculty member to instruct, support, and/or deliver courses, including Distance Education courses, shall remain the exclusive property of that faculty member, unless the faculty member and the District have reached a prior alternative agreement regarding ownership of specific instructional material.

- The College will have the right of "non-exclusive license" to course content for a period of one year after course completion only for the purpose of allowing students to complete a course for which the content was created and when the faculty member is no longer available to complete the course.

- Any material created outside of the faculty member's employment with the District is the exclusive property of the faculty member.

- Unless the faculty member and the District reach a specific alternative agreement prior to the creation of the material, any material created by a faculty member using District resources or support remains the exclusive property of that faculty member.

Faculty compensation and workload are also clearly defined in the *Academic Employee Master Agreement 2007-2010.*

3. Student Learning Outcomes in Electronically-Mediated Instruction and Distance Learning

The Commission's Policy on Distance Learning, Including Electronically-Mediated Learning, sets forth the following standards regarding student learning outcomes in distance learning courses:

> Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded. A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means. Student experiences result in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty and students. (Distance Learning Manual, August 2008, p. 10)

Since 2007, Student Learning Outcomes have been incorporated into the Course Outline of Record for all courses regardless of mode of delivery. Thus, all courses delivered using distance learning modes of instruction have clearly identified Student Learning Outcomes that are appropriate to the rigor and breadth of the course. The Curriculum Committee is charged with implementing the Distance Learning standards promulgated in Administrative Regulation 6122 (Distance Learning). That policy (described in detail in section E.2 above) states that course quality standards must be the same in distance learning and traditional modes of instruction and charges the Curriculum Chair, area dean, and Departmental Chair with the task of certifying that distance learning courses meet the quality standards. As described above, a work group of the Curriculum Committee reviews all proposals for distance learning courses for compliance with Administrative Regulation 6122 (Distance Learning) standards.

4. Integrity of Electronically-Mediated Instruction and Distance Learning

Commission guidelines set forth the following standard for assuring instructional integrity in distance learning courses:

> The institution has an effective means of ensuring the integrity of the educational process in electronically delivered courses including assuring that the work submitted for credit by students is submitted by students actually enrolled in the course. (Distance Learning Manual, August 2008, p. 10)

Pursuant to the U.S. Department of Education guidelines for implementation of the *Higher Education Opportunity Act (2008)*, the District utilizes an enhanced access code requiring both alpha and numeric characters to ensure that the students submitting work for credit are the students actually enrolled in the distance learning course.

5. Institutional Context and Commitment to Electronically-Mediated Instruction and Distance Learning

The Commission sets forth guidelines on the consistency, review, approval processes, and appropriateness of electronically-mediated learning, as follows:

> Delivery of courses and programs through electronic means is consistent with the institution's role and mission. Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives. Specific needs of students for whom electronically delivered courses are intended are identified and addressed. (Distance Learning Manual, August 2008, p. 10)

Distance learning at Irvine Valley College is consistent with the *College Mission* and *College Goals*. The *College Mission* statement states:

> Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community. The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities. The college is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy.

The *Mission Statement* is the basis for the *College Goals* and drives the *Strategic Planning and Budget Development Process*. The *College Goals* are designed to improve institutional effectiveness, and guide planning and decision making, including the development and implementation of distance learning programs. The College implements the *Mission Statement* through the *College Goals.* The *College Goals* are as follows:

- To meet the current and future learning needs of our diverse community.
- To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.
- To develop and implement curricula that prepare students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning and community education.
- To provide exemplary support services focused on student success and retention.
- To provide programs and activities that promote economic development and partnerships with the community.
- To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices.
- To provide leading edge instructional and administrative technologies to facilitate student success.

- To promote IVC as an institution of higher education dedicated to student access and success.
- To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.
- To continue integrating the *Strategic Planning Process* with budget development in a systematic cycle of evaluation for effective resource allocation.
- To promote environmental stewardship in college planning and decision making.

As is evident in the statements above, Irvine Valley College attempts to meet the needs of its students through innovative and inclusive means as they seek certificates, degrees, transfer, improvement of basic skills, and lifelong learning. The College is committed to pursuing innovative teaching methods and leading-edge technology to facilitate student success. The distance and online education program enables us to extend the educational opportunities of the College to students who might otherwise be unable to attend college such as students who work full time and are unable to come to the College, students who are raising children and are unable to afford childcare, and students who are unable to leave their homes due to disabilities. These are just a few of the populations that are served by this program.

Modes of delivery and alternative scheduling help to meet the diverse learning needs and styles of the College's students. In fall 2009, the College offered the following array of delivery modes and alternative schedules.

Table 11: Sections by Instruction Method and Term Type, Fall 2009

Instruction Method	First Eight Weeks	Second Eight Weeks	Full Term	Irregular	Total
Classroom	35	51	893	70	**1,049**
Internet	11	20	57	1	**89**
Other	0	0	12	2	**14**
Total	**46**	**71**	**962**	**73**	**1,152**

SOURCE: SOCCCD inFORM Datawarehouse.
NOTE: Nearly all "Irregular" sections were late start sections. "Internet" instruction method combines both Distance Education (n = 78) and Hybrid (n = 11) sections. "Other" instruction method includes CWE, Field/Observation, and Discussion Seminars.

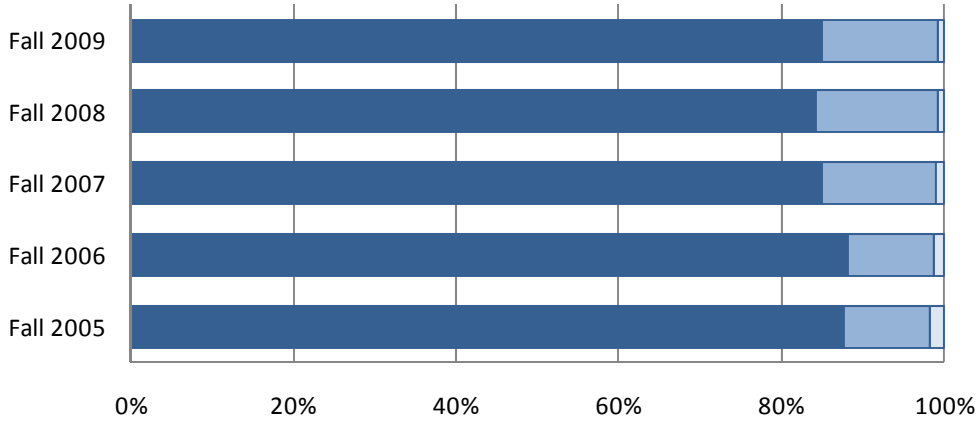
Table 12: Sections by Time of Day and Location, Fall 2009

Time of Day	On Campus	ATEP	High School	Other	Total
Morning	340	11	13	51	**415**
Afternoon	266	17	0	41	**324**
Evening	237	12	3	3	**255**
Other	143	1	5	9	**158**
Total	**986**	**41**	**21**	**104**	**1,152**

SOURCE: SOCCCD inFORM Datawarehouse.
NOTE: "Other" Time of Day category includes all Distance Education/Hybrid, Learning Lab, CWE, Field/Observation, and Discussion Seminars.

The preface to Chapter II of the *2007-2008 Institutional Effectiveness Annual Report* reads as follows, "In order to meet the needs of an increasingly diverse population, Irvine Valley College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high quality instruction and support services responsive to the needs of students, regardless of ethnicity, language skills, socioeconomic background, or disability." Trends presented in this section of the *Institutional Effectiveness Annual Report* include the percentage of students taking distance learning courses.

Figure 11: Student Headcount by Instruction Method, Fall 2005 - Fall 2009



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Classroom	11,717	11,968	12,285	13,433	14,730
Internet	1,417	1,443	2,035	2,401	2,453
Other	238	168	129	121	127

As described in Section E.2 of this Introduction, the College's Distance Learning approval processes ensure the appropriateness of electronic delivery to meeting course and program objectives.

The *Comprehensive Program Review* process also allows for regular assessment of all aspects of college programs, including identifying distance learning needs. *Comprehensive Program Review* is synchronized with *Curriculum Review*, providing an opportunity for regular review and updating of curriculum in traditional and distance modes of instruction. *Comprehensive Program Review* is linked to the College's *Strategic Planning and Budget Development Process*, which prioritizes and funds strategies to support distance learning.

In response to student feedback, the library is expanding and updating its webpage and online services. The Distance and Online Education website (*http://www.ivc.edu/de/*) has also been expanded and updated to reflect the growth of distance education at the College. This site includes a new link entitled Irvine Valley College Online Education which consolidates much of the information that was formerly dispersed throughout the Irvine Valley College website. A major new feature of the Irvine Valley College Online Education webpage is the *Online Orientation Instructions* now available for all online courses. Students now have a clear focal point for accessing specific orientation instructions for their online courses. Student Services has also expanded the array of services available online, including online application and registration, online new student orientation, online advisement, online financial aid assistance and application, online access to the College Bookstore, and 24-hour online technical support provided by Presidium.

6. Library and Learning Resources Support of Electronically-Mediated Instruction and Distance Learning

The Commission requires that institutions provide adequate and appropriate library and learning resources to students taking distance learning and electronically-mediated courses. (Distance Learning Manual, August 2008, pp. 10, 13). The College has committed significant institutional resources to expanding the array of available online services that support student learning.

Irvine Valley College continues to expand the range of learning resources available online. All students, including those enrolled in distance learning, have access to the Library's online databases and online catalog via the Library's webpage. In summer 2010, a part-time librarian was hired to assist in enhancing the Library's webpage. A plan is in place to enable students to check the status of their library accounts online in fall 2010.

The College's Distance and Online Education website (*http://www.ivc.edu/de/*) provides access to all the information a student needs to get started with online courses, including necessary system requirements, Blackboard tutorials, and planning for online certificates or degrees. The distance education website includes a series of questions and assistance for students interested in taking an online course. The section, "Is Distance Education Right for You," provides the student an opportunity to assess readiness for online education. The site also provides "Tips to help you avoid potential pitfalls when taking an online course," and "5 Qualities of Successful Distance Learners."

To assess student needs for technology training, the College provides a questionnaire at the College Distance and Online Education website. Based on student answers to the questionnaire, students either continue to use technological tools that they are already familiar with, or enter a series of online tutoring sessions designed to bring the student to a level of proficiency to be able to successfully take an online course. Through the use of support tools such as a help line and online tutorials, students are able to receive ongoing assistance and instruction in using the technology that supports online education.

7. Students and Student Services Support of Electronically-Mediated Instruction and Distance Learning

The College has a robust array of online services to assure that students taking courses in electronically-mediated formats, including distance learning, can access information and student services appropriately, pursuant to Commission guidelines, which state:

> Students [should] receive clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies. Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available. Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress. (Distance Learning Manual, August 2008, p. 11)

In addition to the resources described in section Intro.E.6, above, the College offers the following online student support services to better serve both distance and traditional students. These services include:

- Fully online application and registration process
- Comprehensive college website
- Online orientation for new students (*http://www.ivc.edu/orientation.guest.html*)
- Online advisement (*https://www.ivc.edu/counseling/pages/default.aspx*)
- Online financial aid assistance and application *https://www.ivc.edu/finaid/pages/default.aspx*)
- Virtual office hours by our online faculty
- Online technical support center (*http://d2.parature.com/ics/support/default.asp?deptID=8155*)
- Online library resources including –
  - Online catalog (*http://sirsi.socccd.cc.ca.us/uhtbin/cgisirsi.exe/P67IBFaIV3/0/0/57/49?user_id=WEBSERV-I*)
  - Online databases (*https://www.ivc.edu/library/pages/databases.aspx*)
  - Extensive e-book collection
- Presidium 24-Hour Technical Support
- Online Bookstore services

The grade grievance process defined in Board Policy 5505 is also available for all students, regardless of mode of instruction.

Commission guidelines seek to assure that the institution provides appropriate technological and training support for students taking electronically-mediated and distance learning courses. The guidelines specify that students should have the "background, knowledge, and technical skills needed to successfully use the technology involved in their course work."

A substantial portion of the total student enrollment uses the Blackboard course management system as the prime vehicle for both campus traditional and online education. Consequently, the need for technical training has increased. The College has met this challenge by providing:

- Regularly-scheduled workshops for faculty on using Blackboard
- One-on-one customized training and support
- Video tutorials for both faculty and students
- Contracting with a vendor to provide after-hours support

The College has fully implemented an online course orientation process. This process ensures that students can receive the online orientation in a timely manner and also avoid conflicts with traditional courses. The orientation process is coordinated through the Office of Instruction and the deans in all schools within the College. It was implemented for the first time in summer 2009.

In 2008 the College and District underwent a significant upgrade to our server system and Blackboard service agreement. We now have the capacity to provide all of our students with reliable Blackboard access. In order to provide 24/7 student technological support, the college and district entered into a contract with Presidium Learning, which enables students to receive multi-modal support via online chat, e-mail, phone, or a self-service website (*http://d2.parature.com/ics/support/default.asp?deptID=8155*).

The College's Distance and Online Education website (*http://www.ivc.edu/de/*) was re-designed so that it is more user-friendly and provides access to all the information a student needs to get started with online courses, including necessary system requirements, Blackboard tutorials, and planning for online certificates or degrees.

The distance education website includes a series of questions and assistance for students interested in taking an online course. The section, "Is Distance Education Right for You," provides the student an opportunity to assess readiness for online education. The site also provides "Tips to help you avoid potential pitfalls when taking an online course," and "Five Qualities of Successful Distance Learners."

8. Evaluation and Assessment of Electronically-Mediated Instruction and Distance Learning

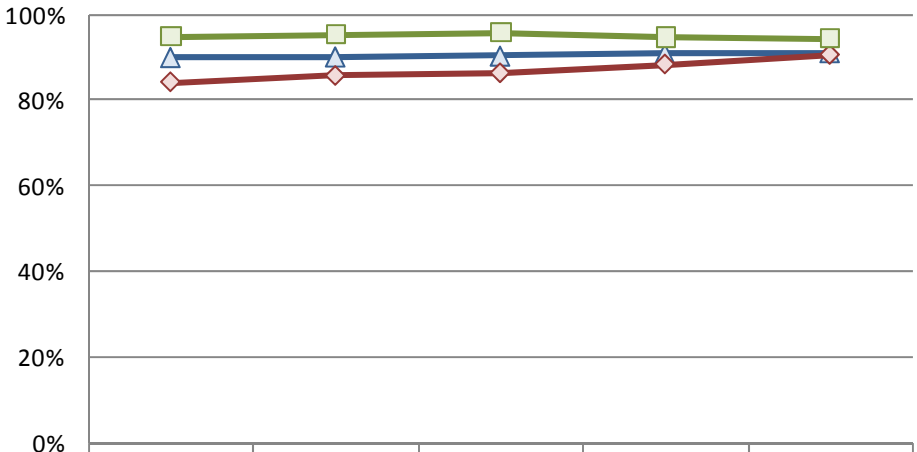
The College engages in ongoing evaluation and assessment of distance learning and electronically-mediated instruction, pursuant to Commission guidelines, which state:

> The institution evaluates the educational effectiveness of electronically delivered course work, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data. The institution provides for assessment of student achievement in each course and at completion of a program. (Distance Learning Manual, August 2008, pp. 11-12)

Each year, the Institutional Effectiveness Committee drafts, disseminates, reviews and finalizes the *Institutional Effectiveness Annual Report.* The final report is then distributed to other campus governance groups and posted on the College website, where it is available to students and the public. The *Institutional Effectiveness Annual Report* presents several categories of data, but the report's primary purpose is to track and evaluate the academic success of Irvine Valley College's students. To that end, the report presents information such as retention and successful course completion rates in distance learning courses.

The retention rates in online classes are very close to the retention rates in face-to-face classes, as shown in the chart below. In fall 2009, the retention rate in online classes was nearly identical to the retention rate in face-to-face classes.

Figure 12: Retention Rates by Instruction Method, Fall 2005 - 2009

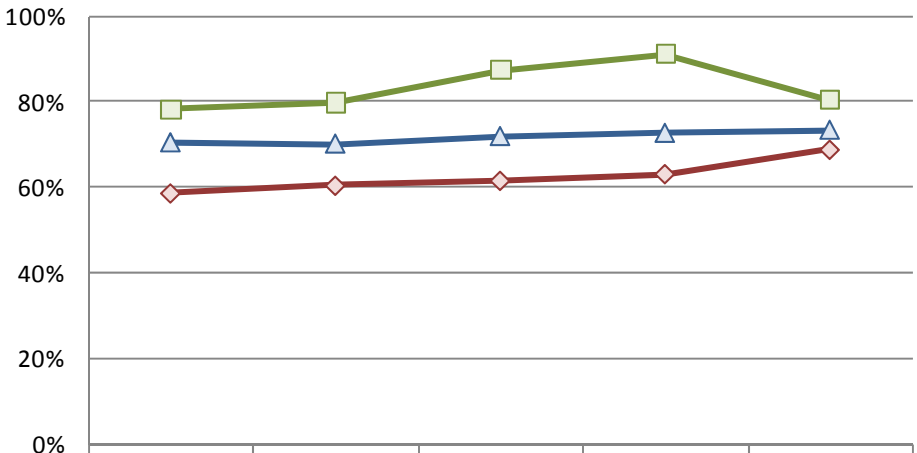


	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Classroom	90.00%	90.13%	90.31%	90.84%	91.10%
Internet	84.09%	85.56%	86.19%	88.25%	90.47%
Other	94.82%	95.27%	95.76%	94.59%	94.39%

SOURCE: Institutional Effectiveness Annual Report, 2008-2009; SOCCCD inFORM Data Warehouse.

Success rates in online classes, while somewhat lower than those in face-to-face classes, have been increasing steadily since 2005, as shown in the chart below. Success rates pertain to the number of students who receive a grade of A, B, C or CR (credit). In fall 2009, the success rate for online classes was 69 percent while the success rate for face-to-face classes was 73 percent, a difference of four percent.

Figure 13: Success Rates by Instruction Method, Fall 2005 - Fall 2009



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Classroom	70.28%	69.98%	71.79%	72.56%	73.30%
Internet	58.50%	60.32%	61.47%	63.06%	68.84%
Other	78.09%	79.76%	87.29%	90.99%	80.37%

Source: Institutional Effectiveness Annual Report, 2008-2009; SOCCCD inFORM Data Warehouse.

As students continue to become familiar with online education and its requirements for success, student performance should continue to improve. As evidence of the increasing success of students in online classes in relation to face-to-face classes, the college success results for fall 2009 show the success rate for online classes at 68.77 percent, more than 5 percent above fall 2008, while the success rate for face-to-face classes was at 73.26 percent, an increase of 1.16 percent above fall 2008.

The Distance Education webpage provides testimonials given by 15 students who are very pleased with their experience taking online classes at the College.

Student capability to succeed in distance learning is evaluated via the Distance and Online Education website, which includes a series of questions and assistance for students interested in taking an online course. The section, “Is Distance Education Right for You,” provides the student an opportunity to assess readiness for online education. The site also provides “Tips to help you avoid potential pitfalls when taking an online course,” and “5 Qualities of Successful

Distance Learners." To assess student needs for technology training, the College provides a questionnaire at the College Distance and Online Education website. Based on student answers to the questionnaire, students either continue to use technological tools that they are already familiar with, or enter a series of online tutoring sessions designed to bring the student to a level of proficiency to be able to successfully take an online course. Through the use of support tools such as a help line and online tutorials, students are able to receive ongoing assistance and instruction in using the technology that supports online education.

Distance learning courses are included in a college-wide initiative to enhance and expand student learning outcome assessment. In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process*. The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Regarding progress, an April 2010 informal survey conducted by the Student Learning Outcome Coordinators found that approximately 14 percent of the courses had experienced some level of student learning outcomes assessment, and 7½ percent of the College's courses were being assessed on a continual, on-going basis. It was also found that 74 percent of the College's instructional programs had written student learning outcomes, 60 percent had entered student learning outcomes into eLumen, and 47 percent had entered assessment data.

As described in section Intro E.4, above, pursuant to the U.S. Department of Education guidelines for implementation of the *Higher Education Opportunity Act (2008)*, the District utilizes an enhanced access code requiring both alpha and numeric characters to ensure that the students submitting work for credit are the students actually enrolled in the distance learning course.

9. Facilities, Technical and Financial Support of Electronically-Mediated Instruction and Distance Learning

Irvine Valley College has put in place planning processes that allow for long-range budgeting, policy development and facilities planning for distance learning. These are the *Strategic Planning and Budget Development Process* and the *Technology Planning Process* (to be implemented in fall 2010). These processes are integrated, data-driven, inclusive of all constituent groups, and regular.

The *Strategic Planning and Budget Development Process* is centered on the following planning objectives, which are based on the *College Mission* and *College Goals*:

2010-2011 Strategic Planning Objectives

I. Increase alternative educational delivery systems.
II. Develop programs to meet student and community interests.
III. Increase course completion rates for credit basic skills courses, credit vocational courses, and college level courses.
IV. Increase student success and persistence rates.
V. Increase the number of ESL students who successfully complete the ESL sequence and enroll in college level English courses.
VI. Increase enrollment in courses in Lifelong Learning, contract and workforce development courses.
VII. Expand, update and implement the college's marketing and outreach efforts.
VIII. Expand the Early College Program.
IX. Use college resources efficiently.
X. Improve and strengthen campus safety and security and emergency preparedness. (rev. 12/2/09)
XI. Hire full-time faculty on a regular and consistent basis when fiscally possible.
XII. By October 2010, the College will meet the Accreditation Commission's proficiency criteria for Student Learning Outcome Assessment by publishing annual comprehensive Student Learning outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.
XIII. Update the Facilities and Educational Master Plan based on current enrollment trends, sustainability, and LEED (Leadership in Energy and Environmental Design) standards.

The 2010-2011 Strategic Planning Objectives most directly related to distance learning are Objective I, "increase alternative educational delivery systems," and Objective II, "develop programs to meet student and community interests." Other planning objectives that impact distance learning are Objective VII, "expand, update and implement the College's marketing and outreach efforts," and Objective IX, "use college resources efficiently." Through *Comprehensive Program Review* and other internal analyses, faculty and administrators identify departmental and program needs and submit *Strategy Forms* to the Academic Facilities, Technology and Planning Committee. The Strategy Forms identify how a departmental or program need relates to the *College Goals* and *Strategic Planning Objectives*, assuring that distance learning strategies are consistent with the College's core values and vision. The *Strategic Planning and Budget Development Process* is annual and ongoing, assuring a viable and effective method of continuous support for distance learning.

As part of the *Strategic Planning and Budget Development Process*, and to provide faculty and staff with an important venue to plan for technology needs, in 2007, the College created a College Technology and Distance Education Committee. This committee is co-chaired by the Chair of the School of Business Sciences and the Dean of Online Education. The committee is composed of faculty representatives of each school, the Vice President of Instruction, the Director of Technology Services, classified staff representatives, the Vice Chancellor of

Technology Learning Services, and representatives from District Institutional Technology. This committee is charged with discussing and evaluating all technology concerns, and also focuses on technological support for distance education, such as the use of Blackboard and other tools to support online learning. Requests for technological support come to this committee for evaluation and referral to the Director of Technology Services and the Academic, Facilities and Technology Planning Committee.

Through the College Technology and Distance Education Committee, faculty and staff are provided a forum for evaluating current technology used in classrooms and offices, as well as in distance education, and for proposing software and hardware to support instruction. Ongoing topics include policies regarding which software or hardware to adopt for use by faculty and students; the need for training and support for new technology; the delivery of online education; student access and orientation to online classes; the functioning of the media manager lecterns in classrooms; the need for additional infrastructure to support faculty and student computers in the classroom; an ongoing review of the effectiveness of Blackboard software to support distance education; the introduction of new technology and support systems; and other technology and distance education-related topics. Requests and concerns are relayed through the College Technology and Distance Education Committee to the Director of Technology Services, who evaluates the requests in relation to district and campus technology standards and includes them in his technology planning.

The Co-Chairs of the College Technology and Distance Education Committee and the Dean of Online Education also serve on district–wide technology committees, chaired by the Vice Chancellor of Technology Learning Services. Through the District Online Education Council and the District-Wide Technology Council, the College participates in district-wide technology planning and shares information among the colleges and the District. The Vice Chancellor of Technology Learning Services is a liaison to the College Technology and Distance Education Committee, and attends meetings regularly to report on developments at the district level.

The Irvine Valley College Director of Technology Resources is responsible for providing sufficient and efficient technology resources to support distance education modes of instruction. The Director of Technology Resources works with the College Technology and Distance Education Committee to identify, prioritize, and implement technology to meet the needs of the distance education mode of instruction. In spring 2010, the Interim Director of Technology Resources initiated a college-wide consultative process to develop a *Technology Master Plan 2010-2015*, which was circulated in draft form in June 2010. This process will fully integrate the *Technology Planning Process* with the *Strategic Planning and Budget Development Process,* replacing previously fragmented and ad hoc planning with a planning process that will involve effective participation of all constituent groups.

The College is committed to providing ongoing financial and technical support to electronically-mediated instruction and distance learning pursuant to Commission guidelines, which state:

> The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate. (Distance Learning Manual, August 2008, p. 11)

As evidenced by the growth in distance learning over several years, the College is committed to nurturing and expanding existing distance learning programs to meet student needs. For online education, the College integrates its technology update plans with those of the District through the leadership of the Vice Chancellor of Technology Learning Services. The District and Colleges use Blackboard as a course management system for online education, and the District plans for the support and upgrade of distance education technology. Through the College Technology and Distance Education Committee, faculty and staff have the ongoing opportunity to voice needs to support distance learning programs and courses. The College, through the support of the District, maintains a license with Blackboard for the development and support of distance learning programs and courses. As the number of student users has increased, the District has increased the license capacity with Blackboard.

The College has put in place several integrated processes that assure ongoing technical and financial support for distance learning programs and courses. The most important of these regular, annual mechanisms of support are the Strategic Planning and Budget Development Process and the Technology Planning Process (to be implemented in Fall 2010). Section Intro E.9, above, provides an expanded explanation of these processes.

The Irvine Valley College Academic Senate has established a *Program Discontinuance Policy* in accordance with the Education Code, Title 5, Section 51022 and recommendations of the Academic Senate for California Community Colleges. In its paper, "Program Discontinuance: A Faculty Perspective," the Academic Senate for California Community Colleges outlines issues and criteria to consider in creating this process. In addition, it states, "The development of a program discontinuance process, should be considered within the context of the College *Mission Statement*, and should be linked with the college educational master plan and the department's goals and objectives." Program discontinuance discussions are rare at the College. As described by the college policy, program discontinuance discussions can be initiated in college governance forums including President's Council, Deans Council, Instructional Council, the Academic Senate, and the individual Schools or Departments as well as the Office of the President, Vice President of Instruction and/or Vice President of Student Services.

In recognition of the district's policy to rely primarily on the Senate, the Academic Senate plays an integral role in any program discontinuance discussion. The Office of the President and the Academic Senate form a Program Continuance Task Force that includes faculty, staff, administrators and other parties (e.g., the program's students, representatives of the occupation, and the community). The task force follows discussion guidelines prescribed by the policy. Based upon discussion and review of qualitative and quantitative information, the program

discontinuance process has three possible outcomes in the form of recommendations: continue the program, continue the program with qualifications, or discontinue the program. In the event of a recommendation to discontinue a program, the task force must develop a plan and timeline for phasing out the program.

The program discontinuance plan described above includes procedures to allow currently enrolled students to complete their programs of study. Students' catalog rights are maintained to allow students to complete the program. The plan also accommodates collective bargaining requirements for faculty and staff. Permitting students to complete their program under requirements in effect at the time of their college admission, as well as the opportunity to fill a course void by substituting an equivalent course, a course waiver, or an independent study serves to expedite program completion by the student.

The College takes seriously its responsibility to provide quality faculty oversight of electronically-mediated instruction and distance learning, pursuant to Commission guidelines, which state:

> The institution ensures that qualified faculty provide appropriate oversight of courses delivered electronically. The institution gives appropriate consideration to the technical skills and needs of faculty assigned to teach through electronic means. The faculty evaluation process provides a means to evaluate technical skills when appropriate. The institution provides faculty training and support services specifically related to teaching via electronic means. (Distance Learning Manual, August 2008, p. 12)

The primary venues for faculty oversight of distance learning are the College Technology and Distance Education Committee and the Distance Education Work Group.

The College Technology and Distance Education Committee provides faculty and staff input into technology needs and planning. The College continues to seek additional ways to support online education through such methods as a venue for course development and training or a central office for sharing and disseminating information regarding distance learning. A proposal at the college level for formation and funding of an Office of Distance Education was submitted to the College administration in 2007. The College already has a Dean of Online Education.

The Distance Education Work Group, a subgroup of the Curriculum Committee, administers the *Distance Education Approval Process*. For distance education courses, a *Distance Education Mode of Instruction Proposal Form* is submitted electronically to the work group for its review. Through this form, the work group reviews the course's rationale, its mode of delivery, its compliance with regular effective contact standards, its approval by Technology Services and the Library, and its compliance with Section 508 guidelines.

Faculty technical support and training for distance learning are provided by Technology Services through the *Faculty Certification and Competency Process*, administered through the College's instructional designer and trainer. Faculty are provided training that prepares them to teach online courses. A Blackboard shell has been prepared for all individual faculty, whether or not

they are currently teaching an online course. This provides faculty with a tool for managing their courses, and also provides the College with a structure for continuity of service if the College needs to be physically closed due to a natural disaster or a health emergency.

For faculty, the Instructional Designer and Trainer provides training in the tools necessary to teach online. The training program follows the guidelines for certification and competency outlined for the College in two separate documents, *Distance Education – Faculty Technical Competencies,* and *Distance Education – Faculty Technical Certification,* and covers the actions needed to ensure regular and effective contact in an online course.

The Blackboard Course Management System is available for instructors teaching online courses. Online instructors use any number of Blackboard's features including the discussion board, timed written assignments in which the instructor can provide students written feedback, posting of links to resource links, podcasts, PowerPoint presentations, documents, surveys, practice quizzes, and more. Faculty receive training on Blackboard through faculty development workshops and individually (see Table 13 below). Blackboard training is provided by the College technology staff.

The hands-on training workshops provide experiences at various levels of expertise. The program has been enhanced to include one-on-one follow-up training to reinforce the skills learned in class. The follow-up training is customized to users' specific needs so that their learning is optimally reinforced. Faculty and staff attending workshops have responded favorably to the content of the classes and the expertise of the instructor.

Table 13: Number of Faculty Workshops and Trainings, 2007 - 2010

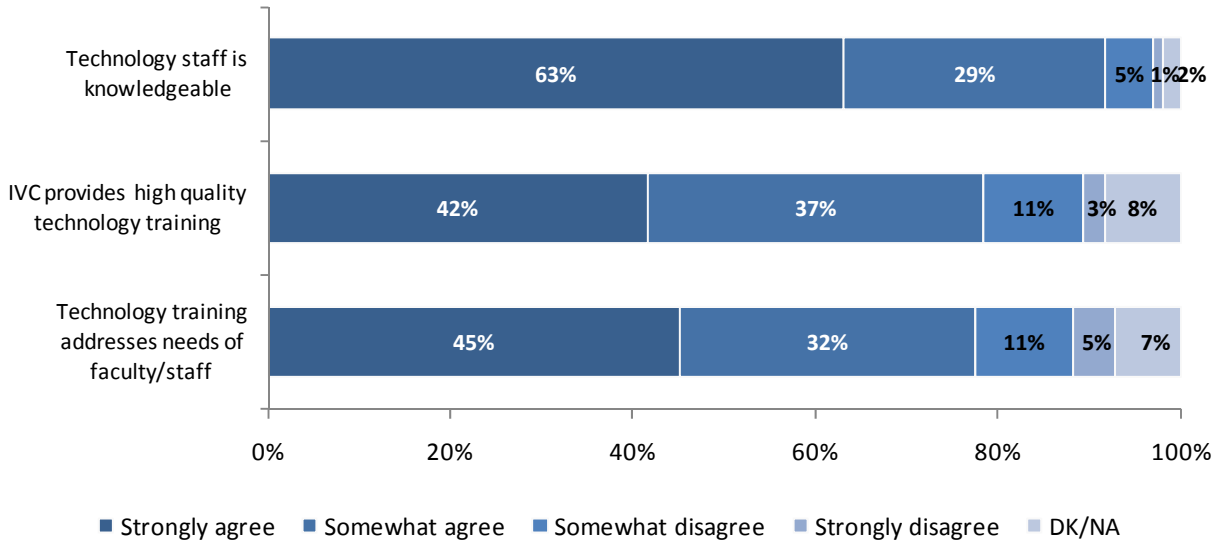
	2007-08	2008-09	2009-10	% Change (2007-09)
Faculty Blackboard Use	319	339	350	10%
Faculty DE Trainings	239	254	235	-2%

The *2009 Employee Satisfaction Survey* included two specific statements to assess technology training and one general question regarding the expertise of the technology staff members:

- Technology training addresses the differing needs of faculty and staff;
- IVC provides high quality technology training; and
- Technology staff is knowledgeable.

These survey results indicate that a clear majority of faculty and staff – 79 percent either "Strongly" (41.5%) or "Somewhat agree" (36.9%) that Irvine Valley College provides high quality technology training, while 77 percent agree that their technology training needs are adequately addressed ("Strongly agree" 45.1%; "Somewhat agree" 32.3%). Over 90 percent of employee respondents agreed that the "Technology staff is knowledgeable" ("Strongly agree" 63.1%; "Somewhat agree" 28.7%).

Figure 14: Employee Perceptions of Technology Training



10. The Quality of Electronically-Mediated Instruction and Distance Learning at Irvine Valley College

According to Commission policy, "all learning opportunities provided by accredited institutions [must] have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means." (Distance Learning Manual, August 2008, p. 8). The Commission further identifies eight "policy elements", covering the quality, consistency, oversight, control, continuity, evaluation, and assessment of electronically-mediated and distance learning courses, with particular emphasis on student learning outcomes. (Distance Learning Manual, August 2008, p. 9).

Irvine Valley College meets these standards. The College is committed to serving student needs through expanded distance learning opportunities. At the same time, the College and District have rigorously promulgated standards of distance learning course quality through Administrative Regulation 6112 (Distance Learning). The College Curriculum Committee assures that these quality standards are implemented in a process that is faculty-driven. Student learning outcomes are present in the Course Outline of Record for all courses on campus, regardless of mode of delivery. The Student Learning Outcomes co-chairs and Office of Instruction have committed resources to assist faculty in developing rigorous assessments of Student Learning Outcomes in their courses. Integrated strategic and technology planning processes assure ongoing commitment of resources to support distance learning. Distance

learning programs are consistent with the *College Mission* and *College Goals*. The *College Catalog* and other publications accurately describe distance learning opportunities. Intellectual property rights of faculty teaching via the distance learning mode of instruction are protected. The College has participated in the Substantive Change Process as required by the Accrediting Commission for Community and Junior Colleges.

F. Off-Campus Sites

The Advanced Technology and Education Park (ATEP) in Tustin is an off campus site of the South Orange County Community College District offering courses through Irvine Valley College, Saddleback College and the Center for Applied Competitive Technologies (a state-funded workforce development program). Based on the 2006 Substantive Change Proposal submitted and approved by the Commission, the College began offering classes at the Advanced Technology and Education Park in fall 2007. The initial course offerings included the Design Model Making and Rapid Prototyping Program which was consolidated and relocated at ATEP. In addition, in fall 2007, the College offered Retail Management, Chinese, Japanese, Spanish, Writing, Literature, Health, and Humanities for a total of 19 classes. (*2010 ATEP Substantive Change Proposal*, p. 4.) By 2009, the College offered 36 classes, including traditional General Education courses, Emeritus courses, and Basic Skills courses. Due to the increase in course offerings at the Advanced Technology and Education Park, on February 11, 2010, the College submitted a *Substantive Change Proposal* as requested by the Commission pursuant to Section IV. C. (Change in the Location or Geographical Area Served) of the Accreditation Commission Substantive Change Manual, August 2009, p. 7. By 2009, the College "will transport, transfer, or duplicate at least half of the courses required for an associate's degree or vocational certificate at ATEP, which is an additional location geographically apart from the main campus". (*2010 ATEP Substantive Change Proposal*, p. 4). Additionally, the Commission Substantive Change Committee referred the *2010 ATEP Substantive Change Proposal* to the June 2010 Commission meeting and requested further clarification via a *Joint Addendum* which was submitted by Irvine Valley College and Saddleback College May 7, 2010. (*Irvine Valley College and Saddleback College Joint Addendum: ATEP, May 7, 2010*.) The College is awaiting the June 2010 Commission decision regarding the proposal.

In 2007, the College began a pilot program at Beckman High School (a local high school within the Irvine Valley College Service area), referred to as the Early College Program. The purpose of the program is to provide the opportunity for high school students to complete the first two years of college during their four years of high school study. The courses offered in the program fit into the Intersegmental General Education Transfer Curriculum (IGETC) and there are sufficient course offerings to allow a student to earn an Associate in Art degree with an Emphasis in Social and Behavioral Sciences. The classes offered at the high school are Irvine Valley College courses and are taught by Irvine Valley College professors. The program later expanded, first in 2008, to Tustin High School in Tustin and then in 2009, to El Toro High School in Lake Forest. Due to the expansion of the Early College Program, on May 5, 2010, the College submitted a *Substantive Change Proposal* as requested by the Commission pursuant to Section IV. C. (Change in the Location or Geographical Area Served) of the Accreditation Commission Substantive Change Manual. By 2009, the College "will transport, transfer, or duplicate at least

half of the courses required for an associate's degree or vocational certificate" at Beckman High School, Tustin High School, and El Toro High School, "which are additional locations geographically apart from the main campus". (*2010 Substantive Change Proposal: Addition of Courses Required for an Associate's Degree at an Off-site Location (Early College Program) May 7, 2010)* The College will consult with the Substantive Change Committee regarding the status of the proposal in June 2010.

G. Organization for the 2010 Comprehensive Accreditation Self Study

2010 Comprehensive Accreditation Self Study Steering Committee

Preparation for the 2010 Comprehensive Accreditation Self Study began in August 2008, two years prior to the October 2010 submission date. At the August 28, 2008, meeting of the Academic Senate, the Representative Council nominated the Academic Senate President and co-author of the 2005 through 2008 Accreditation Progress Reports and the Student Learning Outcomes Coordinator as the faculty Co-Chairs of the Self Study. [Intro-10] The College President accepted the nominations and further identified the Vice President of Instruction as the Accreditation Liaison Officer. [Intro-11]

In October 2008, the Academic, Facilities, and Technology Planning Committee reviewed the proposed membership of the 2010 Accreditation Steering Committee and the proposed timeline for preparation of the 2010 Comprehensive Accreditation Self Study. [Intro-12]
In January and February 2009, the proposed membership of the 2010 Accreditation Steering Committee was reviewed and finalized. [Intro-13, Intro-14] Due to the collegial relationships established during the work of the *2008 Progress Report*, many of the 2008 Accreditation Focus Group members continued on the 2010 Accreditation Steering Committee. The College extended an invitation to the President of the Board of Trustees and the Deputy Chancellor to participate on the Steering Committee, which was accepted. The College President continued as the facilitator of the Steering Committee. The balance of the Steering Committee comprised administrators, classified managers, classified staff, and Academic Senate and Associated Students of Irvine Valley College (ASIVC) representatives.

Table 14: 2010 Accreditation Steering Committee Membership

Steering Committee Structure	Members
Vice President, Instruction (ALO)	Craig Justice
Former Academic Senate President 2005-2009 (Co-Chair)	Wendy Gabriella
Student Learning Outcomes (Co-Chair)	Jerry Rudmann
President, Board of Trustees	Donald Wagner
Deputy Chancellor	Gary Poertner
President, IVC	Glenn Roquemore
Vice President, Student Services	Gwen Plano
Provost, ATEP	Randy Peebles
Dean, Hum. & Lang., Soc. & Behavioral, Library	Karima Feldhus
Director, Fiscal Services	Davit Khachatryan
Director, Facilities and Maintenance	John Edwards
Research and Planning Analyst	Christopher Tarman
Academic Senate President 2009-2010	Lisa Davis Allen
Academic Senate	Traci Fahimi
Academic Senate	Stephen Rochford
Academic Senate	Kathy Schmeidler
Academic Senate	Dottie Sherling
Classified Senate	Daune Main
Classified Senate	Joe San Juan
ASIVC	Ashley Nguyen

In preparation for the Comprehensive Accreditation Self Study, in 2009 and 2010, the College sent two teams to the Academic Senate for the California Community Colleges Accreditation Institute for training. [Intro-13, Intro-14] The information from the Institute was disseminated to the Steering Committee and College community. The training greatly facilitated a deeper understanding of the purpose of the peer review and self study process.

In February 2009, the Steering Committee, Administration, and the Academic Senate reached consensus on the charge and reporting responsibility of the Steering Committee. [Intro-14, Intro-15]

2010 ACCREDITATION SELF STUDY STEERING COMMITTEE The 2010 Accreditation Self Study Steering Committee has oversight of the 2010 Accreditation Self Study process and reviews and recommends approval of the 2010 Accreditation Self Study to the Office of the President.	
Charge:	• The Accreditation Self Study Steering Committee is responsible to ensure that there is widespread participation in preparing the preliminary drafts of the 2010 Accreditation Self Study • The Accreditation Self Study Steering Committee is responsible for reviewing drafts of the report in a timely manner as submitted by the Standards Task Force Co-Chairs to the Accreditation Liaison Officer and the Accreditation Co-Chairs • The Accreditation Self Study Steering Committee is responsible for reviewing documentation/evidence of the assertions contained in the report as submitted by the Standards Task Force Co-Chairs to Accreditation Liaison Officer and the Accreditation Co-Chairs • Members of the Accreditation Self Study Steering Committee are responsible for attending meetings, participating fully, and reviewing drafts of the report well as the documentation/evidence in a timely manner • Members of the Accreditation Self Study Steering Committee are responsible for providing assistance to the Accreditation Liaison Officer and Accreditation Co-Chairs commensurate with their expertise
Accreditation Liaison Officer:	Vice President of Instruction
Co-Chairs:	Former Academic Senate President (2005-2009) and Student Learning Outcomes Coordinator, Appointed by the Office of the President in consultation with the Academic Senate in 2008.
Facilitator:	College President
Members:	Appointed by the 2010 Accreditation Steering Committee; Additional members recommended by the Administration, Academic Senate, the Classified Staff, and ASIVC
Reporting/Recommending Responsibilities:	Primary: Accreditation Liaison Officer; Accreditation Co-Chairs Other: Office of the President

Proposed: ALO, Accreditation Co-Chairs 1-16-09
Approved: Academic Senate 2-26-09
Approved: 2010 Accreditation Steering Committee 2-27-09; Approved: Office of the President 2-27-09

Accreditation Standards Task Forces

In February and March 2009, the 2010 Accreditation Steering Committee, Administration, Academic Senate, Classified Staff, and Associated Students of Irvine Valley College identified and reached consensus on the membership and charge of the Accreditation Standards Task Forces. Co-Chairs of the Task Forces were selected on the basis of their expertise in relationship to the information required by the Accreditation Standards. In order to ensure communication and integration of the project, all Task Force Co-Chairs served as members of the Steering Committee. Task Force membership was solicited from all groups within the College and District community and membership was not limited to a certain number of participants. Intro-14,

Intro-15 Members of the College and District community willingly and promptly expressed their interest in participating. The Task Forces contain representation from all groups, including the Board of Trustees, District Administration, College Administration, Academic Senate, Classified Staff, and Associated Students of Irvine Valley College.

2010 ACCREDITATION STANDARDS TASK FORCE MEMBERS

Standard I: Institutional Mission and Effectiveness

Table 15: Standard I Task Force Membership

Task Force Structure	Standard I Members
Former Academic Senate President 2005-2009 (Co-Chair)	Wendy Gabriella
Director, Fiscal Services (Co-Chair)	Davit Khachatryan
Research and Planning Analyst	Christopher Tarman
Academic Senate/IEC	Jerry Rudmann
Academic Senate/IEC	Kay Ryals
Classified Senate	Beep Colclough
ASIVC	Michael Gavino

Standard II: Student Learning Programs and Services

Table 16: Standard II.A. Task Force Membership

Task Force Structure	Standard IIA Members
SLO Coordinator (Co-Chair)	Jerry Rudmann
SLO Coordinator (Co-Chair)	Kari Tucker
Former Curriculum Chair 2005-2009	Kathy Schmeidler
Chair, Technology and DE Committee	Bob Urell
Technology and DE Committee	Roopa Mathur
Dean, Career Technical Education	David Gatewood
Director, Extended Education	Dave Anderson
Academic Senate	Jeff Kaufmann
Academic Senate	Joon Kil
Academic Senate	Matthew Tresler
Classified Senate	Daune Main
Classified Senate	Dennis Gordon
ASIVC	TBA

Table 17: Standard II.B. Task Force Membership

Task Force Structure	Standard IIB Members
Vice President, Student Services (Chair)	Gwen Plano
Dean, Counseling and Guidance	Elizabeth Cipres
Director, Admissions and Records	Arleen Elseroad
Academic Senate	Martin McGrogan
Academic Senate	Fawn Tanriverdi
Academic Senate	Tiffany Tran
Classified Senate	Maria Lopez
Classified Senate	Linda Renné
ASIVC	Patrick McDonald

Table 18: Standard II.C. Task Force Membership

Task Force Structure	Standard IIC Members
Dean, Hum. & Lang., Soc. & Behavioral, Library (Chair)	Karima Feldhus
Chair, School of Library Services	Jayne Sinegal
School of Library Services	Fred Forbes
Learning Assistance Coordinator	Robert Kopecky
Academic Senate	Carol Wassman
Academic Senate	Melanie Haeri
Classified Senate	Moira McGee
ASIVC	Evan Anderson

Standard III: Resources

Table 19: Standard III.A. Task Force Membership

Task Force Structure	Standard IIIA Members
Vice President, Instruction (Co-Chair)	Craig Justice
Former Academic Senate President 2005-2009 (Co-Chair)	Wendy Gabriella
Vice Chancellor, Human Resources	David Bugay
Dean, Math, Sciences, & Engineering	Kathy Schrader
Registrar, Admissions and Records	Ben Guzman
Academic Senate	Stephen Rochford
Classified Senate	Polly Sundeen
Classified Senate	Dennis Gordon
ASIVC	Dustin Lam

Table 20: Standard III.B. Task Force Membership

Task Force Structure	Standard IIIB Members
Director, Facilities and Maintenance (Chair)	John Edwards
Dean, Fine Arts, Bus. Sci., and Online Ed.	Roger Owens
Dean, Health, PE, and Athletics	Keith Shackleford
Academic Senate	Simon Davies
Academic Senate	Stephen Rochford
Classified Senate	Mark Petersen
Classified Senate	Susan Sweet
ASIVC	TBD

Table 21: Standard III.C. Task Force Membership

Task Force Structure	Standard IIIC Members
Dean, Fine Arts, Bus. Sci., & Online Ed. (Co-Chair)	Roger Owens
Instructional Designer (Co-Chair)	Joe San Juan
Vice President, Instruction	Craig Justice
Director, Technology Services	Tran Hong
Office of Instruction	Tammy Bostwick
Academic Senate	Ilknur Erbas-White
Academic Senate	Marjorie Luesebrink
Academic Senate	Bob Urell
Academic Senate	Matthew Wolken
Classified Senate	Vince Cooper
ASIVC	Bruce Oettel

Table 22: Standard III.D. Task Force Membership

Task Force Structure	Standard IIID Members
Director, Fiscal Services (Chair)	Davit Khachatryan
Dean, Health, PE, & Athletics	Keith Shackleford
Director, IVC Foundation	Al Tello
Co-Chair, SPOBDC	Stephen Rochford
Academic Senate	Jeff Kaufmann
Classified Senate	Dennis Gordon
Classified Senate	Desiree Ortiz
ASIVC	James Weng

Standard IV: Leadership and Governance

Table 23: Standard IV Task Force Membership

Task Force Structure	Standard IV Members
President, Board of Trustees (Co-Chair)	Donald Wagner
Former Academic Senate President 2005-2009 (Co-Chair)	Wendy Gabriella
President, Irvine Valley College	Glenn Roquemore
Recorder, Academic Senate	Traci Fahimi
Former Curriculum Chair 2005-2009	Kathy Schmeidler
President, Academic Senate 2009-2010	Lisa Davis Allen
Classified Manager	Darryl Cox
Classified Senate	Shanna Moorhouse
Classified Senate	Angela Mahaney
ASIVC	Ashley Nguyen

2010 ACCREDITATION SELF STUDY STANDARDS TASK FORCES	
The 2010 Accreditation Self Study Standards Task Forces prepare preliminary drafts of the 2010 Accreditation Self Study for review and approval by the 2010 Accreditation Self Study Steering Committee and the Office of the President.	
Charge:	• Accreditation Standards Task Force Co-Chairs are responsible to ensure that there is widespread participation in preparing the drafts of the report pertaining to the accreditation standards and sub-standards. • Accreditation Standards Task Force Co-Chairs are responsible for submitting drafts of the report in a timely manner to the Accreditation Liaison Officer and Accreditation Co-Chairs.* • Accreditation Standards Task Force Co-Chairs are responsible for providing documentation/evidence of the assertions contained in the report to the Accreditation Liaison Officer and Accreditation Co-Chairs.* • Members of the Accreditation Task Forces are responsible for attending meetings, participating fully, and submitting drafts of the report well as the documentation/evidence in a timely manner to the Task Force Co-Chairs. • Members of the Accreditation Task Forces provide assistance to the Task Force Co-Chairs commensurate with their expertise. *The Accreditation Liaison Officer and Accreditation Co-Chairs submit preliminary report drafts to the 2010 Accreditation Self Study Steering Committee for review and recommend approval to the Office of the President
Co-Chairs:	Appointed by the 2010 Accreditation Task Force Steering Committee
Members:	Appointed by the 2010 Accreditation Steering Committee; Additional members recommended by the Administration, Academic Senate, the Classified Staff, and ASIVC
Reporting/Recommending Responsibilities:	Primary: Accreditation Liaison Officer; Accreditation Co-Chairs Other: 2010 Accreditation Self Study Steering Committee; Office of the President

Proposed: ALO, Accreditation Co-Chairs 1-16-09
Approved: Academic Senate 2-26-09
Approved: 2010 Accreditation Steering Committee 2-27-09
Approved: Office of the President 2-27-09

In order to ensure wide-spread participation and timely dissemination of information regarding the preparation of the *2010 Comprehensive Accreditation Self Study*, the Steering Committee held the first of numerous College-Wide Accreditation Dialogs on April 7, 2009.[Intro-16] The meeting was well attended and included discussion of the components and purpose of the accreditation process, the February 3, 2009, Commission Action Letter, the membership and charge of the Steering Committee, the membership and charge of the Task Forces as well as an update on the *College Strategic Planning and Budget Development Process*, the College *Planning and Decision-Making Processes*, the *2009 Employee and Student Satisfaction Surveys*, and the calendar for the preparation of the *2010 Comprehensive Accreditation Self Study*.

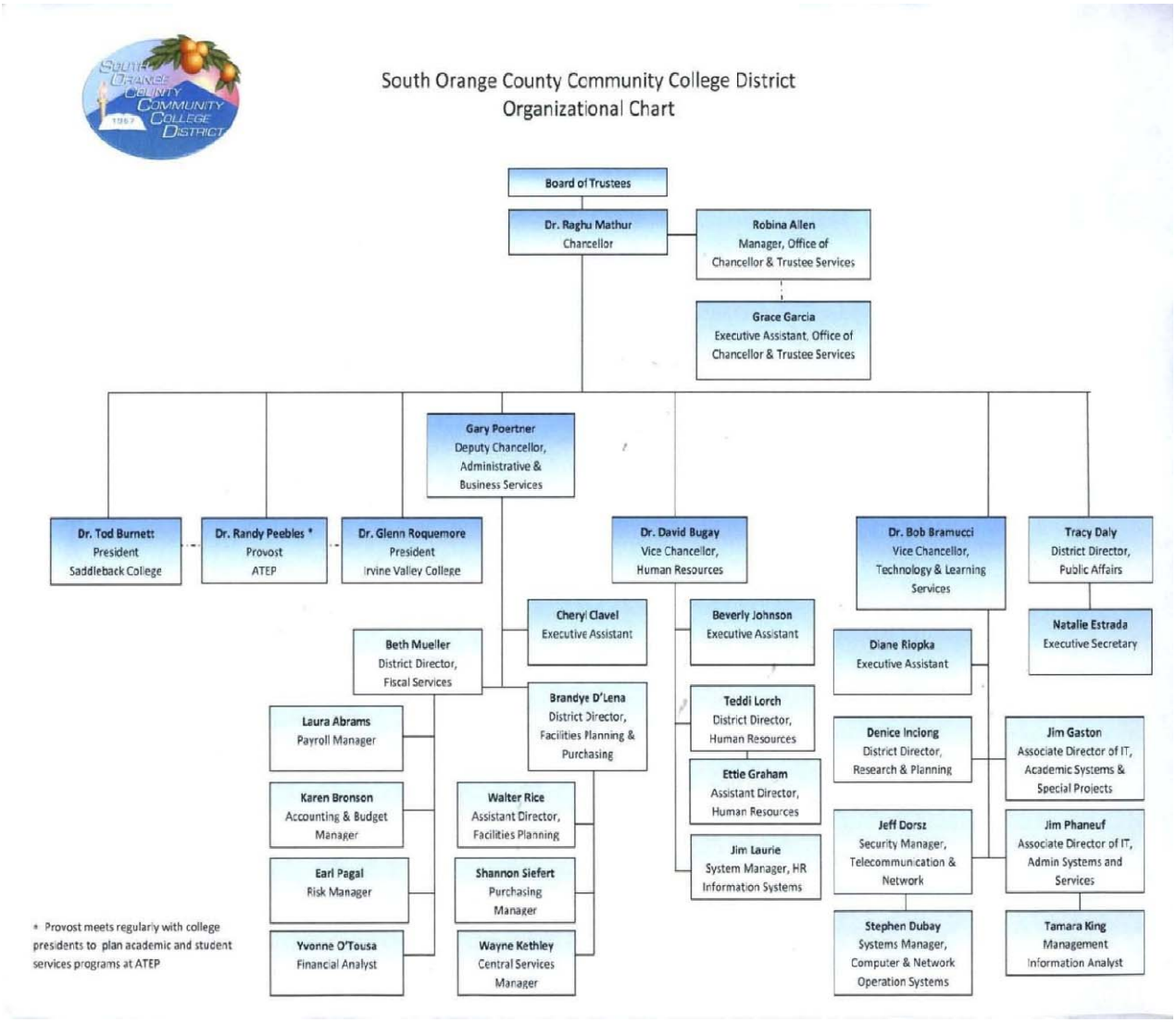
Calendar for Preparation of the 2010 Comprehensive Accreditation Self Study

In February and March 2009, the Steering Committee, Administration, Academic Senate, Classified Staff, and Associated Students of Irvine Valley College developed and reached consensus on the calendar for the preparation of the self study. [Intro-17] Pursuant to the adopted process, preliminary drafts of the report were prepared by the standards task forces and submitted to the Steering Committee for review and editing by the agreed upon deadlines. The Steering Committee met throughout the year to discuss proposed edits to the preliminary drafts in accordance with the adopted calendar. [Intro-17]

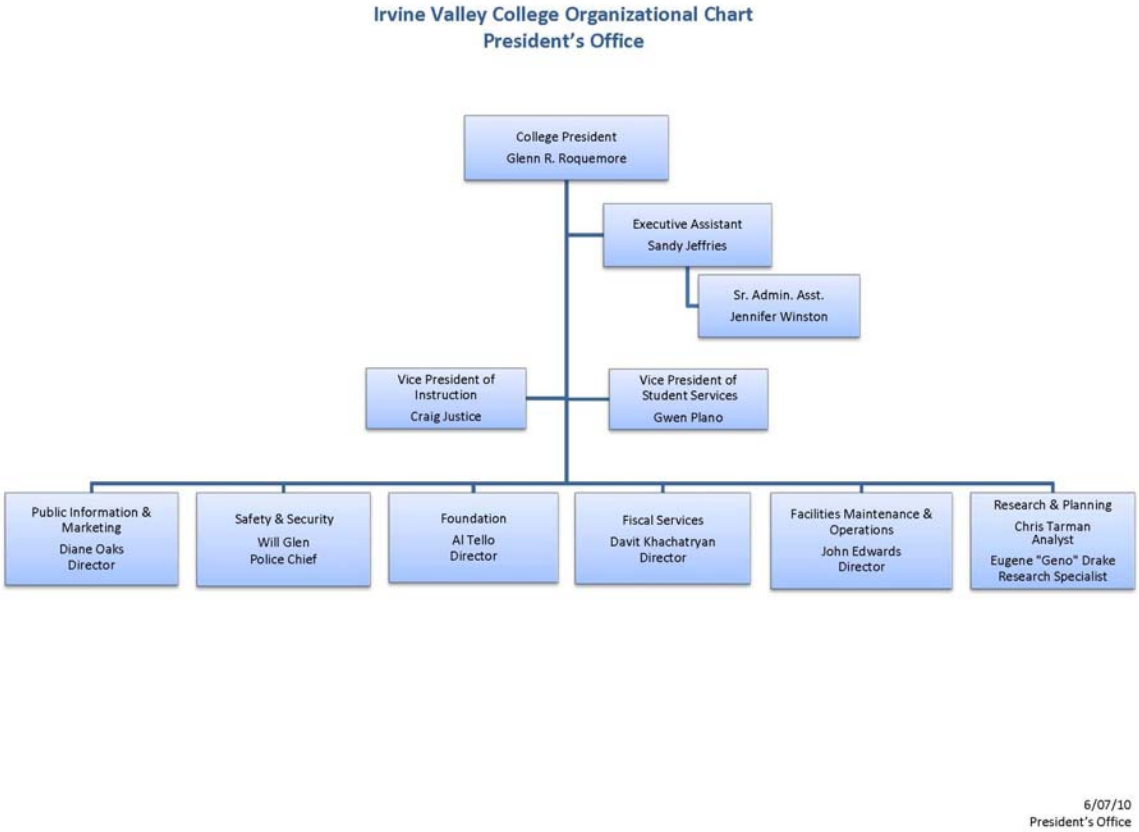
H. Organization of the Institution

On April 23, 2007, in preparation for the Focused Midterm Report, District and College leadership, including the administration, the Academic Senate and Classified Staff met to discuss the South Orange County Community College District Function Map in accordance with Commission policy. (*2007 Focused Midterm Report*, pp. 51-52) The Function Map is intended to illustrate how the Colleges and the District manage the distribution of responsibility by function as it pertains to accreditation standards. [Intro-18] The participants of the April 2007 meeting, reviewed each subsection of the four accreditation standards and agreed upon which party has primary responsibility (P), secondary responsibility (S), and which subsections required shared responsibility (SH). Primary responsibility denotes leadership and oversight of a given function, secondary responsibility indicates support for a given function which may include input and liaisons to assist with successful integration, and shared responsibility indicates that the Colleges and the District are equally responsible for the leadership and oversight of a given function.[18] All parties reached agreement as to which entity, the College or District, has primary responsibility, secondary responsibility, or shared responsibility. [Intro-18] (*2007 Focused Midterm Report*, p. 51)

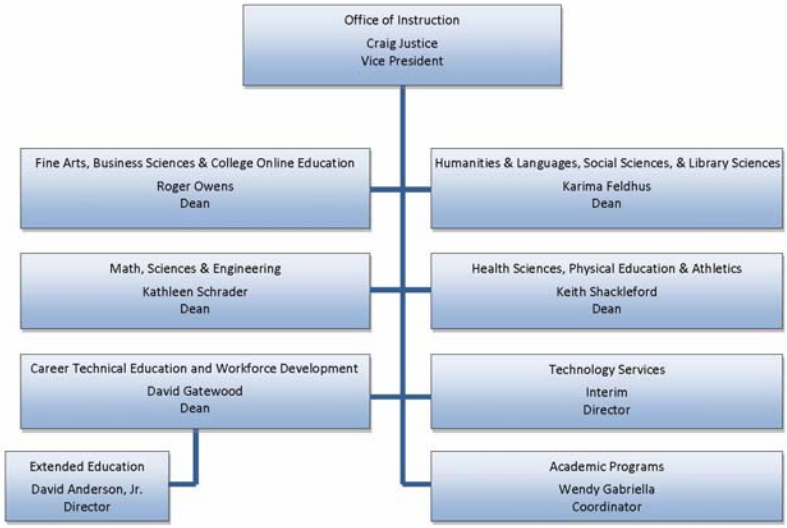
Below is the South Orange County Community College District Organizational Chart which was updated in March 2010.


South Orange County Community College District
Organizational Chart
Board of Trustees
Dr. Raghu Mathur
Chancellor
Robina Allen
Manager, Office of Chancellor & Trustee Services
Grace Garcia
Executive Assistant, Office of Chancellor & Trustee Services
Gary Poertner
Deputy Chancellor, Administrative & Business Services
Dr. Tod Burnett
President
Saddleback College
Dr. Randy Peebles *
Provost
ATEP
Dr. Glenn Roquemore
President
Irvine Valley College
Dr. David Bugay
Vice Chancellor, Human Resources
Dr. Bob Bramucci
Vice Chancellor, Technology & Learning Services
Tracy Daly
District Director, Public Affairs
Natalie Estrada
Executive Secretary
Cheryl Clavel
Executive Assistant
Beth Mueller
District Director, Fiscal Services
Brandye D'Lena
District Director, Facilities Planning & Purchasing
Laura Abrams
Payroll Manager
Karen Bronson
Accounting & Budget Manager
Earl Pagal
Risk Manager
Yvonne O'Tousa
Financial Analyst
Walter Rice
Assistant Director, Facilities Planning
Shannon Siefert
Purchasing Manager
Wayne Kethley
Central Services Manager
Beverly Johnson
Executive Assistant
Teddi Lorch
District Director, Human Resources
Ettie Graham
Assistant Director, Human Resources
Jim Laurie
System Manager, HR Information Systems
Diane Riopka
Executive Assistant
Denice Inclong
District Director, Research & Planning
Jeff Dorsz
Security Manager, Telecommunication & Network
Stephen Dubay
Systems Manager, Computer & Network Operation Systems
Jim Gaston
Associate Director of IT, Academic Systems & Special Projects
Jim Phaneuf
Associate Director of IT, Admin Systems and Services
Tamara King
Management Information Analyst
* Provost meets regularly with college presidents to plan academic and student services programs at ATEP

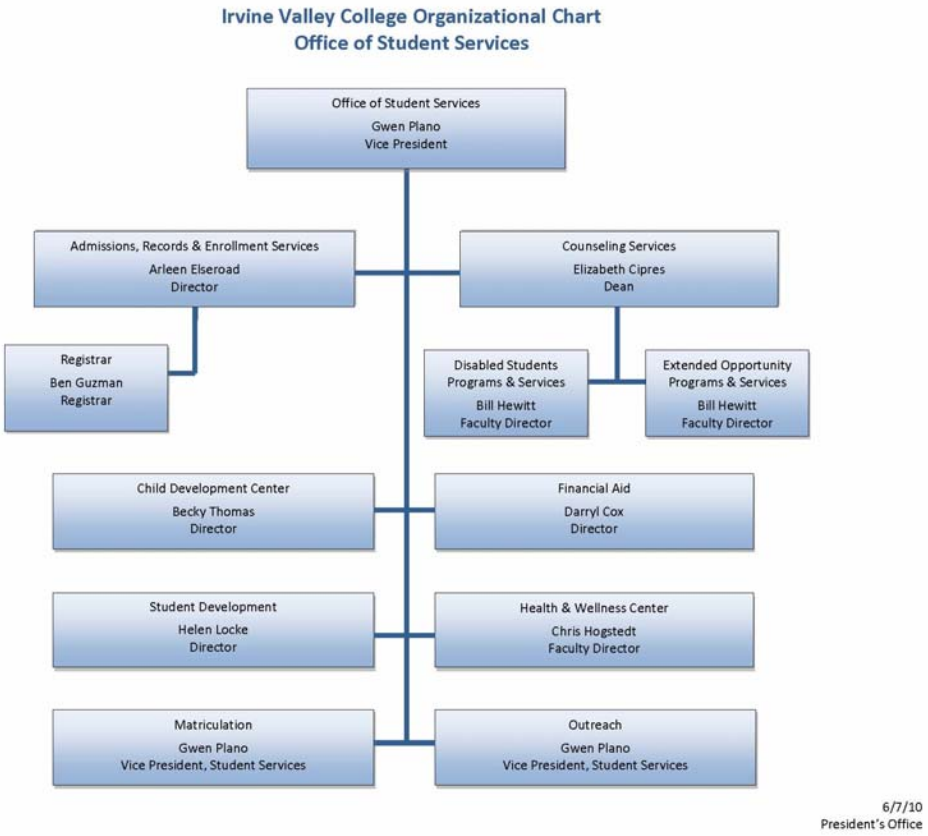
Below are the organizational charts for the Office of the President, Office of Instruction, and Office of Student Services, which were updated in June 2010.



Irvine Valley College Organizational Chart
Office of Instruction



6/7/10
President's Office


Irvine Valley College Organizational Chart
Office of Student Services
Office of Student Services
Gwen Plano
Vice President
Admissions, Records & Enrollment Services
Arleen Elseroad
Director
Counseling Services
Elizabeth Cipres
Dean
Registrar
Ben Guzman
Registrar
Disabled Students Programs & Services
Bill Hewitt
Faculty Director
Extended Opportunity Programs & Services
Bill Hewitt
Faculty Director
Child Development Center
Becky Thomas
Director
Financial Aid
Darryl Cox
Director
Student Development
Helen Locke
Director
Health & Wellness Center
Chris Hogstedt
Faculty Director
Matriculation
Gwen Plano
Vice President, Student Services
Outreach
Gwen Plano
Vice President, Student Services
6/7/10
President's Office

I. Certification of Continued Compliance with Eligibility Requirements

1. Authority

Irvine Valley College is a public two-year Community College operating as an educational institution to award degrees and certificates under the authority of the State of California, Department of Education, the Board of Governors of the California Community Colleges, and the South Orange County Community College District. Irvine Valley College was accredited in 1988 by the Accrediting Commission for Community and Junior Colleges of the Western Association of School and Colleges and has maintained accredited status to the present. [Intro-19, Intro-20]

2. Mission

The *College Mission Statement* and corresponding *College Goals* provide the institution with the foundation for ensuring that resources and processes support student learning. The *College Mission Statemen*t and the *College Goals* are included in all official college publications such as the College Catalog, the Schedule of Classes, and are posted on the College website. [Intro-21] The *Mission Statement* and the *College Goals* are the basis of the *Strategic Planning and Budget Development Process*, the *Program Review Process*, and the development of institutional, degree, certificate, program, and course-level student learning outcomes. In an effort to maintain on-going self reflective dialog regarding institutional effectiveness and improvement, the College reviews the *Mission Statement* every three years. [Intro-22] The *College Mission Statement* is approved by the Board of Trustees annually in June. [Intro-23]

3. Governing Board

The seven-member Governing Board for the South Orange County Community College District is a publicly elected Board by all residents within the District. The Trustees serve a four year term. [Intro-24] An eighth member is a Student Trustee who is elected by the students within the District and serves in an advisory capacity pursuant to board policy and statute. [Intro-25] The Governing Board is an independent policy making body which has oversight of Irvine Valley College, Saddleback College, and the Advanced Technology and Education Park. The Governing Board is responsible for ensuring quality, integrity, and financial stability of the district and that financial resources are used to provide sound educational programs. The Governing Board holds monthly public meetings and agendas are posted in advance in compliance with the California Open Meeting Act, Government Code §54950 et.seq. The opportunity for public comment is provided prior to closed session and open session meetings. The College President, Academic Senate, Classified Senate, faculty and classified bargaining units, Associated Students of Irvine Valley College, and the Police Officers Association provide reports to the Governing Board on a regular basis.

4. Chief Executive Officer

Dr. Glenn R. Roquemore has served as President of Irvine Valley College since July 2002. Prior to his appointment as President, Dr. Roquemore served as the Vice President of Instruction and was originally hired in 1990 as a full-time faculty member in the Department of Geology. [Intro-26,] Pursuant to Board Policy 2101 (Delegation of Authority to the College President), the Chancellor delegates authority to the College President to oversee the College and administer Board Policies and Administrative Regulations. [Intro-27]

5. Administrative Capacity

Irvine Valley College has nine full-time academic administrators.[Intro-26] The senior level of the administration consists of the President, Vice President of Instruction, and Vice President of Student Services. Five Deans administer the ten Academic Schools in addition to a Dean of Career Technology Education and Workforce Development. In 2007, as part of the Strategic Plan, the College added the Dean of Career Technology Education and Workforce Development. The position was filled on an interim basis for one year and filled permanently in 2009. In order to evenly distribute the workload, in fall 2009, the ten Academic Schools were realigned and a permanent Dean for the School of Humanities and Languages and the School of Social and Behavioral Sciences was hired in 2008. A permanent Dean for the School of Fine Arts and the School of Business Sciences and Online Education was hired in 2009. In order to further address administrative workload, through the *Strategic Planning Process*, the College supported the establishment of the Dean of Academic Programs, Student Learning, and Research in order to assist the Office of Instruction and the ten Academic Schools. The position was approved by the Board of Trustees in August of 2010. In addition to the nine Academic Administrators, the College has 14 Classified Managers. The College will continue to supplement the administrative staff as necessary based on enrollment trends and growth.

6. Operational Status

Irvine Valley College served approximately 15,000 students (headcount) in fall 2009. The *Institutional Effectiveness Annual Report* contains data about student achievement, demographics, degrees, certificates, and transfer rates. Enrollment information is also available from the California Community Colleges Chancellor's Office.

7. Degrees

A majority of the programs offered by Irvine Valley College lead to Associate Degrees as well as Certificates of Proficiency, and Skills Certificates. [Intro-28] The degrees and requirements are identified in the College Catalog. [Intro-28] The courses offered by the College are designed to satisfy degree requirements, general education, and transfer, and a significant portion of the student population are enrolled in these courses.

8. Educational Programs

The educational programs offered by Irvine Valley College are congruent with the *College Mission Statement*, are based on recognized fields of higher education, are of sufficient content and length, and are conducted with quality and rigor appropriate to the degree offered. The College offers courses to meet the needs of a diverse population, including members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. [Intro-29] The College offers courses leading to departmental-level Associate in Arts degrees in many disciplines (e.g., Anthropology, Art, and Biology). Associate in Arts degrees having an "area of emphasis" are offered in seven areas (e.g., an "Associate Degree with an Emphasis in Social and Behavioral Sciences"). In all, the College offers 41 Associate in Arts degrees (*2008-2009 Institutional Effectiveness Report*, p. 11). Twenty different departmental-level Associate in Science degrees are offered. The College offers 26 different Certificates of Achievement based upon at least 18 units of work.[Intro-30] The College also offers 11 Certificates of Proficiency, each of which requires less than 18 units. In sum, the College offers 88 different degrees and certificates. The Associate Degree requires completion of 60 units of work, with 18 or more units in the major, the rest of the units fulfilling the general education requirements. In 2008-2009 the College awarded 430 degrees and 635 certificates (*2008-2009 Institutional Effectiveness Annual Report*, p. 11)

The College offers basic skills (developmental) courses in Mathematics, Reading, and Writing to assist students in obtaining proficiencies needed to advance to college-level curricula or to qualify for entry-level employment. Students with limited proficiency in English may enroll in a sequence of English as a Second Language courses.

In fall 2009 the College offered 88 courses over the internet. The count grew to 109 courses during spring 2010.

Table 24: Section Count by Instruction Method, Spring 2006 - Spring 2010

Instruction Method	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	% Growth (2006-2010)
Classroom	915	923	908	1,020	1,048	15%
Internet	53	68	87	88	109	106%
Other	44	17	28	14	16	-64%
Total	1,012	1,008	1,023	1,122	1,173	16%

SOURCE: SOCCCD inFORM Data Warehouse.

9. Academic Credit

Academic credit is awarded pursuant to Title 5, California Code of Regulations, Section 55002.5. The unit value for each course is specified in the College Catalog. One credit hour is equivalent to one hour of lecture or three hours of laboratory per week based on a 16.6 week semester. Unit values are established by the discipline faculty and reviewed by the Articulation Officer and Office of Instruction for alignment with colleges and universities, feasibility, and compliance with Title 5, California Code of Regulation. Unit values for each course are reviewed and approved by the Curriculum Committee, the Academic Senate, and the Board of Trustees pursuant to Board Policy 6100 (Curriculum). [Intro-31]

10. Student Learning Achievement

As indicated in the *2008-2009 Accreditation Annual Report* (submitted to the commission on June 30, 2009), 99.4 percent of courses offered in fall 2008 and spring 2009 had identified student learning outcomes. Just over 40 percent of all academic programs and student support services that had identified student learning outcomes had at least one course/program with on-going assessments. [Intro-32] The Student Learning Outcomes Coordinators have emphasized identification and assessment of "robust" student learning outcomes that address high priority, complex learning outcomes found on the higher levels of Bloom's taxonomy of educational objectives. Therefore, many course-level student learning outcomes simultaneously address program and degree learning outcomes. The mapping of course, program, and degree outcomes to the institutional (general education) outcomes is taking place in the curriculum review process through the software program CurricUNET. All programs within student support services have identified student learning outcomes and a third of student support services are involved in on-going assessment. [Intro-32]

Student learning outcomes are published on the detail page of the online course schedule and/or the course syllabi as well as in the course outline of record. [Intro-33] Graduation rates, transfer rates, and job placement results are published annually in the *Institutional Effectiveness Annual Report*. The assessment data is analyzed as a form of self- evaluation and continuous improvement.

11. General Education

Irvine Valley College has general education requirements for all degree programs to ensure breadth of knowledge and to promote intellectual inquiry. The general education requirements include demonstrated competence in writing, computational skills as well as science, art, humanities, and social sciences. [Intro-34] The College has defined and adopted *Institutional (General Education) Outcomes* which are published in the Catalog, and on the College website. [Intro-35] The content of general education courses is consistent with levels of quality and rigor appropriate to higher education and statewide standards. [Intro-36]

12. Academic Freedom

The faculty and students at Irvine Valley College are free to examine and test all knowledge appropriate to their discipline or major area of study as determined by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the College supports and atmosphere in which intellectual freedom and independence exist. [Intro-37]

13. Faculty

Irvine Valley College has 123 full-time faculty and 344 adjunct faculty. The faculty served 4,310 full-time equivalent students in fall 2009. The full-time and adjunct faculty names, degrees, and experience are included within the College Catalog program descriptions. [Intro-38] Faculty responsibilities, including development of curriculum and assessment of student learning, are defined within the *Academic Employee Master Agreemen*t which is a legally binding contract negotiated by the exclusive bargaining agent, the South Orange County Faculty Association, a chapter of the California Teachers Association, and the South Orange County Community College District. [Intro-39] As part of the *Strategic Planning and Budget Development Process*, the College is committed to regular and consistent faculty hiring (pending budget) in order to best serve the growing student population. (*Strategic Plan 2006-2012: Year Four Update-Objective XI*)

14. Student Services

The College provides appropriate student services that support student learning and development commensurate with the *College Mission Statement*. Student services are provided in the following areas: Admissions and Records, Extended Opportunity Programs and Services, Assessment Center, Matriculation, Bookstore, Cafeteria, Career and Job Placement, Child Development Center, Counseling and Program Advisement, Disabled Students Programs and Services, Financial Aid and Scholarships, International Student Center, Athletics, and the Student Development Office including Associated Students of Irvine Valley College. The College provides all the support services of a typical California community college.

15. Admissions

The College admission policies are consistent with its mission and are in compliance with the California Education Code and Title 5, California Code of Regulations, and District policy. The Admissions Policy is published in the College Catalog and the Schedule of Classes. [Intro-40]

16. Information and Learning Services

Irvine Valley College provides specific long-term access to sufficient information and learning resources and services to support the *College Mission* and instructional programs. These resources are provided by different departments, the Learning Centers, and the ten Academic Schools. Library resources are the primary responsibility of the School of Library Services.

17. Financial Resources

The South Orange County Community College District is one of three basic aid Districts in the State of California which means that the local property tax revenue equals or exceeds the amount the District would receive in state apportionment. Under these conditions, the District is permitted to retain local property tax revenue and does not receive state apportionment. The local property tax revenue above state apportionment is referred to as basic aid. Irvine Valley College receives a budget set by the District Resource Allocation Advisory Committee based on an internally agreed upon budget model. Funds within the College are allocated according to the *Strategic Planning and Budget Development Process*. All funds received by the District and the College are monitored and documented. The District and the College undergo an external audit on an annual basis by a certified public accounting firm. The District and the College maintain adequate reserves for contingencies. The College offers financial aid services and the financial aid program is audited on a regular basis. [Intro-41] The District and the College maintain sound financial management practices in order to ensure fiscal stability.

18. Financial Accountability

The District and the College are audited on an annual basis by a certified public accounting firm. The auditing procedures comply with auditing standards and government regulations. [Intro-41] The auditing firm is selected by evaluating the experience, size, and ability to provide timely and quality services. The Governing Board reviews the certified audit reports, findings, exceptions, letters to management, and recommendations made the contracted auditing firm. These reports are available to the public.[Intro-42]

19. Institutional Planning and Evaluation

In 2006, the College implemented a *Strategic Planning and Budget Development Process* and in 2007 revised the College committee structure in order to integrate strategic planning within the college decision-making and budget development processes. The *College Mission Statement* is the basis for the development of the *College Goals*, objectives, planning assumptions, and strategies. The Strategic Planning Oversight and Budget Development Committee is charged with the oversight of the planning process and the annual, systematic evaluation of the planning and budget development processes as well as reviewing the evaluations of the stated outcomes (i.e. how the College is meeting the goals, objectives, and strategies). [Intro-43] The four other Strategic Planning Committees are responsible for specific aspects of the planning process, including systematic evaluation of institutional effectiveness, academic facilities, and technology, planning, student success/access and matriculation, and marketing and outreach. Meeting agendas and minutes of the Strategic Planning Committees are posted on the college website for public information.[Intro-44] The *Strategic Planning and Budget Development Process* is designed to evaluate and improve institutional structures, student achievement of educational goals, and student learning. The College has a well-defined *Planning and Decision-Making Manual* which clearly delineates the roles, responsibilities for all Strategic Planning Committees, Task Forces, College Operational Committees, College Administrative Councils, and District Advisory Councils. The manual is updated regularly by the Institutional Effectiveness

Committee to reflect changes in the *Strategic Planning and Budget Development Process* and in the decision-making processes. The manual was updated in March 2010.

20. Public Information

Irvine Valley College provides a print and online Catalog with current information regarding the *College Mission Statement*, course, program, and degree offerings as well as the academic calendar and length of programs, acceptance of transfer credits, and requirements regarding the refund of fees. Other pertinent information contained in the College Catalog includes the academic freedom statement, student financial aid, available learning resources, names and degrees of faculty, administrators, and the Governing Board. Admission requirements, board policies and administrative regulations affecting students such as the Student Code of Conduct (Administrative Regulation 5401) and the Student Grading Policy (Board Policy 5300), and Complaint Procedures (Administrative Regulation 4000.6), Prohibition of Harassment and Discrimination (Board Policy 4000.6) are included in the Catalog. [Intro-45] The College Catalog is reviewed annually and updated as College and District policies and regulations are revised. Some of the aforementioned information is also provided in print and the online form in the Schedule of Classes.

The College and District public information offices regularly provide information to the public regarding performances, athletic events, speakers, and other College activities of general interest. [Intro-46]

Board Policy 1600 and Administrative Regulation 1600 (Public Communication) set policy and procedures for District communications. [Intro-47]

21. Relations with the Accrediting Commission

The South Orange County Community College District Board of Trustees affirms that Irvine Valley College adheres to the Commission Eligibility Requirements, Accreditation Standards, and commission regulations as specified in Board Policy 5520. [Intro-48] The accreditation status of the College is in the College Catalog and on the College website. [Intro-19] Irvine Valley College represents itself consistently, accurately, and honestly to all accrediting agencies.

CERTIFICATION OF CONTINUED COMPLIANCE WITH

ELIGIBILITY REQUIREMENTS

August 4, 2010

We hereby certify that Irvine Valley College continues to meet the eligibility requirements for re-affirmation of accreditation.

Signed:

Donald P. Wagner, JD — President, South Orange Community College District Board of Trustees

Dr. Glenn R. Roquemore — President, Irvine Valley College

J. Responses to Recommendations from 2004 Self Study

As documented in Standard IV.A.4 and in numerous sections throughout the *2010 Self Study*, based on documentation of the institution's past accreditation history, the College is committed to meeting Accrediting Commission Standards, policies and guidelines as well as Commission requirements for public disclosure, self study, and other reports, team visits, and prior approval of substantive changes.

Based on the *2004 Self-Study*, the Commission noted difficulties in meeting accreditation standards. The College has responded to the following commission recommendations with honesty and integrity.

- *2005 Progress Report* and Site Visit: 8 Recommendations;
- *2006 Progress Repor*t and Site Visit: 3 Recommendations;
- *2007 Focused Midterm Report*: 3 Recommendations;
- *2008 Progress Report*: 3 Recommendations.

As stated in the *2005 Progress Report* (p. 2) and in the January 31, 2005, *Action Letter and Evaluation Report*, the Commission reaffirmed the College's accreditation with a requirement that the College complete a progress report by October 15, 2005 addressing eight recommendations. The submission of the progress report was followed by a site visit on November 3, 2005. The eight recommendations were taken seriously by the College and the administration, faculty, and staff came together to address the recommendations.

Recommendation 1: The College develop, implement and evaluate a long-range strategic planning process that is cyclical, comprehensive, inclusive, systematic and integrates budget and resource allocations with program review and all institutional planning, which includes educational master planning, human resource planning, physical resource planning, technology resource planning, and fiscal resource planning. (Standards I.B.1,2,3,4,5,6,7: II.B.1, 3, 4; and II.C.2)

As documented in the aforementioned *2005* and *2006 Progress Reports*, the *2007 Focused Midterm Report*, the *2008 Progress Report*, and in Standard I of this report, the College has been committed to the implementation of a cyclical, comprehensive, inclusive, systematic *Strategic Planning and Budget Development Process* that integrates budget and resource allocation with *Comprehensive Program Review* and all institutional planning. In order to be a broad based, inclusive College-wide planning process involving all members of the College community, in 2007, the College revised the committee structure and developed five Strategic Planning Committees which are responsible for specific aspects of the planning process, including systematic evaluation of institutional effectiveness; academic, facilities, and technology planning; student success, access, and matriculation; and marketing and outreach.
The *Strategic Planning and Budget Development Process* is based on the College *Mission Statement* and the *College Goals* which drive the development of planning objectives and

planning strategies. Planning objectives are based on internal and external data scans and are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. Planning assumptions based on data provided in five categories (demographics, economy and employment, educational trends, social trends, and public policy as well as data provided by the *Institutional Effectiveness Annual Reports*) undergird all planning objectives. Planning assumptions and their corresponding data are reviewed annually by the five Strategic Planning Committees and posted on the College intranet. Planning strategies are the actions taken to implement and achieve the objectives. Measurable outcomes are identified from each planning objective and the outcomes are continuously evaluated in order to facilitate institutional improvements. (*2008 Progress Report*, p.41)

The College is committed to the concept that planning drives budget development. To this end, in 2007, the College developed the Strategic Planning and Budget Development Committee wherein planning, resource allocation, and budget development are integrated. The Strategic Planning Oversight and Budget Development Committee is charged with the oversight of the planning process and the annual, systematic evaluation of the planning and budget development processes as well as reviewing the evaluations of the stated outcomes (i.e. how the College is meeting the goals, objectives, and strategies. According to the *Strategic Planning and Budget Development Process* and timeline, a strategy form is submitted to the appropriate Strategic Planning Committee in order to request funding and/or the necessary resources (human, technology, equipment and/or facilities) to implement the objective/strategy. The strategy form requires the author to specify how the funding request supports the *College Goals* and objectives. The Co-Chair of the Strategic Planning Committee forwards endorsed strategy forms to the Strategic Planning Oversight and Budget Development Committee for evaluation.

For example, the Academic, Facilities, and Technology Planning Committee endorsed and forwarded to the Oversight Committee 31 strategies from 9-6-09 through 2-16-10 (other strategies were redirected to the appropriate process such as the *Classified Hiring Priority List Development Process* and/or to the *Equipment/Technology List Development Process*).[Intro-49] The Strategic Planning Oversight and Budget Development Committee reviews and prioritizes the strategies submitted by the Strategic Planning Committees. [Intro-50] In order to increase communication and provide feedback to the author of a strategy form, a new process was implemented in spring 2010 wherein the author of the strategy and appropriate administrator/ director are notified electronically when the Oversight Committee takes action.[Intro-51] According to the process, the prioritized list is subsequently forwarded to the President's Executive Council for final approval and funding. Based on the action of the President's Executive Council, the prioritized list is reviewed by the Strategic Planning Committees. [Intro-52]

With the implementation of the *Strategic Planning and Budget Development Process* and the integration of planning and budget development, numerous changes have occurred at the College leading to the improvement of institutional effectiveness. Based on the 2007-2008 and 2008-2009 strategic planning objectives and corresponding strategies, the College has implemented the following changes and allocated the necessary resources to improve student learning:

- Implementation of a faculty technical skills certification for instructors;
- Development of an online distance education orientation template;
- Completion of an assessment of the college certificate programs pertaining to industry standards, state requirements, viability, and frequency of course offerings;
- Increased short-term courses and weekend course offerings;
- Development and implementation of a master calendar for the Performing Arts Center, including dance, music, theatre, and visual arts;
- Establishment of the Scheduling and Reporting System (SARS) early alert program;
- Revision of the AA and AS degree requirements;
- Implementation of the English departmental diagnostic test to ensure appropriate assessment placement of students;
- Training of English faculty in scoring the English departmental diagnostic to establish inter-rater reliability for cross-validation purposes;
- Implementation of an English department holistic norming session;
- Implementation of Basic Skills Workshops;
- Implementation of student learning outcome assessments in English, Reading, English Special Services, English as a Second Language, and Math Basic Skills courses;
- Implementation of paper and computer formats for the College Test for English Placement (CTEP) and adjustment of cut scores as necessary;
- Implementation of revisions to the Math assessment test;
- Increased tutorial services with the construction of the Learning Assistance Program Center;
- Increased counseling services through group advising and group workshops;
- Review and improvement of the Basic Skills math program, curriculum, and course sequencing;
- Implementation of Basic Skills math course modules;
- Implementation of student success centers in reading, math, writing, English Special Services, and English as a Second Language, including classified staffing;
- Completion of a comparative analysis of tutoring services in similar sized institutions;
- Visits to language resource centers;

- Development of foreign language supplemental curriculum;
- Completion of foreign language research regarding needed equipment and software;
- Revision of the English as a Second Language (ESL) program;
- Establishment of an English as a Second Language -World Languages Center;
- Evaluation of the currency of the life-long learning, contract and workforce development curriculum and development of new curricula;
- Development of a Business and Professional Institute;
- Development of an annual enrollment management and recruitment plan (marketing and media outlets), including an annual analysis of the effectiveness of the marketing and outreach projects for budgetary purposes;
- Development of a College brochure with a consistent marketing message for the College;
- Expansion of outreach efforts to area high schools;
- Development of the Early College Program at another local high school;
- Development of and implementation of a preventative maintenance plan for facilities (including all crafts) and vehicles;
- Assessment of and development of a furniture refresh plan;
- Assessment of and development of a vehicle, cart, and heavy equipment refresh plan;
- Implementation of a campus security and emergency preparedness plan;
- Completion of an annual needs analysis that incorporates projected separations (retirement, resignations, etc.), Full Time Equivalent Student growth trends, new program development, and 50% law benchmarks.
- Improvements in curriculum, instruction, learning assessment, and student learning derived from assessing student learning outcomes. (See Standard I. B.1)
- Development of an institutional plan for posting student learning outcome assessment results for the maintenance of successful practices and improvement of student learning (In Progress);
- Development of an Annual Student Learning Outcomes Assessment Report.

Table 25 shows annual allocations for strategic planning and funded strategies since 2007-2008:

Table 25: IVC Historical Allocations and Funded Strategies for Strategic Planning

Fiscal Year	Strategies Funded in Final Budget	Allocations for Mid-Year Funding	Funded Mid-Year Strategies
2007-08	$152,400	$250,000	$0
2008-09	$239,000	$400,000	$242,000
2009-10	$210,000	$40,000	TBD
2010-11	TBD	TBD	In Progress
Totals	**$601,400**	**$690,000**	**$242,000**

According to the *IVC Evaluation Timelines for the 2006-2012 Strategic Plan*, all major planning and decision-making processes as well as evaluative processes occur based on recurring cycles. For example, the *Strategic Planning and Budget Development Process* is annually evaluated every summer, whereas the strategic planning expected outcomes are evaluated every spring. Internal and external environmental scans that inform strategic planning assumptions are conducted prior to the onset of the six-year Strategic Planning Cycle.[Intro-53] *Employee and Student Satisfaction Surveys* are scheduled on a rotating basis.[Intro-54]

Of those surveyed in the *2009 Employee Satisfaction Survey*, 85 percent indicated that they were at least "A little familiar" with the College's *Strategic Planning and Budget Development Process* with 25 percent indicating that they were "Very familiar" with this college decision-making process. Members of the classified staff were less likely to be aware of the *Strategic Planning and Budget Development Process* than faculty members: 25 percent of classified staff respondents reported that they were "Not at all familiar" with the *Strategic Planning and Budget Development Process*, whereas only 6 percent of faculty members indicated that they were unfamiliar with strategic planning at the College.

When assessing the effectiveness of the College's *Strategic Planning and Budget Development Process*, 63 percent of those employees who were at least familiar with the process believed that it was an effective decision-making process; about 15 percent of the employees opted for the "Don't know" response category suggesting that some employees were not familiar with the process to be able to rate its effectiveness. Eighty-eight percent of respondents who were "Very familiar" rated the *Strategic Planning and Budget Development Process* as "Very" or "Somewhat effective," whereas 70 percent of respondents who were "Somewhat" or "A little familiar" with the *Strategic Planning and Budget Development Process* felt that it was an effective college decision-making process.

To establish widespread understanding of the purpose and mechanics of the *Strategic Planning and Budget Development Process,* the administration and faculty leadership have held numerous College-wide meetings from 2006 to 2010. In addition, presentations have occurred at committee meetings and meetings of the Academic and Classified Senates.[Intro-55] Additionally, a

video summarizing the *Strategic Planning and Budget Development Process* and the *Planning and Decision-Making Manual* is posted on the college website.[Intro-56]

<u>Recommendation 2:</u> The College implement college-wide dialogue on establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standard I.B.1)

The College is committed to widespread dialogue, implementation, and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. As previously discussed in Section D, extensive College-wide dialogue on the establishment and assessment of student learning outcomes has occurred since 2005 with the adoption of the Student Learning Outcomes Committee which developed a *Student Learning Outcomes Implementation Plan* and, in collaboration with the Academic Senate, established *Institutional (General Education) Outcomes* for the College. In 2006-2007, with the revision of the *Comprehensive Program Review Process*, all academic programs and student services are required to identify a minimum of three assessable course and/or program and/or degree or certificate learning outcomes. (*2007 Focused Midterm Report*, p.16) Although faculty and staff can identify and refine student learning outcomes at any time, the incorporation of learning outcomes within the *Comprehensive Program Review Process* sets a minimum standard for all academic programs and student services and has contributed to the implementation of College-wide dialogue on the establishment and assessment of student learning outcomes.

Further evidence of the implementation of College-wide dialogue on the establishment and assessment of student learning outcomes was provided by a review of the Course Outlines of Record conducted by the Student Learning Outcomes Coordinators in April 2009. The review found that 99 percent of the courses offered in fall 2008 and spring 2009 had student learning outcomes. The review also found that all academic programs and student services had identified student learning outcomes and just over 40 percent of the programs had at least one course with on-going assessments. (*2008-2009 Accreditation Annual Report*) The Student Learning Outcome Coordinators have emphasized the development of robust learning outcomes because they are high priority, meaningful outcomes. Therefore, robust outcomes often correlate with course, program, and institutional outcomes. In addition, robust outcomes lend themselves to authentic assessment using customized rubrics.

An April 2010 review revealed that 74 percent of the academic programs had written student learning outcomes as part of program review and/or active participation in Student Learning Outcomes Workshops (see Table 26). Moreover, 60 percent of the academic programs had entered student learning outcomes into eLumen, and 47 percent expected to have assessment data entered into eLumen by the end of the 2010 summer session. [Intro-57]

Table 26: Student Learning Outcomes in SLO Inventory and eLumen

Program	SLOs in Inventory	SLOs in eLumen	Assessments
Accounting	Yes		
Administration of Justice	Yes	Yes	
Anthropology	Yes		
Art	Yes	Yes	Yes
Art History	Yes	Yes	Yes
Astronomy			
Biology	Yes	Yes	Yes
Chemistry	Yes	Yes	Yes
Chinese	Yes	Yes	
Computer Information Management	Yes	Yes	Yes
Computer Science			
Counseling	Yes	Yes	Yes
Dance	Yes		
Design and Model Making			
Digital Media Art			
Drafting	Yes	Yes	Yes
Earth/Marine Science	Yes	Yes	
Economics	Yes	Yes	Yes
Electronic Technology			
English as a Second Language	Yes	Yes	Yes
French	Yes	Yes	Yes
Geography	Yes		
Geology	Yes	Yes	Yes
History	Yes	Yes	Yes
Early Childhood Education			
Humanities (Film Studies, Religious Studies)			
Japanese	Yes	Yes	Yes
Literature	Yes	Yes	
Mathematics	Yes	Yes	Yes
Management	Yes	Yes	
Music	Yes	Yes	Yes
Philosophy			
Photography			
Physical Education & Health	Yes		
Physics			
Political Science	Yes	Yes	Yes
Psychology	Yes	Yes	Yes
Reading	Yes	Yes	Yes
Real Estate			
Spanish	Yes	Yes	Yes
Speech /Forensics	Yes	Yes	
Theatre	Yes		
Writing	Yes	Yes	Yes
Totals – 43 Programs	**32 (74%)**	**26 (60%)**	**20 (47%)**

Student Learning Outcomes Workshops have become a standard feature of Faculty Professional Development Week since 2005 and are also conducted throughout the year. The workshops are designed to assist faculty with the development and assessment of student learning outcomes. (*2005 Accreditation Progress Report,* p. 8; *2006 Accreditation Progress Report*, p. 26; *2007 Focused Midterm Report*, pp. 16-17, 23-24) In addition, the Student Learning Outcomes Coordinators meet with individual departments in order to assist faculty and staff with the development and assessment of learning outcomes. The Student Learning Coordinators have developed a website that features useful links, articles, and tutorials. (*http://ivcslo.wordpress.com*) Further, dialogue regarding student learning outcomes occurs regularly throughout the institution in numerous committees such as the Strategic Planning Oversight and Budget Development Committee, the Institutional Effectiveness Committee as well as the Academic Senate.[Intro-58] In 2009-2010, the College integrated student learning outcomes within the Strategic Plan. Objective XII states:

> By October 2012, the College will meet the Accreditation Commission's proficiency criteria for Student Learning Outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning. (*Strategic Plan 2006-2012 Year Four Update*)

The administration, faculty, and staff remain committed to making student learning outcomes a visible priority throughout the institution. To this end, the College has continued to allocate resources for stipends for the Student Learning Outcomes Coordinators as well as for faculty participating in assessment activities using eLumen, the assessment software management system. The College also provides the opportunity for faculty and staff to attend numerous student learning outcomes related conferences for training.[Intro-59]

Based on the *2009 Employee Satisfaction Survey*, 91 percent of the faculty either strongly agreed or somewhat agreed that "Irvine Valley College relies on faculty to determine student competency levels and measure student learning outcomes." Thus, there is widespread awareness that the College appropriately relies on the faculty to determine the criteria for what constitutes satisfactory learning as well as conducting the measurements for student learning. Similarly, the *2009 Student Satisfaction Survey* indicated that students self-reported learning gains in 17 areas reflective of the College's 13 *Institutional Student Learning Outcomes*.

Recommendation 3: The College develop and implement cyclical and systematic evaluations and improvements of the program review processes in instructional and student services programs. (Standards II.A.1.2; B.1.3)

As previously discussed in Section C, the College has developed and implemented a cyclical and systematic evaluation of the *Comprehensive Program Review Process* and has improved the process in instructional and student services programs. In 2003, the

templates for academic programs and student support services were revised commensurate with the modification of the Accreditation Standards and in 2004 the process was revised based on commission recommendations (*2005 Progress Report,* p. 10). In 2006 and 2007, the college conducted an in-depth institutional evaluation of the *Comprehensive Program Review Process* resulting in substantial procedural revisions designed to streamline the process and integrate program review with the *Strategic Planning and Budget Development Processes* (*2007 Focused Midterm Report,* pp. 19-22).[Intro-2]

Within the 2006-2007 evaluation of the *Comprehensive Program Review Process*, student learning outcomes were added as a component of the assessment of program effectiveness. Each department within instruction and student services identifies three program and/or course and/or degree/certificate student learning outcomes. For each student learning outcome, an assessment plan is developed and assessment data is entered. If assessment has been completed, modifications based on the data are provided. If assessment has not been completed, the responsible parties and date of completion are entered. The integration of student learning outcomes within the *Comprehensive Program Review Process* has significantly enhanced the ongoing, systematic use of learning outcomes to ensure continuous quality improvement. [Intro-2]

In 2009-2010, further evaluation of the *Comprehensive Program Review Process* produced significant improvements in the assessment component of program effectiveness. In fall 2010, program review data from 2004-2010 for all academic programs will be available electronically on the District inFORM data warehouse.[Intro-5] In addition to student learning outcomes assessment data, data included within the warehouse and used to assess program effectiveness includes:

- Section Counts
- Enrollment Counts
- Weekly Student Contact Hours
- Full-Time Equivalent Students
- Full-Time Equivalent Faculty
- Non Contract Hours
- College and Department Productivity
- College and Department Course Fill Rates
- College and Department Retention Rates
- College and Department Success Rates

- College and Department Passing Grades
- College and Department Student Age Distribution
- Student Ethnicity
- Educational Goal
- Awards (Degree/Major/Certificate

As previously discussed, based on further evaluation of the *Program Review Process*, in spring 2010, the College via the Institutional Effectiveness Committee, began developing an *Annual Program Review* for all academic and student services programs as well as an *Administrative Unit Review*. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a mission statement/purpose, goals, objectives and strategies within the *Comprehensive Program Review*. Within the *Annual Program Review Process*, administrative offices will also develop mission statements, goals, objectives and strategies. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*. Based on the program review data provided, including student learning outcome assessment data and administrative unit outcome data, all program, service, and office requests for fiscal resources (human, physical, equipment, technology, supplies, and contracts) will be routed to the appropriate strategic planning committee and/or process as described within the *Comprehensive Program Review Process*.[Intro-5]

Based on the foregoing, the evaluation of the *Program Review Processes* are ongoing, systematic, and used to assess and improve student learning and achievement. The College reviews and modifies the *Program Review Processes* to improve institutional effectiveness and the results of program reviews are used to revise and improve program practices which results in improvements in student learning.

<u>Recommendation 4:</u> The College develop and implement research to support the establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standards II.A.1.c. 2.e.f.h. I; A.3. 6.a; B.1.3.4.; and C.1.2.)

The College has been fortunate to have expert faculty leaders trained in quantitative and qualitative measurement serve as the Student Learning Outcomes Coordinators. The Coordinators have served in this capacity since 2005 and their expertise and the consistency in leadership has greatly enhanced the College's progress in developing and assessing student learning outcomes.[Intro-59] Additionally, in the Office of Research, Planning, and Accreditation, the College has a full-time research analyst and a full-time research assistant to provide support for the Learning Outcomes Coordinators.

To assist in organizing and tracking student learning outcome assessment data, in 2008, the College purchased eLumen software. This student learning outcome management software provides a method for organizing and storing student learning outcome information, and allows faculty to produce clear and concise statistical summary reports.

As previously described in Standard II. A.1.c., faculty use two general approaches for assessing student learning outcomes: authentic assessment and embedded objective assessment. Authentic assessment involves the design and use of scoring rubrics to assess robust student learning outcomes. Embedded assessment involves "embedding" a subset of objective-format questions in exams administered across all sections of a course and then compiling the raw data using special software (ParSCORE) and scanner.

Assessment of *Institutional Student Learning Outcomes* is accomplished in two ways. First, because of the emphasis placed on robust student learning outcomes, many course and program student learning outcomes also address one or more of the College's *Institutional Student Learning Outcomes*. One component of the *Comprehensive Program Review* as well as the proposed *Annual Program Review* includes the opportunity to map course and program student learning outcomes to the *Institutional Student Learning Outcomes*. When student learning outcomes are set up in eLumen, instructors have the option of linking a course student learning outcome to the *Institutional Student Learning Outcomes*. Whenever feasible, technology has been utilized to assist faculty and staff with the assessment of student learning outcomes. Examples include the following:

- Website - A student learning outcome website (*http://ivcslo.wordpress.com*) features useful links, articles, and tutorials.
- Rubric creation - Faculty have been introduced to a free online rubric archive and rubric generator at *http://rubistar.4teachers.org/index.php*.
- Report generation - As described earlier, the eLumen software enables instructors to produce pre-organized results tables useful for informing faculty dialogue and planning.
- Electronic forms - The Student Learning Outcome Coordinators, using Adobe Acrobat Professional, have made several electronic forms that are useful for gathering student learning outcome data from students in Disabled Students Programs and Services and Extended Opportunity Programs and Services. It's likely that similar forms will be developed to support student learning outcome activity in other departments.
- Touch screen wireless laptops – These personal computers enable instructors to engage in authentic assessment in real time while observing students' performances (e.g., speeches, recitals), negating the need to input scores at a later time.
- Embedded scanning – Scanning software (ParSCORE) and scanning hardware enable instructors to conduct department-wide embedded assessment.

- Tutorials – The Student Learning Outcome Coordinators have used Camtasia software to produce training tutorials available on demand to all instructors. Camtasia records live screen shots with supplemental narration. Media Site has also been used to produce professional quality streaming video presentations available on demand.
- Blackboard surveys – The Mathematics Department faculty have used Blackboard's survey feature to conduct a series of pre and post-test assessments.
- Calibrated Peer Review – The Psychology Department has used University of California Los Angeles's free software in several courses as a student learning outcome assessment tool. Calibrated Peer Review has the added benefit of actively engaging students in writing and critical thinking activities.

Improvements based upon assessment results emerge in several ways. Faculty have used assessment results to refine learning outcome statements, the assessment strategies, or both. Assessment results sometimes indicate the need to modify instructional strategies. Some departments have modified curriculum based at least partially on assessment findings and/or the departmental discussions and the overall focus on student learning outcomes. The student learning outcomes website features testimonials of several instructors who have realized positive benefits of working on student learning outcomes. [Intro-60]

1. Psychology Department

    a. Based upon student learning outcome assessment results, a Careers in Psychology course instructor improved the way she teaches students about curriculum vitas based upon assessment.
    b. Two new courses, Critical Thinking in Psychology (Psychology 110), and Careers in Psychology (Psychology 160), were added based upon departmental discussions about program level student learning outcomes.
    c. Authentic assessment strategies in two courses (Research Methods and Behavioral Statistics) were found to be an excellent method to provide students with clearer expectations for learning and an effective tool to diagnose students' strengths and weaknesses.
    d. Teaching and assessing a critical thinking student learning outcome led faculty to implement Calibrated Peer Review. Calibrated Peer Review lessons automatically produce data reports that also serve as student learning outcome assessment data.

2. Mathematics Department

    a. Based upon an analysis of assessment results, the mathematics department added a set of eight remedial math modules. These modules (Math 350 A-H) cover basic arithmetic topics that, based on the assessment findings, needed reinforcement.
    b. Department dialogue led to establishment of a mastery level of 70 percent correct solutions as the minimum standard of successful teaching and learning of the topic(s) covered by the outcome.

c. Discussion of the assessment results for each of the courses assessed focused department discussion on the instruction and learning in the courses which resulted in the development of action plans to assist in the correction deficiencies in order to attain the 70 percent mastery level.
d. The department is in the process of developing a set of worksheets for each of the courses to be used in the Math Tutorial Center. The worksheets help enhance the learning of topics that the assessment results indicate need reinforcement.
e. Communication among the faculty teaching each course has improved. The department has appointed a coordinator for each course to assist with assessment and serve as liaison with all the instructors teaching the course each semester.

3. English Department

   The English Department has incorporated student learning outcomes to help maintain department-wide norms regarding the number of papers assigned to students in each level of English, and standardizing the criteria and rigor used to grade all papers.

4. Japanese Department

   a. There is greater awareness among instructors of the outcomes for each course which has led to more uniform instruction throughout the program.
   b. Because of student learning outcome dialogue, the department saw the need to offer an advanced Japanese course to students who have achieved all prior levels.
   c. Student learning outcome assessment has provided earlier detection of students having problems understanding through regular instruction and who are in need of additional assistance.
   d. There has been consultation with the Learning Center to assist students with difficulties.

Recommendation 5: The College assess the high rate of turnover among administrators and other staff, take actions to reduce the number of vacant administrative and classified positions filled on a short term basis, and fill the positions that are necessary to ensure the integrity of the College's programs and services. (Eligibility Requirement 5; Standard III.A.2)

Administrative staffing: As reported in the *2007 Focused Midterm Report*, a permanent Vice President of Instruction was hired on July 25, 2007, and is currently serving in this capacity. Additionally, April 23, 2007, through the College *Strategic Planning and Budget Development Process*, the College identified a new administrative dean position, a Dean of Career Technical Education and Workforce Development, which was filled on a permanent basis in 2009.[Intro-61] In order to more evenly distribute the administrative workload, in fall 2009, the ten Academic Schools were realigned and a permanent Dean for the Schools of Humanities and Languages and Social and Behavioral Sciences was reassigned in October 2008 with a start date in January 2009.[Intro-62] A permanent Dean of the Schools of Fine Arts, Business Sciences, and College

Online Education was hired in October 2008 with a start date of January 2009.[Intro-62] Therefore, the deans of the ten Academic Schools have been filled on a permanent basis.

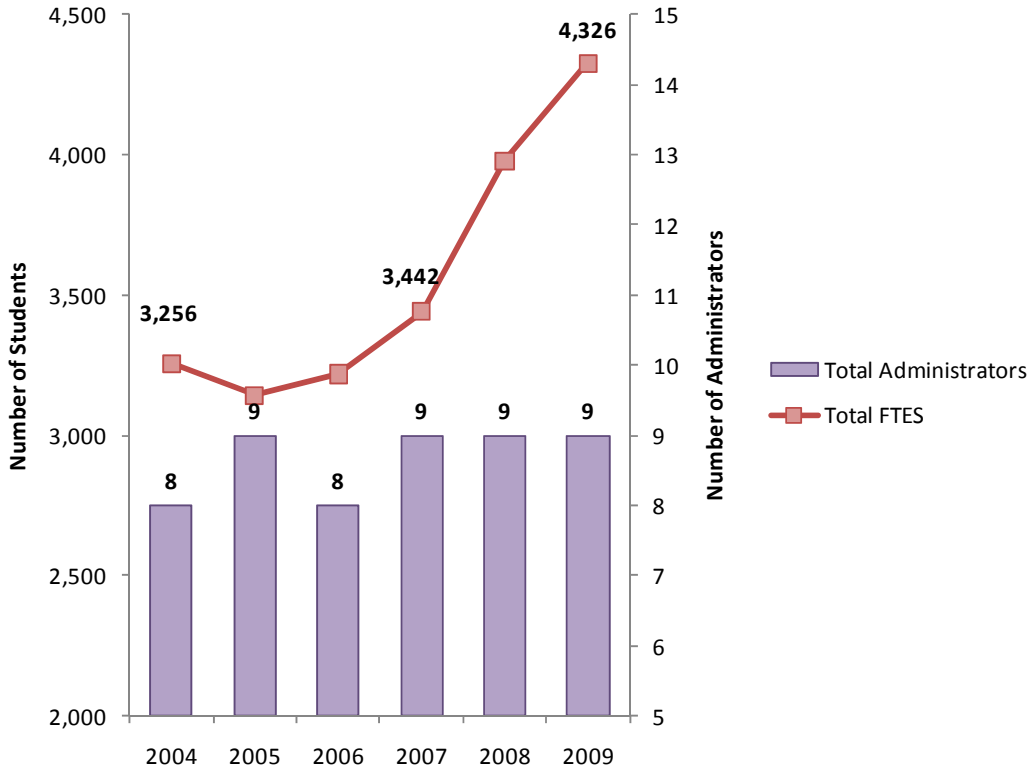
In order to address whether the College has a sufficient number of administrators, the Office of Research, Planning, and Accreditation conducted analyses of administrative workload. These analyses demonstrated that the unduplicated student headcount and Full-Time Equivalent Students increased by 28 percent and 33 percent, respectively from 2004 through 2009, while only one new administrative position was added during this same time period (see Table 27 and Figure 15).[Intro-63]

Table 27: Irvine Valley College Administrative Positions, 2004 - 2009

	2004	2005	2006	2007	2008	2009	2004-2009
Total Headcount	12,258	12,294	12,496	13,129	14,432	15,720	28%
Total FTES	3,256	3,142	3,219	3,442	3,978	4,326	33%
Budget Revenue	$38,185,694	$41,968,151	$44,101,721	$46,925,218	$50,948,343	$51,720,415	35%
Total Administrators	8	9	8	9	9	9	13%

Note: Data for Total Headcount and Total FTES are from Fall 2004 through Fall 2009. Budget Revenue data are based on the fiscal calendar, while the Total Administrators data are from each calendar year. The last column represents the total percentage change from 2004 to 2009.

Figure 15: FTES and Number of Administrators, 2004 – 2009



Comparative analyses of administrative staffing state-wide showed that Irvine Valley College ranked 96th out of 110 community colleges in administrative workload for the 2008-2009 academic year (see Table 28). Furthermore, among similarly sized colleges from multi-college districts, the average number of administrators totaled 13 with an average student per administrator ratio of 1,950. At Irvine Valley College, there were nine administrators with 2,741 students per administrator during the 2008-2009 academic year.[Intro-63]

Table 28: State-Wide Comparison of Administrative Workload, 2008 - 2009

Student per Administrator (3rd Quartile in Size)								
District	College	AY08-09	Pres/VP	Deans	Total	Student/ Admin	Multi-College District	Rank
San Bernardino CCD	San Bernardino Valley College	22,494	4	16	20	1,125	Yes	1
Antelope Valley CCD	Antelope Valley College	22,883	5	12	17	1,346	No	2
Sierra Joint CCD	Sierra College	30,862	5	15	20	1,543	No	3
Grossmont-Cuyamaca CCD	Grossmont College	28,568	4	14	18	1,587	Yes	4
Ventura County CCD	Ventura College	22,668	3	11	14	1,619	Yes	5
Mt. San Jacinto CCD	Mt. San Jacinto College	26,148	5	11	16	1,634	No	6
Los Rios CCD	Cosumnes River College	21,815	3	10	13	1,678	Yes	7
Cabrillo CCD	Cabrillo College	24,170	5	9	14	1,726	No	8
Rancho Santiago CCD	Santiago Canyon College	24,671	5	9	14	1,762	Yes	9
Yosemite CCD	Modesto Junior College	29,277	4	12	16	1,830	Yes	10
Chaffey CCD	Chaffey College	29,323	5	11	16	1,833	No	11
Mira Costa CCD	MiraCosta College	23,879	4	9	13	1,837	No	12
Southwestern CCD	Southwestern College	29,620	5	11	16	1,851	No	13
Grossmont-Cuyamaca CCD	Cuyamaca College	22,433	4	8	12	1,869	Yes	14
Allan Hancock Joint CCD	Allan Hancock College	26,486	5	9	14	1,892	No	15
North Orange County CCD	Fullerton College	32,241	4	13	17	1,897	Yes	16
Santa Barbara CCD	Santa Barbara City College	28,457	6	8	14	2,033	No	17
Coast CCD	Coastline Community College	22,768	4	7	11	2,070	Yes	18
Chabot-Las Positas CCD	Chabot College	23,660	3	8	11	2,151	Yes	19
San Joaquin Delta CCD	San Joaquin Delta College	30,430	4	10	14	2,174	No	20
Ventura County CCD	Moorpark College	24,007	3	8	11	2,182	Yes	21
Peralta CCD	Laney College	23,010	3	7	10	2,301	Yes	22
Monterey Peninsula CCD	Monterey Peninsula College	23,466	4	6	10	2,347	No	23
San Diego CCD	San Diego City College	29,836	4	8	12	2,486	Yes	24
West Valley-Mission CCD	West Valley College	22,839	4	5	9	2,538	Yes	25
South Orange County CCD	**Irvine Valley College**	**24,673**	**3**	**6**	**9**	**2,741**	**Yes**	**26**
Kern CCD	Bakersfield College	28,761	3	7	10	2,876	Yes	27
	Total	**699,445**	**111**	**260**	**371**			
	Single College District	26,884	5	10	15	1,803	11	
	Multi-College District	25,233	4	9	13	1,950	16	
	Average	**25,905**	**4**	**10**	**14**	**1,885**	**27**	

In order to address this disparity in administrative workload, the College supported the establishment of the position of Dean of Academic Programs, Student Learning, and Research through the *Strategic Planning and Budget Development Process* in order to assist the Office of Instruction and the ten Academic Schools. The position was approved by the Board of Trustees in August 2010.[Intro-64]

Classified Staffing: The November 3, 2005, Progress Visit Report stated that the Classified Senate expressed the desire to have a more substantive and formal role in the development of the *Classified Hiring Priority List*. In order to address concerns of the Classified Senate and the Commission Recommendation, on August 17, 2006, the administration and the Classified Senate jointly developed and adopted a *Classified Hiring Priority List Development Process*. (*2007 Focused Midterm Report*, pp. 28) The *Priority List Development Process* was updated in March 2010. The process provides an inclusive and participatory mechanism that allows the College community to identify classified staffing needs based on the participation of all constituent groups.[Intro-65]

The process provides for the development of a classified hiring list within each school or department in collaboration with the administrator or manager. The school or department list is submitted to the appropriate Vice President or College President. The College President and Vice Presidents review the respective area lists, including rationales and historical staffing data. After review and modification if necessary, the Vice Presidents/College President submit one list to the Classified Hiring Priority Task Force, which is composed of two classified staff members, two Academic Senate representatives, one dean, one classified manager, and the Vice Presidents. The task force produces one comprehensive prioritized hiring list which is submitted to the College President, College Council, and the Strategic Planning Oversight and Budget Development Committee. One final ranked priority list is submitted to the President's Executive Council for final disposition, pending funding.[Intro-65]

On May 6, 2009, the Strategic Planning Oversight and Budget Development Committee ranked the *2009-2010 Classified Hiring Priority List* which was submitted to and approved by the College Council on May 15, 2009. On December 7, 2009, 22 classified positions were in the hiring process.[Intro-66] On April 7, 2010 the Strategic Planning Oversight and Budget Development Committee launched the 2010-2011 *Classified Hiring Priority List Development Process* which was in progress at the time of this report.[Intro-67; Intro-68]

<u>Recommendation 6:</u> The Board of Trustees cease involvement in college and district operations, delegate all non-policy issues and policy implementation at the district and college level to the Chancellor and presidents respectively. (Standard IV.B.1.e. j)

The College responded to Commission Recommendation 6 in the *2005 Progress Report,* the *2006 Progress Report,* the *2007 Focused Midterm Report,* and in the *2008 Progress Report.* A brief summary from 2005-2008 will be provided below as well as a 2009-2010 update.

According to the *Accreditation Progress Visit Report* of November 30, 2006**,** the visiting team stated:

> [T]he board of trustees' self- assessment of their progress in addressing recommendation #6 is more positive than the college's assessment. They view the extent of their continued involvement in micro-managing the college and district as less frequent, however, the college views their involvement as frequent and inappropriate. The board expressed a desire to continue to make improvements in ceasing involvement in the day-to-day operations of the colleges and the district. However, the team found that the amendment they made to the resolution that referred to avoiding macro-management on the part of other constituency groups, diminished the college's governance groups' hopes and expectations for their progress in making meaningful and sustained changes in their behaviors. The college also views the chancellor as engaging in micro-management of the college. Based upon these findings while the board and the chancellor express no desire to micromanage, in the college's view, they continue to do so. Progress in addressing recommendation #6, was evident, however, continued progress is needed. (*2008 Progress Report,* p.7)

In 2006, in order to address Recommendations 6, 7, and 8, the College, District, and Board of Trustees agreed to participate in the formal process of technical assistance which was facilitated by Dr. Diane Woodruff, Interim Director of the Community College League of California, and Professor Ian Walton, president of the Academic Senate of the California Community Colleges. Two special board meetings were held on February 13, 2006 and on April 24, 2006. Additionally, Dr. Barbara Beno, Executive Director of the Accrediting Commission, attended the April 2006 meeting. (*2006 Progress Report,* p. 7)

Outcomes of the technical assistance meetings included draft documents of new and revised board policies delineating the roles and scopes of authority of the Board of Trustees (Board Policy 101, Authority and Powers of the Board of Trustees), the Academic Senate (Board Policy 2100.2, Role and Scope of Authority of the Academic Senate), and the Classified Senate (Board Policy 4056 Classified Employees Participation in Decision Making). (*2006 Progress Report,* pp. 15-19) The proposed Board Policies had not been reviewed and/or adopted by the Board by the submission of the *2006 Progress Report*.

The team concluded that some progress had been made relative to Recommendations 6, 7, and 8. The team stated that "[P]rogress in addressing Recommendation 6 was evident, however, continued progress is needed". [Intro-69] On January 31, 2007, the College received the *Commission Action Letter*, informing the College that the *2006 Progress Report* was accepted. However, the Commission requested that the College prepare a *Focused Midterm Report* addressing Recommendations 6, 7, and 8 "with special emphasis". [Intro-70]

In the *2007 Focused Midterm Report*, the College reported that there was continued disagreement as to whether the Chancellor and the Board engaged in micromanagement of the College. (*2007 Focused Midterm Report*, pp. 30-37).

In addition, on September 12, 2007, the College was directed by the Board and the Chancellor to include a "Board of Trustees and Chancellor Response" to Recommendations 6, 7, and 8 in the *Focused Midterm Report*. In the Board of Trustees and Chancellor Response to Recommendation 6, it was reported that there was continued disagreement relative to Recommendation 6. (*2007 Focused Midterm Report*, pp. 37-39)

The January 31, 2008, *Commission Action Letter* informed the College that the Commission had accepted the *2007 Focused Midterm Report* with the requirement that the College complete another progress report addressing Recommendations 6, 7, and 8 by October 15, 2008. In addition, the letter stated:

> …under Department of Education regulations institutions out of compliance with standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Irvine Valley College must correct the deficiencies by **January 2009**. The recommendations below represent deficiencies that were first noted by the Commission in January 2005 (as a result of the October 2004 comprehensive evaluation team), and therefore, Irvine Valley College has exceeded the two years permitted to resolve deficiencies.

In order to meet the directive stated in the January 31, 2008 *Commission Action Letter* regarding the implementation of good practice in governance and bringing the College into compliance with the Department of Education requirements, in 2008, the College formed the 2008 Accreditation Progress Report Focus Group. The Focus Group included all senior College administrators, representatives from the Academic Senate, classified staff, and the Associated Students of Irvine Valley College. Due to questions raised in the preparation of the *2007 Focused Midterm Report* regarding the appropriate level of the Board and District involvement in the accreditation process, and with the concurrence of Dr. Barbara Beno, the Chancellor directed the College to include a representative from the Board and the District. Consequently, the Board President and Deputy Chancellor were members of the Focus Group and participated in the preparation of the report. The Focus Group met bimonthly beginning in March through July 2008. (*2008 Progress Report*, p.11)

In the *2008 Progress Report*, (pp. 11-12) the College reported that:

> The collaboration with the board president and the deputy chancellor in the preparation and development of the 2008 Progress Report was extremely helpful and collegial. The board president, deputy chancellor, administrators, academic senate representatives, classified senate representatives, and an ASIVC representative participated in open and honest dialogue regarding the commission recommendation pertaining to board micromanagement. Within the deliberations and dialog of the focus group, it was recognized and agreed that some allegations of board micromanagement were unfounded as in the case with administrative regulation 6140 as discussed in the above section.

As reported in the *2008 Progress Report*, (pp. 9-11), the Focus Group made significant progress in resolving issues related to Recommendation 6. Due to the opportunity for direct communication between all parties, Focus Group members established open and honest dialogue regarding what actions could be construed as micromanagement and came to agreement as to how to avoid future misunderstandings.

Within the discussions, it became apparent that many former issues may have stemmed from a lack of understanding of the appropriate roles and scope of authority by all parties. To address this issue the Focus Group, in collaboration with the Academic Senate, developed the *Planning and Decision-Making Manual* which clearly defined the roles and scopes of authority of all parties. The implementation of the manual assisted in addressing Recommendation 6 because the role and authority of all constituent groups is clearly defined and the manual demarcates the responsibility of the Board, the District and their relationship with College. (*2008 Progress Report*, p. 12)

Actions Taken to Reduce or Eliminate Micromanagement: Board Policy and Administrative Regulation Advisory Council

In order to clarify the process for the development, evaluation, and revision of Board Policies and Administrative Regulations, on April 24, 2006, the Board of Trustees approved Board Policy 107 and the Chancellor approved a companion Administrative Regulation 107, forming the Board Policy and Administrative Regulation Advisory Council. The membership of the Advisory Council includes representatives from the Academic Senate(s), the Classified Senate(s), the exclusive bargaining representatives for the faculty and classified units, the Irvine Valley College Director of Student Development, and District and College administrators. Therefore, all constituent groups and administrators have the opportunity to review and to provide input into the development of Board Policies and Regulations. (*2006 Progress Report*, 18-19)

The Board Policy and Administrative Advisory Council continued to develop, evaluate, and revise board policies throughout 2006-2007, and evidence of the continued progress was provided to the commission in 2007. (*2007 Focused Midterm Report*, p. 51)

The Advisory Council continued to work together in a collegial manner in the development, evaluation, and revision of Board Policies throughout 2007-2008 resulting in the adoption of numerous revised Board Policies. The open process for input and regular evaluation of policies and revisions contributed to the reduction in tension between the College and the Board of Trustees. In accordance with Standard IV.B.1.e., the Board has consistently adopted the revised board policies as recommended by the Advisory Council with minor revisions to a few policies. (*2008 Progress Report*, pp.7-8)

The College is pleased to report that throughout 2009-2010, the Board Policy and Administrative Regulation Advisory Council has continued to work together in a collaborative and collegial

manner resulting in the development, revision, and adoption of numerous Board Policies and Administrative Regulations.[Intro-71] The work of the Council has continued to facilitate communication and understanding between the Board and the members of the College community.

Based on the recommendations of the Focus Group, in 2009-2010, the Board adopted several new policies. For example, in the preparation of the *Planning and Decision-Making Manual*, the Focus Group discovered that the District did not have a board policy delegating authority or identifying the role and scope of authority of the College President in a multi-college district. Moreover, the California League of Community Colleges model policy only pertained to the role of the President in a single-college district. With the assistance of the Deputy Chancellor, the Board Policy and Administrative Regulation Advisory Council developed a new Board Policy (Board Policy 2101) delegating authority to the College President and clarifying the role and scope of authority of the College President.[Intro-72]

Additionally, the 2008 Focus Group recommended the development of a board policy regarding reassigned time and stipends for faculty participating in college decision-making processes. Until 2009, the District operated on the basis of a 1999 board action limiting the total reassigned time the College President could offer to faculty to 2.0% of the college budget. The Advisory Council in collaboration with the Board developed a new board policy (4073 Faculty Reassigned Time and Stipends) clarifying the method of calculating reassigned time and stipends which was adopted by the Board on May 26, 2009, ending a long-standing issue within the District.[Intro-73]

Based on the foregoing, the Board has a system for evaluating and revising policies and regulations on a regular basis and the system has been implemented since 2006. The continued work of the Board Policy and Administrative Regulation Advisory Council and the open process for the regular evaluation of policies and regulations have contributed to the resolution of numerous issues, including perceived Board micromanagement, as documented above. The Board has consistently adopted the revised policies and has acted in a manner consistent with the policies commensurate with Standard IV.B.1.e.

<u>Board Policy 4011.6 Chancellor Employment Procedures Revised 7-24-06 and Board Policy 4011 Employment Procedures for Administrators and Managers Revised 11-20-06</u>

In 2006, Board Policy 4011.6 (Chancellor Employment Procedures) was revised by the Advisory Council and adopted by the Board. The revised procedures meet the Commission's definition of best practices and properly define the level of Board involvement in executive hiring procedures. (*2006 Progress Report*, p. 13) The most recent Chancellor has served in this capacity since 2002 and with his resignation in 2010, the Board implemented Board Policy 4011.6 in the selection of the new Chancellor.[Intro-74] (The hiring process had not concluded by the date of the submission of the *2010 Self Study*.)

In 2006, Board Policy 4011 (Employment Procedures for Administrators and Managers) was revised by the Board Policy and Administrative Council and adopted by the Board. The revised procedures meet the Commission's definition of best practices and properly define the level of

Board involvement in hiring procedures for administrators and managers. The Board has acted in a manner consistent with Board Policy 4011 commensurate with Standard IV.B.1.e. and there have been no allegations of board violations in executive hiring practices since 2006. (*2008 Progress Report*, p. 8)

The Focus Group further recommended clarification of the role and scope of authority of the College President regarding Board Policy 4011. In the *2008 Progress Report* (p.33), the Focus Group reported problems with the policy language which resulted in the Chancellor meeting with finalists and extending the offer of employment to several College administrators. This practice raised concerns with regards to whether the College President makes the final hiring decision for College administrators and/or managers. The Board adopted the revised policy on August 31, 2009, which clarified the role of the College President in making the final selection of college administrators and no further alleged violations have occurred since the revised policy was adopted in 2009. Intro-75

Due to the collegial relationships established during the work of the Focus Group, the former misunderstandings regarding perceived Board micromanagement have not occurred since 2008. The direct communication between the Board and the College has resulted in mutual understanding and respect.

Recommendation 7: The Board of Trustees, district leadership, and college leadership define, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision making processes. (Standard IV.A.1.2.3.5)

The Board of Trustees, District leadership, and College leadership addressed Recommendation 7 in the *2005 Progress Report*, *the 2006 Progress Report*, and in the *2007 Focused Midterm Report* and in the *2008 Progress Report*. A brief summary from 2005-2008 will be provided below as well as a 2009-2010 update.

According to the *Accreditation Progress Visit Report* of November 30, 2006**,** the visiting team concluded that:

> [T]here continues to be some disagreement among college governance leaders, and the chancellor and board of trustees regarding roles and authority among them, and what constitutes non-policy operational matters. There continues to be blaming of responsibility for their failure to be in agreement, and lack of understanding between them. While continued progress is needed, the team commends the college leadership, district leadership and board of trustees for the actions they have taken to define leadership roles and scopes of authority in the governance of the colleges and the district, and to implement structures and processes to facilitate collegial decision-making. In spite of continued strained relationships between the college and the chancellor and board, the college's

leadership and governance bodies, the chancellor and district leadership, and the board of trustees are making progress in addressing recommendation #7."

In 2006, in order to address Recommendations 6, 7, and 8, the College, District, and Board of Trustees agreed to participate in the formal process of technical assistance as described above in Recommendation 6. Outcomes of the technical assistance meetings included draft documents of new and revised Board Policies delineating the roles and scopes of authority of the Board of Trustees (Board Policy 101, Authority and Powers of the Board of Trustees), the Academic Senate (Board Policy 2100.2, Role and Scope of Authority of the Academic Senate), and the Classified Senate (Classified Employees Participation in Decision Making). (*2006 Progress Report*, pp. 15-19) The proposed Board Policies had not been reviewed and/or adopted by the Board by the submission of the *2006 Progress Report*.

The team concluded that some progress had been made relative to Recommendations 6, 7, and 8. The team noted that strained relationships still existed regarding Recommendation 7, however, there was progress. [Intro-69] On January 31, 2007, the College received the *Commission Action Letter* informing the College that the *2006 Accreditation Progress Report* was accepted. However, the Commission requested that the College prepare a *Focused Midterm Report* addressing Recommendations 6, 7, and 8 "with special emphasis."

In 2007, in response to Recommendation 7, the College reported that on September 25, 2006, the Board adopted Board Policy 2100.2 (Role and Scope of Authority of the Academic Senate), and on December 11, 2006, the Board adopted Board Policy 4056 (Classified Employees Participation in Decision Making). On August 27, 2007, the Board adopted Board Policies delineating the role and scope of authority of the Board of Trustees (Board Policy 102, Functions of the Governing Board) (*2007 Focused Midterm Report*, pp. 41-42).

On September 12, 2007, the College was directed by the Board and the Chancellor to include a "Board of Trustees and Chancellor Response" within the *2007 Focused Midterm Report*. In the Board of Trustees and Chancellor response to Recommendation 7, they reported continued disagreement as to roles and scope of authority of constituent groups (*2007 Focused Midterm Report*, pp. 43-45).

The January 31, 2008, *Commission Action Letter* informed the College that the Commission had accepted the *2007 Focused Midterm Report* with the requirement that the College complete another progress report addressing Recommendations 6, 7, and 8 by October 15, 2008.

In order to address Recommendation 7 for the *2008 Progress Report*, the Focus Group first conducted a content analysis of the aforementioned accreditation reports in order to assess areas of progress from 2005 to 2008. Second, the Focus Group developed and proposed a *Planning and Decision-Making Manual* for Irvine Valley College which defines the roles of all constituent groups. The manual specifies the processes by which individuals and constituent groups work together on appropriate policies, procedures, and planning. The charge, membership, role and scope of authority of the administration, Administrative Councils, the Academic Senate, the Classified Senate, the Associated

Students of Irvine Valley College, the exclusive bargaining representatives for the faculty and classified staff, and the Strategic Planning Committees, College Committees, and Task Forces are clearly delineated within the manual.

In addition, the manual specifies the relationship between College constituent groups and the District Administrative Councils and, when appropriate, defines the process by which the College participates in District-wide decision-making as well as the process by which college leadership interacts with the Board of Trustees commensurate with Standard IV.A.1, IV.A.2., IV.A.3., and IV.A.5.

The manual establishes systematic processes to institutionalize and ensure effective participation, widespread discussion, and implementation of ideas for improvement that have significant policy and/or institution-wide (district-wide) implications in accordance with Standard IV.A.1., IV.A.2.a., and IV.A.2.b. The manual clearly describes and establishes governance structures, processes, and practices by which the governing board, administrators, faculty, staff and students work together for the good of the institution in accordance with Standard IV.A.3.

Within a multi-college district, there is another layer of decision-making at the District level. The manual, when appropriate, describes the connections between College-level planning and decision-making and District-level decision-making, including the interaction between college leadership, the role of the governing board, and the role of the district administration.

The *Planning and Decision-Making Manual* was adopted and published by the College on September 10, 2008. (*2008 Progress Report,* pp. 16) The manual was updated in spring 2010 to reflect continuous improvements in the planning and decision-making processes. The updated manual was adopted by the College Council on March 10, 2010.[Intro-76]

In order to assure integrity and effectiveness in accordance with Standard IV.A.5., the Focus Group recommended that the College conduct a regular survey to assess the efficacy of the planning process, and to evaluate the role of leadership and the decision-making processes. The *2009 Employee Satisfaction Survey* was conducted in spring 2009 and the results were posted on the college internet, the intranet, and communicated to the college community via e-mail. [Intro-77] In addition, the *2009 Employee Satisfaction Survey* was presented at Academic Senate and Classified Senate meetings.[Intro-78]

In order to inform faculty, administrators, classified staff, and students of their respective roles, numerous College-wide meetings have been held throughout 2008, 2009, and 2010.[Intro-55] The representatives of the Board and the District attended some of the meetings. In addition, many of the meetings were video-taped and posted on the college website for members of the college community who could not attend.[Intro-56] To ensure that faculty, classified staff, and students are informed of the opportunities to participate in planning and decision-making, presentations are made at meetings of the Academic Senate, Classified Senate, and Associated Students of Irvine Valley College.[Intro-79]

In accordance with Standard IV. A. 5, the College has institutionalized regular evaluation of the role of leadership and the decision making structures and processes in order to ensure integrity and effectiveness. The Strategic Planning Oversight and Budget Development Committee is charged with the following responsibilities:

- The regular evaluation of the *Strategic Planning and Budget Development Process*;
- The regular evaluation of the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness;
- The distribution of evaluation results and recommended improvements;
- The integration of data into the planning process using internal and external data scans;
- The annual review of the *College Mission Statement* and the *College Goals*;
- The integration of program review planning strategies with the budget development process.

The *Planning and Decision-Making Manual* is the product of a collaborative effort of the President of the Board of Trustees, the Deputy Chancellor, the President and Vice Presidents of Irvine Valley College, the faculty accreditation co-chairs, the Academic Senate, the Classified Senate, and the Associated Students of Irvine Valley College. As stated in the *2008 Progress Report,* (pp. 45), "[T]he implementation of the manual is intended to enhance communication and clarity within the College in order to reduce the frustration and confusion that can often lead to hostility, cynicism, despair, and fear as noted by the Commission in Recommendation 8."

<u>Recommendation 8:</u> The Board of Trustees, Chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the College. (Standard IV. A. 1. 2. 2.a. 2.b. 3. 5)

The Board of Trustees, District leadership, and College leadership addressed Recommendation 8 in the *2005 Progress Report, the 2006 Progress Report*, and in the *2007 Focused Midterm Report* and in the *2008 Progress Report*. A brief summary from 2005-2008 will be provided below as well as a 2009-2010 update.

According to the *Accreditation Progress Visit Report* of November 30, 2006, the visiting team stated:

> The team commends the College for writing a through and candid progress report to the commission, which details the College's ongoing efforts to demonstrate progress in addressing Recommendations 6, 7, and 8, and identifies the areas where further improvements are warranted. The team was impressed with the college climate that was even more relaxed, collegial, and positive that the team found during the prior Progress Report visit in October 2005. Intro-69

In the *Accreditation Progress Visit Report* of November 30, 2006, the visiting team concluded that:

> The College has made significant progress in addressing recommendation #8. The faculty at Irvine Valley College view their working relationships with the college administration as progressing in a positive direction. There have also been District efforts to find ways to bring all groups together, however, communications between faculty leaders and the Chancellor and board meeting minutes reveal ongoing disagreements and power struggles. While some progress has been made in addressing recommendation #8, there continues to be much work to be done by the Board of Trustees, the Chancellor and members of the college community to improve the climate of the district as a whole.

Throughout 2005 through 2007, the Board, the District, and the College continued to address Commission Recommendation 8.

In 2006, the College reported that:

> All constituent groups and the college administration remain committed to work together in a collaborative and collegial manner in order to reduce the hostility, cynicism, despair, and fear as noted by the commission. The college continues to make substantial progress relative to recommendation 8. (*2006 Progress Report,* p. 25)

Throughout 2005-2006, the College community worked together collegially in the development and implementation of a *Strategic Planning and Budget Development Process*. With the support of the administration, the Student Learning Outcomes Coordinators guided the College forward with the development and assessment of student learning outcomes. The College made a concerted effort to enhance communication by holding College-wide meetings. However, the College reported that tension remained at the District and Board level. (*2006 Progress Report,* pp. 25-27)

The efforts of the College were noted by the Commission. However, improving the climate within the District as a whole remained an issue as stated by the Commission.

In 2007, with the opportunity to prepare the *Focused Midterm Report* with special emphasis on Recommendation 8 as requested by the Commission on January 31, 2007, the College and the District had made some improvements such as integration of District planning with the College *Strategic Planning and Budget Development Process* and continued collaborative research efforts between the District and the College to develop and assess student learning outcomes at the course, program, and degree/certificate level. With regards to greater administrative stability and empowerment, the College reported that administrative staffing ratios (at the college level) and workload issues needed to be examined further. The College also reported that there had been collaboration between the College and the District in enhancing the communication structure. (*2007 Focused Midterm Report*, pp. 46-55)

In the Board of Trustees and Chancellor response to Recommendation 8, they highlighted board actions to reinforce a positive environment such as formal resolutions recognizing students, faculty, and staff, as well as board forums, and Trustee attendance at College events. The Board of Trustees and Chancellor response also stated that faculty behave in a negative, disrespectful, and unprofessional manner at Board meetings and at Chancellor's Cabinet meetings, and that faculty file complaints with the State Chancellor's Office, and discuss District issues with the media (*2007 Focused Midterm Report*, pp. 55-58).

Upon receipt of the January 31, 2008, *Commission Action Letter* wherein the Commission requested another *Progress Report* by October 15, 2008, and with the formation of the Focus Group, the College and representatives of the Board and the District came together to engage in open, honest, collegial dialogue as discussed above in Recommendations 6 and 7. As discussed in Recommendation 6, within the Focus Group discussions regarding perceived Board micromanagement, it became apparent that many former issues may have stemmed from a lack of understanding of the appropriate roles and scope of authority by all parties. In the preparation of the *Planning and Decision-Making Manual* all parties came together to discuss, and agree upon, the roles and scope of authority of all constituent groups and provide clarity as to the decision-making processes. The preparation of the manual created the opportunity for in-depth dialogue and communication between the College, and the Board and District representatives.

At the conclusion of the preparation of the manual and the *2008 Progress Report*, all constituent groups were optimistic that the products of the Focus Group's work, including clarification of the roles and scope of authority among all parties and the implementation of the policies and procedures included in the *Planning and Decision-Making Manual*, would enhance communication and provide clarity in order to reduce the frustration and confusion that can often lead to hostility, cynicism, despair, and fear as noted by the Commission in Recommendation 8. (*2008 Progress Report,* p. 51)

As indicated in the *2009 Employee Satisfaction Survey* discussed below, with a few exceptions, there has been notable improvement at the College. There has also been improvement in the College and Board relationship and interaction. The issues associated with District-level decision making will be discussed below.

In spring 2009, most employee respondents reported that they were satisfied with Irvine Valley College. About 42 percent of survey respondents indicated that they were "Very satisfied" and another 40 percent reported that they were "Somewhat satisfied." Looking more closely at overall satisfaction, members of the faculty (46% "Very satisfied") and college administrators (57% "Very satisfied") registered slightly more intense levels of satisfaction than the classified staff (35% "Very satisfied"), although total satisfaction levels were similar across all bargaining units (*2009 Employee Satisfaction Survey*).

Survey respondents were most satisfied with their employment benefits, followed by their relationships with their co-workers, their current position, their salaries, and their relationships with their supervisors. On average, the survey respondents were at least "Somewhat satisfied" with these areas of their employment. The respondents were less likely to be satisfied with their

opportunities for personal growth, opportunities to make suggestions, and opportunities for advancement. Responses were similar for both members of the faculty and classified staff except in three areas where faculty members registered significantly higher levels of satisfaction: "Opportunities for advancement" (percent difference in satisfaction = 33%); "Opportunities for personal growth" (percent difference in satisfaction = 25%); and "Salary" (percent difference in satisfaction = 16%) (*2009 Employee Satisfaction Survey*).

In addition, employees were asked to rate the campus environment for employees at Irvine Valley College. About 57 percent reported a positive rating of the campus environment (15% "Excellent"; 43% "Good"), a quarter of respondents (26%) believed that the campus environment was "Fair," while 15 percent gave a negative rating of the campus environment (13% "Poor"; 2% "Very poor"). Classified staff members were more likely to rate the environment as "Fair" rather than "Excellent" or "Good" than other campus bargaining units. A plurality of respondents (38%) felt that the campus environment for employees was improving, while about a third of respondents (33%) believed that the campus environment was staying about the same. Twenty-four percent of employee respondents felt that the campus environment was getting worse. Classified staff members were much less positive than employees from the other groups on campus: only 21 percent of classified staff members indicated that the campus environment was "Getting better," more than 30 percent less than members of the faculty or administration.

In addition, respondents were asked several questions that indirectly measure employees' perception of their job climate. Among these items, 70 percent of respondents agreed that they regularly receive the information that they need, 66 percent believed that they are treated with respect and dignity, and 64 percent felt that they have the opportunity to participate in the college decision-making process. Majorities of employee respondents agreed that professional development activities are encouraged by the college (61%), and that their work is appreciated (59%) (*2009 Employee Satisfaction Survey*).

Lastly, the survey measured the "Sense of Community" felt by Irvine Valley College employees. In other words, the survey measured the feeling of belonging, inclusiveness, and shared commitment among campus employees. Sixty percent of the surveyed employees agreed that "IVC has a strong sense of community." About one out of four employees, however, "Somewhat disagreed" and another 13 percent "Strongly disagreed" that the College has a strong sense of community. More importantly, results from the survey show that feelings of shared community closely tracked with overall satisfaction, perceptions about administrative leadership, and evaluations of campus decision-making processes. Consistent with other research findings, sense of community was strongly correlated with overall satisfaction: three-fifths of respondents (62%) who agreed that Irvine Valley College has a strong sense of community were "Very satisfied" with the College, whereas only 13 percent of respondents who disagreed that the College has a strong sense of community were "Very satisfied." In addition, employees with a strong sense of community were much more likely to report an improvement in the campus environment than those with a weak sense of community (*2009 Employee Satisfaction Survey*).

Feelings of shared community at Irvine Valley College also were correlated with perceptions of the administrative leadership at the College. For example, about 82 percent of employees who believe that the College has a strong sense of community agreed that the President communicates regularly with all constituencies; conversely, only 37 percent of employees who disagree that Irvine Valley College has a strong sense of community expressed the same opinion. Similarly, 76 percent of employees with a strong sense of community agreed that the college administration provides effective leadership, but only 25 percent of employees with a weak sense of community had the same perceptions of effectiveness (*2009 Employee Satisfaction Survey*).

Feeling a sense of community at Irvine Valley College strongly correlated with opinions about both the familiarity with and effectiveness of college decision-making processes. For example, 59 percent of employees with a strong sense of community reported that they were somewhat or very familiar with the *Planning and Decision-Making Manual*, whereas 41 percent of employees with a weak sense of community were familiar with the manual. When comparing perceptions of effectiveness of the *Planning and Decision-Making Manual*, 87 percent of employees with a strong sense of community felt that the manual was effective. Conversely, only 47 percent of employees with a weak sense of community rated the manual as an effective process (*2009 Employee Satisfaction Survey*).

The Chancellor's resignation in January 2010 and the ensuing nationwide search for the new Chancellor provides the District with an opportunity to hire a leader for these new and uniquely challenging times. The Board of Trustees looks to come together cohesively through the search process to find a Chancellor it can trust to realize the full potential of the District. The collective process of selecting a new Chancellor will serve as a role model for effective, collaborative Board governance in the future.

Based on the foregoing, from 2005 through 2010, the College has developed and implemented a cyclical, comprehensive, inclusive *Strategic Planning and Budget Development Process*; made significant progress in the development and assessment of student learning outcomes at the course, program, degree/certificate, and institutional levels; developed and implemented cyclical, systematic evaluations, and improvements in the *Comprehensive Program Review Process*; initiated development of an *Annual Program Review Process*; assessed the high rate of administrative and staff turnover and taken action to reduce the number of vacant administrative and classified positions; developed and implemented research to support student learning outcomes; worked collegially and collaboratively with representatives from the Board and District to avoid misunderstandings regarding perceived Board micromanagement; worked collegially and collaboratively to define, publish, adhere to, and regularly evaluate respective leadership roles and responsibilities; and worked collegially and collaboratively with representatives from the Board and District to reduce the hostility, cynicism, despair, and fear that formerly plagued the College. The College plans to establish a positive, collegial, and collaborative relationship with the new Chancellor.

K. Progress: 2007 Focused Midterm Report Planning Agendas

Standard I: Institutional Mission

Planning Agenda	Action
2004 Planning Agendas: IVC will revise the college mission statement to reflect the specific student populations served by the college; the revised mission statement will be presented to the board for review; student learning programs and services will be presented to the board annually; the college will highlight the mission statement in its council and governance meetings by including the statement in its documents and by setting up a regular review process. (Standard I. A. 1, 2, 3, 4)	Completed: 2007 Focused Midterm Report, pp. 60-62
2004 Planning Agendas: Ensure the institution is aware of the goals and objectives of the college and work collaboratively toward achieving the college goals; use the results of the program review recommendations (the student survey in particular) to improve student opportunities for learning. (Standard I. B. 1, 2, 4)	Completed: 2007 Focused Midterm Report, pp. 9, 62
2007 Planning Agendas: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and revaluation. Evaluation is based on analyses of both quantitative and qualitative data. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies allocates necessary sources, and leads to improvement of institutional effectiveness. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, students support services, and library and other learning support services. (Standard I. B. 3, 4, 5, 6, 7)	In Progress: 2007 Focused Midterm Report, pp. 63-64; 2008 Progress Report, pp. 41-42; 2010 Comprehensive Self Study, Standard I. B. 3. 4. 5. 6. 7.
2004 Planning Agendas: The college will continue to take the steps to fulfill its commitment to provide high quality transfer, vocational and career enhancement programs, basic skills courses, and community education courses; each school will identify student learning goals/competencies (i.e. outcomes) for programs, degrees, and certificates; the college, which is in the	Completed: 2007 Focused Midterm Report, pp. 67-71; 2008 Progress Report, pp. 43-44

initial stages of developing research methodologies to assess student learning outcomes, will continue this effort; the college will incorporate the definition of specific and measurable student learning outcomes in the curriculum development process at the course and program levels; the college will develop a process to assess the achievement of learning outcomes/competencies for programs in order to award certificates, degrees, and majors; (Standard II. A. 1. a, c; 2. a, b, f)	
2004 Self-Study Planning Agendas: IVC will continue to work toward expanding distance education through the development of online curriculum; the college will also attempt to reestablish the telecourse and live interactive modes of instruction based on available funding; IVC will implement a two-year program plan developed in spring 2003 to address breadth, depth, rigor, sequencing and time for completion for all programs; Irvine Valley College will implement the new two-year program plan developed in the spring 2003 across the curriculum, so that all courses in a state-approved program will be offered once in two years…all stand alone courses will be offered once every year; the college will continue to develop curriculum to increase distance education and to provide training opportunities for faculty; schools will continue to schedule classes to meet student demand and maximize resources/course offerings (Standard II. A. 1. b; A. 2. c, d)	Completed: 2007 Focused Midterm Report, pp. 71-75
2004 Planning Agendas: The college will define comprehensive general education learning outcomes; the college will consider the possibility of including a computer literacy requirement as part of the graduation requirements. (Standard II. A. 3. a, b, c)	Completed: 2007 Focused Midterm Report, pp. 75-77
2004 Planning Agendas: Irvine Valley College will include the academic dishonesty policy in publications; IVC will restructure the degree and certificate evaluation process so students are notified in a more timely manner about their status and can make informed decisions on how to proceed with transfer or graduation; the academic freedom statement will be included in the next publication of the catalog; the college will develop ways to provide additional services for its online students; the school of guidance and counseling will complete program review in 2005-2006. (Standard II. A. 7. b) (Standard II. B. 1. 2; B. 2. d; B. 3. a, c)	Completed: 2007 Focused Midterm Report, pp. 77-78
2004 Self Study Planning Agendas: IVC will develop tools and procedures to evaluate whether student support services contribute to the achievement of student learning outcomes; the school of library services will: invite faculty to earn in-service credit by attending bibliographic workshops geared toward their	Completed: 2007 Focused Midterm Report, pp. 78-80

subject disciplines after approval by the academic senate, suggest library workshops as part of in-service staff development, encourage faculty to use the library workshops as extra-credit for "at risk" students, advertise the library courses and the monthly workshops on the IVC website and through the college television station channel 33; IVC will expand online database contractual obligations to include remote student access via student user name and ID, liaison with disabled student services to ensure that specific resource materials and equipment are section 508 compliant, work with the academic senate to create an acceptable formula for including library faculty in the list of new hires; the college will assign specific student assistants to patrol the library floors and bookshelves on a regular basis, post appropriate signage regarding checkout and return policies for library materials, notify patrons that defacing or stealing library property warrants disciplinary action. (Standard II. B. 4; C. 1. b, c, d; C. 2)	
2004 Self-Study Planning Agenda: The college will recommend that the district and faculty association include effectiveness in producing learning outcomes in the contractually negotiated evaluation criteria. (Standard III. A. 1. c)	Completed: 2010 Comprehensive Self Study Standard III.A.1.c.
2004 Planning Agendas: Advanced Technology (AT) will: create short monthly web newsletters describing innovative ideas on campus and will encourage members of the information technology committee to attend meetings and share information with their related constituencies; the college will complete installation of the VoIP telephone system; the college will strive to budget ongoing funds to address the technology needs of the campus. (Standard III. C. 1)	Completed: 2007 Focused Midterm Report, pp. 82
2004 Planning Agendas: IVC will: continue the computer refresh program with available funding; prioritize requests for media, equipment, and software commensurate with available funding; offer computer training workshops for students who do not want a complete course; IVC will take advantage of state and California Multiple Award Schedule contracts and work with Saddleback College to achieve economy of scale in the purchase of hardware and software. (Standard III. C. 1. a. b. c)	Completed: 2007 Focused Midterm Report, pp. 83
2004 Planning Agenda: IVC will continue to solidify a core network foundation in order to support the growth of distance education. Network architecture and design are important in this process; IVC will also continue to work with district	Completed: 2007 Focused Midterm Report, pp. 83

information technology and Saddleback to enhance course management tools affecting learning outcomes. **(Standard III. C. 1. d)**	
<u>2004 Planning Agendas:</u> IVC will work toward a goal of no audit exceptions. **(Standard III. D. 1. e)**	Completed: 2007 Focused Midterm Report, pp. 83
<u>2004 Planning Agenda:</u> IVC will develop a process for regularly evaluating its financial management processes and use the results of the evaluation to improve financial management systems. **(Standard III. D. 1. k)**	Completed: 2007 Focused Midterm Report, pp. 60-64
<u>2004 Self-Study Planning Agendas:</u> It is recommended that the board requirement of a percentage cap on fiscal resources available to support faculty governance activities be reexamined; it is recommended that the board requirement superimposed on the college administration restricting instructional overload assignments for those faculty receiving reassigned time for serving on approved committees be reexamined; the administration, working closely with the academic senate and other constituent bodies of the college, will work to implement the new committee structure. **(Standard IV. A. 1, IV. A. 2. b)**	Completed: 2008 Progress Report, pp. 34; 2010 Comprehensive Self Study, Standard IV. B.
<u>2004 Study Planning Agendas:</u> Commencing with the 2004 fall semester, IVC will reestablish the program review process using the revised accreditation standards; the college president will present accreditation accomplishments at college wide meetings; it is recommended that the board consider developing self-evaluation processes which are included in board polices and regulations; the board will develop a timeline for the annual evaluation of the chancellor and college president; IVC will develop a strategic planning process which incorporates the college budget process. **(Standard IV. A. 4, IV. B. 1. f, IV. B. 1. j, IV. B. 2. a)**	Completed: 2010 Comprehensive Self Study, Standard I. B and Standard IV. B.

ABSTRACT OF THE REPORT

A. Themes Essays

Standard I: Institutional Mission and Effectiveness

Themes: Institutional Commitment, Evaluation, Planning, and Improvement

The Irvine Valley College *Mission Statement* reflects the institution's commitment to providing high quality instruction and student services to support student learning. The *Mission Statement* provides as follows:

> ***Irvine Valley College Mission Statement***
>
> Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community.
>
> The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities.
>
> The college is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy.

The *Mission Statement* identifies the broad educational purpose and the intended student population as: "…members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue life-long learning." The *Mission Statement* demonstrates the College's commitment to student learning and academic excellence as follows: "The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities." Thus, student learning is the primary mission of the institution as articulated in the *Mission Statement*

The *Mission Statement* is the basis for the *College Goals* and drives the *Strategic Planning and Budget Development Process*. The *College Goals* are designed to improve institutional effectiveness, and guide planning and decision-making. The College implements the *Mission Statement* through the *College Goals*, therefore there must be a nexus between the *Statement* and the *Goals*.

College-Wide Goals

1. To meet the current and future learning needs of our diverse community.

2. To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.

3. To develop and implement curricula that prepare students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning and community education.

4. To provide exemplary support services focused on student success and retention.

5. To provide programs and activities that promote economic development and partnerships with the community.

6. To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices.

7. To provide leading edge instructional and administrative technologies to facilitate student success.

8. To promote IVC as an institution of higher education dedicated to student access and success.

9. To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.

10. To continue integrating the *Strategic Planning Process* with budget development in a systematic cycle of evaluation for effective resource allocation.

11. To promote environmental stewardship in college planning and decision making.

The *Mission Statement* and the *College Goals* are reviewed on a three-year cycle commensurate with the *Irvine Valley College Mission Statement and College Goals: Revision Process* and revisions are incorporated when there are changes in the student population and/or changes within the College as indicated in the *Institutional Effectiveness Annual Reports* and external data scans.

The *Strategic Planning and Budget Development Process* is predicated on the *Mission Statement* and the *College Goals*. The *Mission Statement* and the *College Goals* drive the development of the planning objectives. Planning objectives are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. Planning assumptions based on data provided in five categories (demographics, economy and employment, educational trends, social trends, and public policy as well as data provided by the annual *Institutional Effectiveness Annual Report*) undergird all planning objectives. Planning assumptions and their corresponding data are reviewed annually by the Strategic Planning

Committees and posted on the College intranet. In order to achieve the *College Goals*, the Strategic Planning Committees formulate objectives and strategies to align with and reflect the *College Goals*. A planning strategy is the action that will be taken to achieve the objectives and goals. A planning strategy must also be specific, measurable, achievable, reasonable, and time-related. In addition, in order to evaluate the degree to which the college is meeting the goals, measurable outcomes are stated for each planning objective. Therefore, the *Mission Statement* is more than a statement of intention; it is the basis for institutional planning and decision-making.

The *Strategic Planning and Budget Development Process* is integrated with resource allocation and budget development through the *Strategic Planning Oversight and Budget Development Committee*, one of the five Strategic Planning Committees. The College is committed to the principle that planning drives resource allocation and budget development. The primary charge of the *Strategic Planning Oversight and Budget Development Committee* is oversight and implementation of the planning process and the appropriate allocation of resources in order to fulfill the *Mission Statement*, achieve the *College Goals*, and the planning objectives and strategies.

The College systematically evaluates all major planning and decision-making processes according to the *IVC Evaluation Timelines for the 2006-2012 Strategic Plan*. The *Strategic Planning and Budget Development Process* has been evaluated annually in June or July since 2006. In the spirit of continuous improvement, the evaluations have resulted in modifications designed to streamline the process. Institutional effectiveness and improvement of student learning is the primary focus of the planning process. One of the five *Strategic Planning Committees*, the *Institutional Effectiveness Committee*, is responsible for producing the *Institutional Effectiveness Annual Report*, a key internal data scan widely utilized in strategic planning and as a basis for improvement.

Institutional planning also occurs through the *Comprehensive Program Review Process* (six-year cycle) as well as an *Annual Program Review Process*, which was under development at the time of the submission of this report. The *Comprehensive* and *Annual Program Review Processes* mirror the College-wide *Strategic Planning and Budget Development Process* wherein academic programs and student services establish mission statements, planning objectives, and strategies. Most importantly, program effectiveness is evaluated through the development and assessment of student learning outcomes or administrative unit outcomes. With the implementation of the *Annual Program Review Process*, all academic programs, student services, and administrative offices will participate in an annual review of student learning outcomes as well as administrative unit outcomes therefore ensuring the participation of the entire institution in reviewing institutional effectiveness and developing plans for improvement.

The College has worked diligently in responding to Commission recommendations based on the *2004 Accreditation Self Study* and in meeting the criteria established by the Commission for Sustainable Continuous Quality Improvement in strategic planning and program review. As indicated in the planning agendas for Standard I.B.2.a. and I.B.3., the College will continue the efforts to ensure that the entire College community is aware of the opportunities for participation in the strategic planning processes and will continue the implementation of the *Annual Program Review Process*.

Standard II: Student Learning Programs and Services

Themes: Student Learning Outcomes, Organization

The educational programs offered by Irvine Valley College are congruent with the College *Mission Statement*, are based on recognized fields of higher education, are of sufficient content and length, and are conducted with quality and rigor appropriate to the degree offered. The College offers courses to meet the needs of a broad and diverse population. The College offers courses leading to departmental-level Associate in Arts degrees in many disciplines (e.g., Anthropology, Art, and Biology). Associate in Arts degrees having an "area of emphasis" are offered in seven areas (e.g., an "Associate Degree with an Emphasis in Social and Behavioral Sciences"). In all, the College offers 41 Associate in Arts degrees. Twenty different departmental-level Associate in Science degrees are offered. The College offers 26 different Certificates of Achievement based upon at least 18 units of work. The College also offers 11 Certificates of Proficiency, each of which requires less than 18 units. In sum, the College offers 88 different degrees and certificates. The Associate Degree requires completion of 60 units of work, with 18 or more units in the major, the rest of the units fulfilling the general education requirements. In 2008-2009 the College awarded 430 degrees and 635 certificates.

The College offers basic skills (developmental) courses in Mathematics, Reading, and Writing to assist students in obtaining proficiencies needed to advance to college-level curricula or to qualify for entry-level employment. Students with limited proficiency in English may enroll in a sequence of English as a Second Language courses.

The curriculum review process ensures the integrity of courses and instructional programs. The course outlines of record include a comprehensive outline of the course content, learning objectives/learning outcomes, typical assignments, methods of evaluation and learning outcomes measured, a catalog description, transfer articulation information (if applicable), and appropriate textbooks. Outlines of record for all courses are reviewed and approved by the Curriculum Committee, the Academic Senate, and the Board of Trustees.

The College provides appropriate student services that support student learning and development commensurate with the College *Mission Statement*. Student services are provided in the following areas: Admissions and Records, Extended Opportunity Programs and Services, Assessment Center, Matriculation, Bookstore, Cafeteria, Career and Job Placement, Early Childhood Center, Counseling and Program Advisement, Disabled Students Programs and Services, Financial Aid and Scholarships, International Student Center, Athletics, and the Student Development Office including Associated Students of Irvine Valley College. The College provides all the support services of a typical California community college

The College is committed to producing and supporting student learning by developing and assessing student learning outcomes at the course, program, certificate, and/or degree level. In order to ensure that dialogue concerning student learning became ongoing, pervasive, and robust, in 2005, the College adopted the Student Learning Outcomes Committee which was subsequently revised to the Student Learning Outcomes Task Force in 2007. The charge of the

Task Force includes assisting faculty and staff in developing course, program, degree, and/or certificate learning outcomes, the development of assessment plans, implementation of assessment plans and the collection of assessment data, modification of course and/or programs (if necessary) based on assessment data, and mapping student learning outcomes to the *Institutional (General Education) Learning Outcomes*. In order to ensure that the organizational structure of the College is inclusive and results in informed, intentional decision-making regarding student learning, the Student Learning Outcomes Task Force includes membership from faculty, staff, and administration in instruction and student services. The Task Force reports to the Academic Senate, the Institutional Effectiveness Committee, and the Academic, Facilities and Technology Planning Committee.

In 2007, the College adopted *Institutional (General Education) Learning Outcomes* in five core areas as follows:

- Communication Skills
- Critical Thinking, Problem Solving, and Information Access and Analysis
- Global Awareness
- Aesthetic Awareness
- Personal, Professional and Civic Responsibilities

In an effort to make learning outcomes public, the *Institutional (General Education) Learning Outcomes* are included on the College Website, the College Catalog, and other major publications such as the *Strategic Plan 2006-2012, Year Four Update*

The 2006-2007 revisions to the *Comprehensive Program Review Process* (which occurs on a six-year cycle) greatly facilitated the institutional focus and dialogue on developing learning outcomes and the implementation of assessment plans. Academic programs and student services use a four-column matrix in the development of student learning outcomes. The first column assists faculty and staff in the development of the identification of course and/or program level outcomes. The second and third columns of the matrix assists faculty and staff in the development of assessment plans and recording the assessment results, respectively. The fourth column assists faculty and staff in documenting how instruction and student services were modified (if necessary) based on the assessment results. At the time of the submission of this report, the College was in the process of developing and implementing an *Annual Program Review* for all academic programs, student services, and administrative offices wherein an annual update of student learning outcome assessment (or administrative unit outcomes) progress will be provided. The *Annual Program Reviews* will be used by the discipline experts, deans/directors, and administrators to make recommended modifications based on assessment data and as the primary rationale for resource allocation, including staffing, facilities, equipment, technology, supplies, and contracts.

Improvement of student learning is a visible priority within the College community. To this end, the faculty, staff, and administration have worked collaboratively to ensure that the necessary resources to support student learning outcomes have been consistently allocated. From 2005-

2010, the budget requested by the Student Learning Outcomes Coordinators has been approved by the administration, including a substantial increase in the budget in 2008 to accommodate the additional workload associated with the implementation of eLumen, the software management system. In 2008, the College purchased eLumen to assist faculty and staff in reporting and tracking student learning outcomes assessment data. From 2008-2010, the College has supported compensation for faculty who attend eLumen training sessions designed to acquaint them with the software and to prepare them to mentor colleagues in their respective schools and departments. In spring 2009, the College developed the Office of Research, Planning, and Accreditation. The office has a full-time Research Analyst and a full-time Research Assistant to assist the College in meeting Accreditation Standards. Additionally, in fall 2010, the College added a third faculty Student Learning Outcomes Coordinator position to assist specifically with the development and assessment of student learning outcomes in student services.

The College has been fortunate to have expert faculty leaders trained in quantitative and qualitative measurement serve as the Student Learning Outcomes Coordinators. The Coordinators have served in this capacity since 2005 and their expertise as well as the consistency in leadership has greatly contributed to the College's progress in developing and assessing student learning outcomes. The Student Learning Outcomes Coordinators have further facilitated the process of identifying student learning outcomes by encouraging faculty and staff to develop "robust" learning outcomes. Robust outcomes are high priority outcomes (e.g., products, projects, papers, performances, speeches, and complex skills) that exemplify higher levels on Bloom's Taxonomy of Learning (e.g., application, analysis, synthesis, evaluation). Many robust outcomes additionally reflect program or certificate level outcomes. Robust outcomes are of interest to faculty as well as students and require dialogue to develop appropriate assessment rubrics which simultaneously address course, program, and *Institutional (General Education) Learning Outcomes*.

Student Learning Outcomes workshops have become institutionalized at the College. Workshops are held during Faculty Professional Development Week and throughout the academic year. The workshops are designed to assist faculty and staff with the development and assessment of student learning outcomes. In addition, the Student Learning Outcomes Coordinators meet with individual departments to assist with the development and assessment of learning outcomes.

Within academic programs, two approaches for assessing student learning outcomes are used at the College: authentic assessment and embedded objective assessment. Authentic assessment involves the design and use of scoring rubrics to assess robust student learning outcomes. Embedded assessment involves "embedding" a subset of objective-format questions in exams administered across a sections of a course and subsequently compiling the raw data using specific software (ParSCORE) and a scanner.

In summary, 99.4 percent of courses and all of the student services have developed student learning outcomes. Sixty percent of academic programs have entered student learning outcome assessment data entered into eLumen and 40 percent are expected to have assessment data entered into eLumen by the end of the summer 2010 session. The College has worked diligently

in responding to Commission recommendations based on the *2004 Self Study* and in meeting the criteria established by the Commission for Proficiency and Sustainable Continuous Quality Improvement for student learning outcomes and program review, respectively.

Standard III: Resources

Themes: Institutional Integrity, Organization

The College demonstrates institutional integrity to all stakeholders, internal and external, through openness, transparency, impartiality, and continuous self-reflection. In order to assure the integrity and quality of academic programs and services, the College is committed to the employment of highly qualified personnel with the appropriate education, training, and experience. The hiring procedures for all personnel are clearly and publicly stated in Board Policies and Administrative Regulations. It is the primary responsibility of the Office of Human Resources to ensure that every aspect of the hiring process is implemented appropriately. The District has written policies and procedures ensuring fairness in all employment procedures. A Human Resource Specialist serves as a non-voting member of all hiring committees to ensure adherence to employee hiring procedures. In addition, the District has established numerous Board Policies and Administrative Regulations promoting equal opportunities in employment for all persons and prohibiting discrimination and harassment. All Board Policies and Administrative Regulations, including personnel policies and procedures, are systematically developed and reviewed by the Board Policy and Administrative Regulation Advisory Council, which is a representative body.

In order to foster ethical behavior, there are numerous Board Policies and Administrative Regulations which reference and encourage ethical behavior in all areas of professional conduct such as Non-Discrimination and Equal Opportunity, Electronic Communications, Prohibition of Workplace Violence, Employment of Relatives, Prohibition of Harassment and Discrimination, Student Code of Conduct, Whistleblower Protection, and Commitment to Diversity. The College is committed to creating an environment which fosters an appreciation of equity and diversity as reflected in the College *Mission Statement* which states that: "The College is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy." The *College Goals* also reflect the commitment to establishing equity and diversity in its first goal: "To meet the current and future needs of our diverse community." In accordance with Board Policy 6120, the Board of Trustees, administration, faculty, staff, and students protect, preserve, and promote academic freedom within the institution and are committed to the free pursuit and dissemination of knowledge, and the integrity of the teaching and learning process. In addition, student grades reflect an honest appraisal of student performance as determined by faculty standards.

The College adheres to appropriate professional standards to ensure that publications and communications regarding the institution are accurate, clear, understandable, and accessible. In collaboration with the District, the College publishes an annual *Institutional Effectiveness Annual Report* which includes data regarding the student profile (gender, ethnicity, age etc.); instructional offerings; information on first-time college students; student success, persistence,

and completion rates in college-level courses as well as basic skills courses; career and technical education; student achievement; and transfers. The College Catalog is reviewed annually and updated to reflect changes in policies, procedures, and practices. The schedule of classes is produced in hard copy and updated online to provide students with accurate information regarding classes, rooms, and faculty. Faculty and student handbooks are regularly updated and posted on the College website. In summer 2010, the College website underwent a major revision in order to provide students and members of the community with appropriate, timely, and accurate information regarding all aspects of the College.

The evaluation of the adequacy of staff, resources and organizational structure to support student learning occurs throughout the institution through the *Strategic Planning and Budget Development Process* and other College processes. The five Strategic Planning Committees address student learning through the integration of academic, facilities, and technology planning; institutional effectiveness; student success, access, and matriculation; and marketing and outreach. The *Full-Time Faculty Hiring Priority List Development Process* and the *Classified Hiring Priority List Development Process* are implemented annually to ensure the adequacy of faculty and classified staffing to promote student learning and success.

The institution provides safe physical and sufficient technological resources that support and assure the integrity and quality of programs and services through the execution of the *Educational and Facilities Master Planning Process* and through the Academic, Facilities, and Technology Planning Committee, one of the five Strategic Planning Committees. The College is currently operating under the *2006 Educational and Facilities Master Plan* which will sunset at the end of the 2011 academic year. In February 2010, the Board of Trustees hired a consulting firm to begin the development of the *2011-2016 Facilities and Educational Master Plan*. Through the master planning process, the College community has the opportunity to participate in the planning of the development of new facilities and upgrades to existing facilities to assure access, safety, security, and create an environment conducive to student learning. Within the Academic, Facilities, and Technology Planning Committee, academic planning is integrated with facilities and technology planning to ensure a safe, secure, comfortable, and attractive learning environment for students. The College Technology and Distance Education Committee provides faculty, staff, and administration with an important venue to plan and address technology needs, evaluate current technology used in instruction and student services, and to propose new software/hardware to support student learning. In order to fully integrate technology planning with institutional planning, in 2009-2010, the College developed a *Technology Planning Process* and a *Technology Plan* which will be implemented in fall 2010.

College financial planning is integrated with institutional planning and designed to provide sufficient resources to support student learning, educational improvements, and institutional effectiveness. Guidelines for financial planning and budget development are clearly defined in the *Strategic Planning and Budget Development Process.* Annually, the institution allocates funds for strategic planning through the *Strategic Planning and Budget Development Process* which provides a means for setting funding priorities to support student learning, educational improvements, and institutional effectiveness. In accordance with the process, the Strategic Planning Oversight and Budget Development Committee, comprised of representatives from all

constituent groups, recommends a prioritized list of strategies (actions taken to achieve goals/objectives) to the President's Executive Council for final disposition and funding.

The College community is informed and receives accurate information regarding available funds, including the annual budget showing ongoing and anticipated funds at numerous College-wide meetings, videos, publications, and meetings of the Strategic Planning Oversight and Budget Development Committee.

Based on the foregoing, the College has worked diligently in meeting Standard III.

Standard IV: Leadership and Governance

Themes: Dialogue, Institutional Integrity, Organization

To create an environment for empowerment, innovation, and institutional excellence, College leadership encourages faculty, staff, administrators, and students to participate fully in college decision-making and the *Strategic Planning and Budget Development Process.* In order to ensure that all members of the College community have the opportunity to engage in informed and intentional dialogue about institutional quality and improvement, the College developed and adopted a *Planning and Decision-Making Manual* in 2008 which was updated in 2010. The manual is designed to purposefully guide institutional dialogue regarding student achievement and student learning by clearly delineating the role and scope of authority of all Strategic Planning Committees, Operational Committees, Task Forces, Administrative Councils, Senates, and employee bargaining units. In addition, the manual specifies the relationship between College constituent groups and the district administrative councils and, when appropriate, defines the process by which the College participates in District-wide dialogue and decision-making as well as the process by which College leadership interacts with the Board of Trustees. In order for intentional, informed dialogue to occur within the institution, the organizational structure and opportunities for participation must be clearly delineated, communicated, and understood by all members of the College and District community. Therefore, the manual was designed to provide a roadmap for effective participation, decision-making, and strategic planning for all employees.

In 2008, with the adoption of the *Planning and Decision-Making Manual*, the College adopted a decision-making philosophy based on the Commission theme of honest and open dialogue through the establishment of a safe-harbor in order to achieve consensus. According to this philosophy, it is the responsibility of institutional leaders to establish a safe-harbor wherein members of the College community can engage in honest and open dialogue. A safe-harbor provides a venue for the free expression of views and opinions without fear of retaliation or retribution. As described by the Commission, dialogue occurs when individuals see themselves as colleagues and suspend their own views to listen to one another in order to understand differing viewpoints. Most importantly, dialogue allows controversial topics that may have been sources of disagreement and division to be discussed in a useful context. The College is committed to the precept that dialogue differs from debate in which individuals attempt to score

points and persuade. As noted by the Commission, dialogue may not lead to resolution of a conflict; however, it can lead to mutual understanding, respect, and institutional growth.

In order to provide the opportunity for intentional dialogue and effective participation by all members of the College community, membership of the aforementioned committees, task forces, and councils includes faculty, classified staff, administrators, and students. The institution is committed to openness, honesty, and transparency in all planning and decision-making. To this end, all meeting agendas and minutes are posted on the College website. All meetings are open and all interested parties are invited to attend. Dialogue concerning student learning, programs and services, institutional planning, and the evaluation and assessment of College policies, procedures, and practices occurs in all of the committees, task forces, and councils. Therefore, the organizational structure of the College is designed to provide the opportunity for effective participation, inclusivity, and communication.

In order to inform faculty, classified staff, administrators, and students of their respective roles, numerous College-wide meetings have been held throughout 2008, 2009, and 2010. Many of the meetings were video-taped and posted on the College website for members of the College community who could not attend. Accreditation, the *Strategic Planning and Budget Development Process*, and effective participation are standard features of Faculty Professional Development Week. Presentations are routinely given at meetings of the Academic and Classified Senates. Additionally, two videos have been produced explaining the *Strategic Planning and Budget Development Process* and the *Planning and Decision-Making Manual.* The administration and the Academic and Classified Senate Presidents meet regularly to maintain open lines of communication. Since 2007, the Vice President of Instruction has attended meetings of the Academic Senate on a routine basis.

The seven-member Governing Board for the South Orange County Community College District is a publicly elected Board by all residents with the District. Trustees serve a four-year term. An eighth member is a Student Trustee who is elected by the students within the District and serves in an advisory capacity pursuant to statute and Board Policy. The Board establishes policies consistent with the *District-wide Mission Statement* and *District-wide Goals* which are reviewed and revised (if necessary) on a regular basis. The Board is responsible for establishing policies to ensure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution. Board Policies are developed, reviewed, and revised by the Board Policy and Administrative Regulation Advisory Council which meets twice a month and is comprised of District and College representatives.

The College and representatives from the Board and the District have come together to address Commission recommendations relative to Standard IV based on the *2004 Self Study*. The *Planning and Decision-Making Manual*, the *2008 Progress Report*, and the *2010 Comprehensive Self Study* are products of a collegial and collaborative effort of the President of the Board of Trustees, the Deputy Chancellor, the President and Vice Presidents of the College, the faculty Accreditation Co-Chairs, the Academic Senate, the Classified Senate, and the Associated Students of Irvine Valley College. Based on documentation of the institution's accreditation history, since 2005 the College has been committed to meeting accreditation standards, policies,

and guidelines, as well as Commission requirements for public disclosure, self study, and other reports, team visits, and prior approval of substantive changes. Based on the foregoing, the College has demonstrated honesty and integrity in its relationship with the Accreditation Commission.

B. 2010 Comprehensive Institutional Planning Agendas

1. In order to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement, the College will review, integrate, and continue to raise awareness of the college's decision-making processes, including:

   - The *Strategic Planning and Budget Development Process* which is the basis for resource allocation and budget development and is predicated on the *Mission Statement* and *College Goals*;
   - The *Planning and Decision-Making Manual* which delineates avenues for effective participation in college planning and decision-making;
   - Comprehensive student learning outcome assessments reports that inspire widespread institutional dialogue concerning the improvement of student learning;
   - *Institutional Effectiveness Annual Reports* which provide quantitative and reliable data about the college's programs and services in order to determine how well the institution is meeting student needs; and
   - *Comprehensive and Annual Program Review and Administrative Unit Review Processes* which provide an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation of the college's programs and services.

   Through the *IVC Evaluation Timelines for 2006-2012 Strategic Plan*, the College will continue to systematically review the effectiveness and integrity of college decision-making processes and communicate the results of the evaluations to all campus constituencies.

2. In order to ensure program review processes for academic programs, student services programs, and administrative units are ongoing, systematic, and used to assess and improve student learning and achievement, the College will continue to develop and implement the *Annual Program Review Process* that is fully integrated with the *Strategic Planning and Budget Development Process*.

3. By October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.

   The College will develop a comprehensive timeline for robust student learning/administrative unit outcomes and authentic assessments in courses, programs, degrees, and certificates as well as student services programs and administrative unit services.

   Through the *Annual Program Review Process*, academic programs, student services programs, and administrative units will develop authentic assessments that will further align planning, evaluation, and program improvement with college decision-making purposefully directed toward improving student learning.

4. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - A policy and procedure manual clearly delineating the role and scope of authority of the District in relation to the College, including the delineation of the responsibilities and functions of the District;
    - A policy and procedural manual clearly delineating the role and scope of authority of the Advanced Technology Education Park in relation to the College.
    - Regular evaluation by the College (and modifications, if necessary) of the District-wide delineation of responsibilities and functions;
    - Regular feedback mechanisms at the College which assess the effectiveness of District services, including the Office of the Chancellor in meeting the needs and priorities of the institution; and
    - Regular evaluation by the College of the district's role, delineation, governance and decision-making structures and processes.

5. Use existing college decision-making processes such as the *Strategic Planning and Budget Development Process*, *Comprehensive and Annual Program and Administrative Unit Review Processes,* and the *Classified and Full-Time Faculty Hiring Priority List Development Processes* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Evidence: Introduction

Intro-1 2007-2012 Program Review Cycle (Updated Spring 2010)
Intro-2 Student Services Program Review Template (Adopted 8-28-06; Revised 8-7-07)
Academic Program Review Template (Adopted 8-28-06; Revised; 7-29-09)
Intro-3 Strategic Planning: Responses to 2009-20010 Program Reviews
Intro-4 Institutional Effectiveness Committee Meeting Minutes (1-25-10)
Academic Senate Meeting Minutes (4-1-10)
Instructional Council Meeting Agenda (4-23-10)
Intro-5 Draft Annual Program Review Template (5-7-10)
Draft Annual Program Review Process (5-7-10)
Sample: InFORM Data Warehouse Program Review Data (7-15-10)
Intro-6 Curriculum Committee Minutes: Modification of Course Outline of Record-Student Learning Outcomes (2-13-07)
Academic Senate Minutes: Modification of Course Outline of Record-Student Learning Outcomes (2-15-07)
Intro-7 Syllabus Content Analysis (Spring 2010)
Intro-8 eLumen All Star Memo (9-20-09)
Intro-9 2009-2010 Student Learning Outcomes Budget
2010-2011 Student Learning Outcomes Budget
Intro-10 Academic Senate Minutes: Nomination Self Study Co-Chairs (8-28-08; 4-8-08)
Intro-11 2010 Self Study Co-Chairs (9-4-08)
Intro-12 Academic, Facilities and Technology Planning Committee Minutes, Item 2 (10-7-08)
Intro-13 2010 Accreditation Self Study Steering Committee Minutes (1-6-09)
Intro-14 2010 Accreditation Self Study Steering Committee Minutes (2-27-09)
Intro-15 Academic Senate Minutes (2-27-09)
Intro-16 2010 Accreditation Self Study Dialog Meeting Agenda (4-7-09)
Intro-17 Calendar for Preparation of the 2010 Accreditation Self Study (4-8-09)
Intro-18 South Orange County Community College District Function Map (5-17-07)
Intro-19 2009-10 Irvine Valley College Catalog, Inside Cover
Intro-20 California State Community College List of Irvine Valley College Approved Programs
Intro-21 Irvine Valley College Catalog, Mission Statement p. 6
Intro-22 Irvine Valley College Mission Statement and College Goals: Revision Process (Adopted 2-27-08; Updated 7-15-10)
Intro-23 Board of Trustees Minutes, Approve College Mission Statement (5-09; 5-10)
Intro-24 South Orange County Community College District Board of Trustees Biographical Information South Orange County Community College District@socccd.org;
Board Policy 103 Board Membership;
Board Policy 112 Duties and Responsibilities of the Board of Trustees; Board Policy 154 Conflict of Interest
Intro-25 Board Policy 104 Student Member of the Board of Trustees
Intro-26 Name, Address, and Biographical Information for CEO
Intro-27 Board Policy 2101 Delegation of Authority to the College President

Intro-28 2009-10 Irvine Valley College Catalog, List of Degrees p. 33
Intro-29 Irvine Valley College Mission Statement
Intro-30 2009-10 Irvine Valley College Catalog, p. 31
Intro-31 Board Policy 6100 Curriculum
Intro-32 2008-2009 Accreditation Annual Report: Student Learning Outcomes
Intro-33 Link to Detail Page: Online Course Schedule
Sample of Syllabi: Student Learning Outcomes
Intro-34 List of General Education Courses Currently Offered: 2009-10 Irvine Valley College Catalog, p. 31
Intro-35 Institutional (General Education) Learning Outcomes: 2009-10 Irvine Valley College Catalog, p. 7
Link to Irvine Valley College Student Learning Outcomes Website: *http://www.ivc.edu/accreditation*
Intro-36 Board Policy 5600 General Education Requirements
Project Assist: Course Articulation to Transfer Institutions, http://www.assist.org
Intro-37 Board Policy 6120 Academic Freedom
Intro-38 Full-Time and Adjunct Faculty Roster, Including Degrees and Experience
Irvine Valley College Catalog: See Full-Time and Adjunct Faculty List within Program Descriptions
Intro-39 Link to Academic Employee Master Agreement 2007-2010: *http://www.socccd.cc.ca.us/humanresources/hr_contracts.html*
Intro-40 2009-10 Irvine Valley College Catalog, Admissions Policy, p. 17
Intro-41 2009-2010 Final Budget
2008-2009 Final Budget
2010-2011 Tentative Budget
SOCCCD Audit Reports:
(*http://www.socccd.org/businessservices/bs_fiscal_audit.html*)
2008-2009 SOCCCD Audit
2007-2008 SOCCCD Audit
Student Loan Default Rates
Foundation Board of Governors Meeting Minutes (9-16-09)
Board of Trustee Meeting Minutes, Item 5.9 (6-22-09)
Intro-42 Board of Trustee Meeting Minutes, Item 6.1(11-17-09) (Public Review of Certified Audit Reports)
Intro-43 Strategic Planning Oversight and Budget Development Committee Annual Retreat Meeting Minutes (6-20-08; 7-10-09; 7-14-10)
Strategic Planning Oversight and Budget Development Committee: Chart Designating Charge, Membership, and Reporting Responsibilities
Intro-44 Link to Strategic Planning and College Decision-Making Website: *http://www.ivc.edu/collegeplanning/pages/default.aspx*
Intro-45 Irvine Valley College Catalog, pp. 76-77
Intro-46 Examples of Recent Print or Other Media Advertisements
Intro-47 Board Policy 1600 Public Communications
Intro-48 Board Policy 5520 Relations with the Accrediting Commission

Intro-49 Academic, Facilities, Technology, Planning Committee Meeting Minutes: Office of Instruction 2010-2011 Strategy Form Inventory (2-16-10)

Intro-50 Strategic Planning Oversight and Budget Development Committee Meeting Minutes: Prioritization of 2009-2010 Strategies (7-28-09; 5-5-10)
Strategic Planning Oversight and Budget Development Committee Meeting Minutes: Review 2009-2010 Strategies-Actions Taken by President's Executive Council (9-2-09)

Intro-51 Fiscal Services Strategy Form Tracking System Intranet Site: *http://intranet.ivc.edu/fiscal/sf/Wiki%20Pages/Forms/AllPages.aspx*

Intro-52 Academic, Facilities, Technology Planning Committee Meeting Minutes: Review of President's Executive Council Funded Strategies (9-1-09)

Intro-53 2008-2009 Irvine Valley College: Strategic Planning Inventory (6-4-09)

Intro-54 IVC Evaluation Timelines for 2006-2012 Strategic Plan (3-10-10)

Intro-55 College-wide Strategic Planning Meeting Announcement (1-30-08)
College-wide Strategic Planning Meeting Announcement (2-26-08)
College-wide Budget and Strategic Planning Presentation (8-17-09)
College-wide Strategic Planning and Decision-Making Meeting Announcement (10-28-09)
College-Wide Strategic Planning Meeting Video Presentation (10-23-09): (*http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=dbf1eacd73904373add012e0406c9b2d*)

Intro-56 College-Wide Strategic Planning Meeting Video Presentation (10-23-09): (*http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=dbf1eacd73904373add012e0406c9b2d*)
College-Wide Meeting: Planning and Decision-Making Manual Videos (4-30-08):
Part One: *http://www.youtube.com/watch?v=OEAWfO05SB4*
Part Two: *http://www.youtube.com/watch?v=OTbB6HtJS8w*

Intro-57 Learning Outcomes Progress Report (5-19-10)

Intro-58 Strategic Planning Oversight and Budget Development Committee: Dialogue Student Learning Outcomes (1-21-09)
Institutional Effectiveness Committee Meeting Minutes: Dialogue Student Learning Outcomes (3-9-09; 3-8-10)
Academic Senate Meeting Minutes: Dialogue Student Learning Outcomes (9-10-09; 2-11-10; 4-1-10)

Intro-59 Overview of Student Learning Activities 2006-2010 (5-28-10)

Intro-60 Link to online Student Learning Outcome testimonials: *http://ivcslo.wordpress.com/how-slos-are-helping-video-testimonials/*

Intro-61 Board of Trustee Meeting Minutes: Approval Dean of Career Technology and Workforce Development (6-22-09)

Intro-62 Board of Trustee Meeting Minutes: Approval Dean of the School Humanities and Languages and the School of Social and Behavioral Sciences/Approval Dean of the School of Fine Arts and Dean of the School of Business (10-27-08)

Intro-63 Irvine Valley College Administrative Positions 2004-2009

Intro-64 Approval-Dean of Academic Programs, Student Learning & Research:
Academic, Facilities, and Technology Planning Minutes (2-3-09)
Academic Senate Minutes (2-26-09)
Strategic Planning Oversight and Budget Development Committee Minutes (3-11-09)
College Council Minutes (3-11-09)

Intro-65 Classified Hiring Priority List Development Process (Adopted 8-17-06; Updated 3-10-10)
College Council Minutes: Update Classified Hiring Priority List Development Process (2-24-10; 3-10-10)
Strategic Planning Oversight and Budget Development Committee: Update Classified Hiring Priority List Development Process (3-3-10)

Intro-66 Classified Hiring Priority List: 2009-2010
Minutes: Strategic Planning Oversight and Budget Development Committee-Classified Hiring Priority List (5-6-09)
Classified Staffing Chart from Human Resources (12-9-09)

Intro-67 Strategic Planning Oversight and Budget Development Process Meeting Minutes: 2010-2011 Classified Hiring Priority List Development Process (4-7-10)

Intro-68 Academic, Facilities, and Technology Planning Committee Meeting Agenda: Classified Hiring Priority List-Office of Instruction (5-4-10)

Intro-69 Accreditation Progress Visit Report (11-30-06)

Intro-70 Commission Action Letter (1-31-07)

Intro-71 List of Approved Board Policies & Administrative Regulations

Intro-72 Board Policy 2101 Delegation of Authority to the College President

Intro-73 Board Policy 4073 Faculty Reassigned Time and Stipend (5-26-09)

Intro-74 Board of Trustees Meeting Minutes: Implementation of Board Policy 4011.6 (Employment Procedures for Chancellor) (2-22-10)

Intro-75 Board Policy 4011 Employment Procedures for Administrators and Classified Managers

Intro-76 College Council Meeting Minutes: Adopt Updated Planning and Decision-Making Manual (3-10-10)

Intro-77 College-Wide Email: Employee and Student Satisfaction Surveys (2-25-10)

Intro-78 Academic Senate Minutes: Employee Satisfaction Survey (2-25-10; 3-11-10)
Classified Senate Minutes: Employee Satisfaction Survey (3-24-10)

Intro-79 Academic Senate General Assembly Meeting Agenda: Presentation Planning and Decision making (1-8-09-09)
Classified Senate Meeting Presentation: Planning and Decision- Making (9-30-09)
http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=26373a2e7cfa44d3827cd6c44c5e6ca01d

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A.

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Commensurate with accreditation Standard I.A., the *Mission Statement* defines the College's broad educational purpose, identifies the intended student population, and demonstrates a college-wide commitment to student learning. The educational purpose is appropriate to an institution of higher learning. The College provides open access to all members of the community and offers services necessary to promote student learning and success. The *Mission and Vision Statement* read as follows:

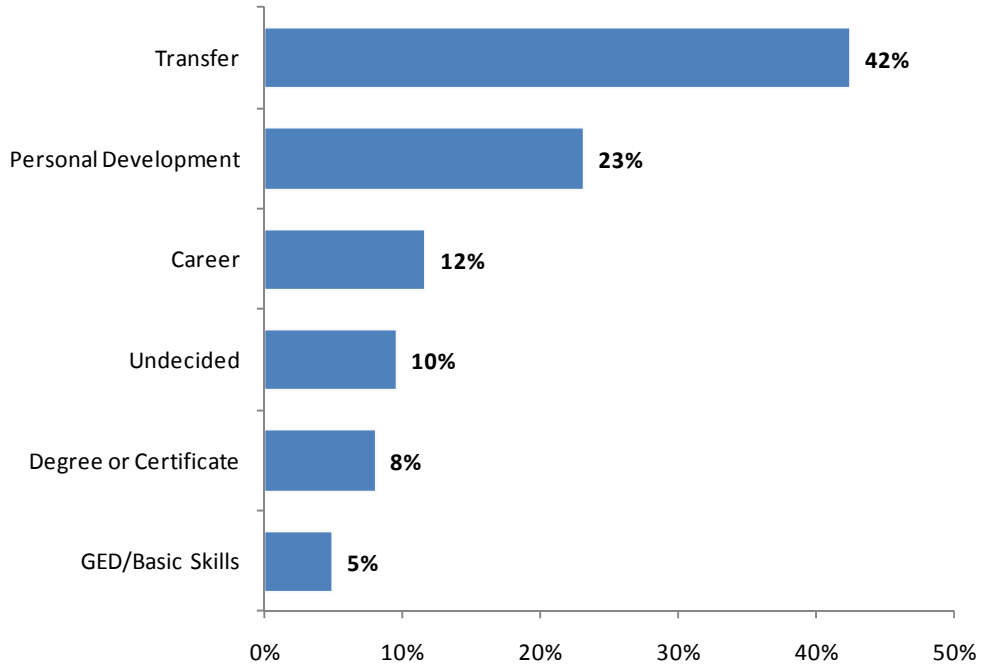
> ***Irvine Valley College Mission Statement***
>
> Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community.
>
> The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities.
>
> The college is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy.
>
> ***Irvine Valley College Vision Statement***
>
> Irvine Valley College is an institution of higher learning that seeks to deliver innovative instruction and student services programs, provide opportunities for student success and enter into dynamic community partnerships. The College maintains high educational standards as measured by student learning outcomes including skills and knowledge gained.

Pursuant to the *Irvine Valley College Mission Statement and College Goals Revision Process*, the *Mission* and *Vision Statements* are reviewed regularly according to a collaborative process which is designed to foster college-wide dialogue regarding the institution's commitment to student learning.[IA-1] (See Standard I. A.3)

Inferred from the College *Mission Statement* and aligned with regulations for open access specified in Title 5 of the California Education Code, the College offers programs to serve everyone in the community. For example, the student population is comprised of high school students who want to take transfer-level courses through the College's Early College Program, high school graduates and other returning students working on transfer and degree programs, employed and unemployed students enrolled in career technical education programs, employed professionals maintaining work certificates and licenses, students enrolled in basic skills and English as a Second Language courses, and life-long learning students of all ages.

As shown in Figure 16, students have very diverse interests and education goals. While many students are interested in obtaining an associate degree and transferring to a four-year institution, the total number of students pursuing other educational goals outnumbers the total number of students interested in transferring.

Figure 16: Education Goals, Fall 2009



Furthermore, the College regularly analyzes the educational needs of the community by reviewing demographic information, local high school graduation rates, environmental scans, educational trends, and regional labor market data obtained through a variety of sources and incorporates this research into its *Strategic Planning and Budget Development Process* (*Strategic Plan 2006-2012:Year Four Update 2006-2010*).

Self Evaluation

The College meets this standard. The *Mission Statement* articulates the broad educational purpose and identifies the intended student population as "…members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning".

The *Mission Statement* expresses the College's commitment to student learning as follows: "The College is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities". The *Vision Statement* also expresses the College's commitment to student learning: "The College maintains high educational standards as measured by student learning outcomes including skills and knowledge gained". Thus, student learning is the focus of the *Mission* and *Vision Statements*.
As discussed in sections I.A.4. and I.B. below, and as stated in the *Mission Statement*, in order to foster college-wide dialogue regarding student learning, the *Mission Statement* and *College Goals* form the basis for the *Strategic Planning and Budget Development Process* which is broad based, inclusive, and guides the shared decision-making processes, ensuring that student learning remains the central focus of the institution.

Planning Agenda

None.

Standard I. A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Pursuant to the *Irvine Valley College Mission Statement and College Goals Revision Process* and the *Strategic Planning and Budget Development Process*, the *Mission Statement* and the relevance to student learning is reviewed regularly by the College in order to ensure that student learning programs and services are aligned with the educational purpose of the College, its character, and the intended student population. [IA-1, IA-2] As reflected in the meeting agendas and minutes, the five Strategic Planning Committees with broad representation from the College community, Administrative Councils, Academic Senate, Classified Staff, and the Associated Students, have the opportunity to participate in the dialogue regarding the *Mission Statement* and the relevance to student learning. [IA-3]

In order to ensure that academic programs and student support services are addressing the needs of the student population, the *Strategic Planning and Budget Development Process* is focused on assessment of student learning. The College, in collaboration with the District research office, has prepared an annual *Institutional Effectiveness Annual Report* since 2006. The *Institutional Effectiveness Annual Report* contains data on key indicators such as successful course

completion rates, successful completion rates in English and Math Basic Skills courses as well as in weekend, eight-week courses, and distance education courses, progression rates from basic skills to college-level courses in English and math, matriculation and persistence rates for first-time college students, and the number of degrees and certificates awarded. (*2008 Progress Report*, pp. 44-45) (The *Strategic Planning and Budget Development Process* and the *Institutional Effectiveness Annual Report* will be fully discussed and documented in the sections below.)

In addition to assisting the District research office in preparation of the *Institutional Effectiveness Report*, the College also evaluates progress towards meeting student needs through regular *Student Satisfaction Surveys*, various institutional research studies, *Graduate Surveys*, high school outreach reports, and *Comprehensive Program Reviews* in all academic programs and student services.

The College offers 41 Associate of Arts degrees, 20 Associate of Science degrees 26 certificates of proficiency of at least 18 units, and 11 certificates of proficiency fewer than 18 units. (*2008-2009 Institutional Effectiveness Annual Report*, p. 11)

The College offers basic skills (developmental) courses in mathematics, reading, and writing to assist students in obtaining proficiencies needed to advance to college-level curricula or to qualify for entry-level employment. Students with limited proficiency in English may enroll in a sequence of English as a Second Language courses. The College continues to develop and offer distance education courses in almost all disciplines. [IA-4] In order to meet the needs of the older adult population, the Emeritus Institute provides courses for older adults such as painting, quilting, creative writing, and cooking. [IA-5] The Office of Community Education provides summer youth programs such as "Kids Kollege" which offers courses in education, physical fitness, and fine arts for pre-school, elementary, junior high and high school students. [IA-6]

The College provides appropriate student services that support student learning and development commensurate with the *College Mission Statement*. Student services are provided in the following areas: Admissions and Records, Extended Opportunity Programs and Services, Assessment Center, Matriculation, Bookstore, Cafeteria, Career and Job Placement, Early Childhood Center, Counseling and Program Advisement, Disabled Students Programs and Services, Financial Aid and Scholarships, International Student Center, Athletics, and the Student Development Office including Associated Students of Irvine Valley College. The College provides all the support services of a typical California community college. [IA-7]

Self Evaluation

The College meets this standard. Through the College planning and decision-making processes, committee meetings, and College-wide meetings, all members of the college community have the opportunity and do participate in the dialogue regarding the relevance of the *Mission Statement* to student learning.[IA-1] The *Mission Statement* includes explicit reference to student learning and the educational purpose of the institution as documented in Standard I.A. The focus of the College *Strategic Planning and Budget Development Process* is based on student learning

data to assess the extent to which academic programs and student support services are aligned with the needs of the student population. College planning and decision-making processes require wide-spread participation from all members of the college community in order to accurately assess the effectiveness of the institution with regards to student learning.

Planning Agenda

None.

Standard I.A.2

The mission statement is approved by the governing board.

Descriptive Summary

The College *Mission Statement* is reviewed and approved annually by the South Orange County Board of Trustees. The *Irvine Valley College Mission Statement* was approved by the Board of Trustees on June 22, 2009, and May 24, 2010 in accordance with the adopted schedule. [IA-8] The *College Mission Statement* is published in the College Catalog and is posted on the College website. [IA-9]

Self Evaluation

The College meets this standard. The College reviews and revises (if necessary) the *Mission Statement* on a regular basis as a part of the *Strategic Planning and Budget Development Process*. Additionally, the Board of Trustees annually reviews and approves the *Mission Statement*. The College Catalog and the website are updated to reflect the revisions to the *Mission Statement*.

Planning Agenda

None.

Standard I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

In accordance with the planning and decision-making processes, the College has adopted a broad-based and inclusive process to review and revise (when necessary) the *Mission Statement* (and the *College Goals*). The *Mission Statement* and the *College* Goals are reviewed every three years and revised, if necessary, according to the *Irvine Valley College Mission Statement and College Goals Annual Revision Process.* [IA-1] According to the revision process, the Strategic Planning Oversight and Budget Development Committee distributes proposed revisions to the *Mission Statement* and the *College Goals* to the Strategic Planning Committees, the Academic

Senate, Classified Staff, and the Associated Students for review. Input from the college community is reviewed by the Strategic Planning Oversight and Budget Development Committee and, when appropriate, the *Mission Statement* and *College Goals* are revised and subsequently approved by the College Council.[IA-3]

Self Evaluation

The College meets this standard. The process to review the *Mission Statement* is designed to involve all members of the college community in the dialogue regarding the *Mission Statement* and student learning. Consequently, the interests of the college community are reflected in the *Mission Statement*.

The *Mission Statement* is revised when there are changes in the student population as well as changes within the College as indicated in the *Institutional Effectiveness Annual Report* and strategic planning data.

According to the *2009 Employee Satisfaction Survey*, employee respondents indicated that they were most familiar with the *College Mission Statement* and *College Goals* among the college decision-making processes tested. For example, 92 percent of surveyed employees reported that they were at least "A little familiar" with the *College Mission Statement* and *College Goals* (36% "Very familiar;" 36% "Somewhat familiar;" 20% "A little familiar"). Furthermore, among those respondents who were at least "A little familiar" with the *College Mission Statement* and *College Goals*, 64 percent believed that the *Mission Statement* and *College Goals* were effective decision-making processes (only 21% indicated that the *Mission Statement* and *College Goals* were ineffective; 17% selected the "Don't know" response category). As might be expected, familiarity with the *Mission Statement* and *College Goals* conditioned perceptions of effectiveness: 85 percent of those who were "Very familiar" with the *College Mission Statement* and *College Goals* rated these college processes as either "Very" or "Somewhat effective," whereas 68 percent of respondents who were "Somewhat" or "A little familiar" with the *Mission Statement* and *College Goals* felt that they were effective college processes. (*2009 Employee Satisfaction Survey*)

Planning Agenda

None.

Standard I.A.4

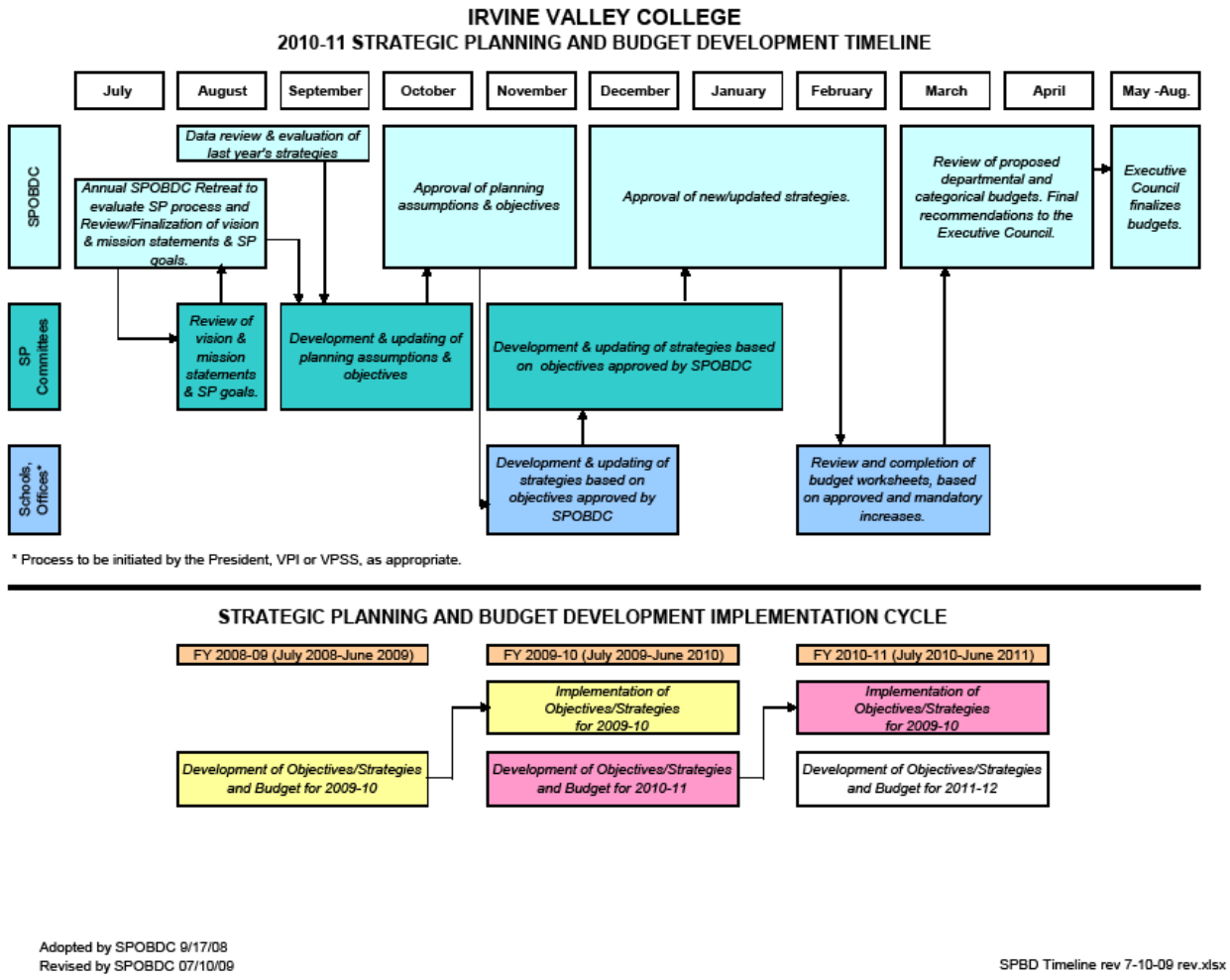
The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

As indicated in Figure 17, the strategic planning and decision-making processes are predicated on the *Mission Statement* and the *College Goals*. The *Mission Statement* and the *College Goals* form the basis for the development of strategic planning objectives (statements based on internal

and external data scans) and planning strategies, actions taken to implement and achieve the objectives (*2008 Progress Report*, p. 41).

Figure 17: 2010-2011 Strategic Planning and Budget Development Timeline



The committee charged with the oversight of planning and budget development is the Strategic Planning Oversight and Budget Development Committee which is co-chaired by the Director of Fiscal Services and the faculty Chair of Academic Affairs. All members of the college community are represented on the committee and participate in the decision-making process regarding the allocation of resources in accordance with the *2006-2012 Strategic Plan*. The President of the College, the Vice President of Instruction, and the Vice President of Student Services are also members of the committee and provide input into the recommendations of the committee.[IA- 1] The *Mission Statement* serves as the foundation for planning.

In addition, the *Mission Statement* forms the basis for the *Annual* and C*omprehensive Program Review Process* for academic programs and student services.[IA-10] Taken together, the *Strategic*

Planning and Budget Development Process and the *Program Review Process* guide institutional planning and budget development.

Self Evaluation

The College meets this standard. Strategic planning, predicated upon the *Mission Statement*, is integral to college decision making and guides the choices made by the College. The College remains committed to developing a broad-based, transparent, and inclusive decision-making process, driven by the *Mission Statement* which is focused on student learning and student support services.

Planning Agenda

None.

Evidence Standard I.A.

IA-1 Irvine Valley College Mission Statement and College Goals: Revision Process (Adopted 2-27-08; Revised 7-15-10)

IA-2 2009-2010 Strategic Planning and Budget Development Timeline (9-17- 08; revised 7-10-09)

IA-3 Strategic Planning Oversight and Budget Development Committee Minutes: Mission Statement/Goals (10-1-08;10-15-08; 12-3-08;7-15-09; 9-16-09
Academic Senate Minutes: Endorse Mission Statement/Goals (10-9-08; 10-23-08; 9-24-09;)
Academic Facilities, and Technology Planning Committee Minutes: Endorse Mission Statement/Goals (10-7-08; 11-4-08; 9-1-09

IA-4 Irvine Valley College 2009-2010 Catalog, pp. 30-40 (Documentation of Program Requirements)

IA-5 Schedule of Classes for Emeritus Institute (2010)

IA-6 Summer 2010 "Kids Kollege" Class Schedule

IA-7 Irvine Valley College 2009-2010 Catalog, pp. 3 (Documentation: Student Support Services)

IA-8 South Orange County Board of Trustee Minutes (5-22-09; 5-24-10 Item 5.15)

IA-9 Irvine Valley College 2009-2010 Catalog, pp. 6 (Mission Statement and College Goals, *www.ivc.edu*)

IA-10 Student Services Program Review Template (Adopted 8-28-06; Revised 8-7-07)
Academic Program Review Template (Adopted 8-28-06; Revised; 7-29-09)
Annual Academic Program Review Template-Draft (5-7-10)

Standard I.B.

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes it key processes and allocates its resources effectively by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

In order to maintain ongoing, collegial, self reflective dialogue regarding the continuous improvement of student learning and institutional processes, in 2007, the College reorganized the committee structure and decision-making processes. To ensure that student learning and institutional processes remain the focus of ongoing dialogue, the College has integrated strategic planning and budget development, program review, and student learning outcomes within the college committee structure.

First, this section will focus on the college committee structure and decision-making processes as they relate to the commitment of the institution to continuous improvement of student learning and institutional processes. Second, this section will discuss the institution's focus on student learning outcomes and the evaluation of program performance.

College Committee Structure: Improvement of Student Learning and Institutional Processes

In 2006, the College developed the *Strategic Planning Model* and *Planning Process* through widespread participation and input from all constituent groups (*2007 Focused Midterm Report*, p. 8). With the implementation of the *Strategic Planning and Budget Development Process*, it became apparent that the College committee structure and decision-making process needed to be revised. In August 2007, the leadership roles, the committee structure, and the College decision-making process were evaluated and reorganized to focus on the continuous improvement of student learning and institutional processes (*2007 Focused Midterm Report*, p. 65).

The 2007 evaluation resulted in the establishment of five Strategic Planning Committees:

1. The Strategic Planning Oversight and Budget Development Committee;
2. The Academic, Facilities, and Technology Planning Committee;
3. The Institutional Effectiveness Committee;

4. The Marketing and Outreach Committee; (revised in 2010-formerly Enrollment Management Marketing and Outreach Committee);

5. The Student Success, Access and Matriculation Committee.

The five Strategic Planning Committees meet bimonthly throughout the academic year and have specific charges focused on student learning and institutional processes, a defined membership including representation from all constituent groups, and reporting/recommending responsibilities.[IB-1] All meetings are open and interested parties are encouraged to attend and participate. In order to ensure that all members of the college community are informed and understand the purpose of the dialogue, all meeting agendas and minutes are posted on the College strategic planning website.[IB-2]

In addition to the five Strategic Planning Committees, the College has two College Operational Committees to address specific College functions and student learning:

1. The College Technology and Distance Education Committee;

2. The Honors Advisory Committee;

The specific charge, membership, and reporting responsibilities of the two college operational committees are clearly defined.[IB-3]

In order to address specific tasks related to student learning, the College has formed several task forces, including the Student Learning Outcomes Task Force (discussed below). Task Forces also have a clearly defined charge, membership, and reporting responsibilities.[IB-4]

The Associated Student Government, Academic Senate, Curriculum Committee, Classified Senate, and the bargaining units have a clearly delineated role for effective participation in the College dialogue regarding student learning. The role of each constituent group is clearly delineated in the California Education Code, Title 5, California Code of Regulations, in Board Policies, and in the Irvine Valley College *Planning and Decision-Making Manual.* Implementation of policies and procedures regarding the improvement of student learning and institutional processes is the responsibility of the Administrative Councils. The College Administrative Councils include the College Council, the President's Executive Council, the Vice President of Instruction's Council, the Instructional Council, and the Student Services Council. Each Administrative Council has specific charges, a defined membership, and a clearly delineated system of reporting responsibilities.[IB-5]

Student Learning Outcomes and Program Performance

As documented in the Introduction: Sections C and D as well as in Standard II. A.1.c., the institution makes a conscious effort to produce and support student learning, measure and assess student learning, and makes changes to improve student learning through numerous mechanisms. First, in 2005, the Student Learning Outcomes Committee was formally adopted by the College and the committee established a *Student Learning Outcomes Implementation Plan* as well as *Institutional (General Education) Outcomes for the College* (*2007 Focused Midterm Report, p. 16*). In 2006-2007, with the revision of the *Comprehensive Program Review Process*, the Student Learning Outcomes Committee was modified as student learning outcomes development and assessment became institutionalized. Presently, the College has adopted a Student Learning Outcomes Task Force. The charge of the Task Force includes assisting the faculty and staff in developing course, program, degree and certificate student learning outcomes, the development of assessment plans, implementation of assessment plans and the collection of assessment data, modification of courses and/or programs (if necessary) based on assessment data, mapping student learning outcomes to the Institutional (general education) learning outcomes. The Task Force is also responsible for the review and revision of the *Institution (General Education) Learning Outcomes*, as necessary.

Second, in 2007, the Board of Trustees authorized the purchase of eLumen software which was purchased in July 2008. (*2008 Progress Report*, pp.43-44*)* The software is designed to assist faculty and staff in reporting and tracking student learning outcomes assessment data. As reported in the *2008 Progress Report* (pp. 43-44) a pilot program using the eLumen software was launched in 2008-2009. In August 2008, instructors accepted invitations to attend training sessions designed to acquaint them with the software and to prepare them to mentor colleagues in their respective departments and schools. These individuals were selected because they provided a broad representation of the disciplines and schools. This practice proved effective and was implemented again in 2009-2010. [IB-6]

Third, the *Comprehensive Program Review Process* requires that a minimum of three course or program student learning outcomes be identified as a component of the academic program review process. [IB-7] The 2006-2007 revisions to the process included the adoption of a four-column matrix to assist faculty in developing and assessing student learning outcomes. The first column of the matrix directs faculty and staff to identify course and/or program level outcomes. The second column of the matrix assists faculty in the identification of assessment methodologies for each outcome as well as the date of assessment completion. The third column includes the assessment results, main findings, date, and authors(s). The fourth column assists faculty in documenting how instruction and student support services were modified (if necessary) based upon the assessment results.[IB-7]

In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*.[IB-8] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a

mission statement/purpose, goals, objectives and strategies as described above within the *Comprehensive Program Review*. Within the *Annual Program Review Process*, administrative offices will also develop mission statements, goals, objectives and strategies. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*. Based on the program review data provided (including student learning outcomes and administrative unit outcomes) all requests for fiscal resources (human, physical, equipment, technology, supplies, and contracts) will be routed to the appropriate Strategic Planning Committee and/or process as described within the *Comprehensive Program Review Process*. Therefore, program review and outcome assessments will be fully integrated with the budget development and resource allocation processes.[IB-9]

Fourth, lead instructors have responsibility to identify and assess student learning outcomes for courses, programs, and degrees/certificates offered in their respective disciplines. As discussed in Standard II. A.1.c., departments have modified curriculum based partially on assessment results and/or departmental discussions regarding student learning outcomes. For example:

- The psychology department has implemented the following improvements based on learning outcomes assessment results: Careers in Psychology-modification of curriculum; development of two new courses-Critical Thinking and Careers Psychology 110 and Psychology 160; diagnosis of students' strengths/weakness through student learning outcome assessment results-Research Methods; and implementation of calibrated peer review to assess critical thinking skills.
- The mathematics department has implemented the following improvements based on learning outcomes: addition of eight Basic Skills math modules covering basic arithmetic; establishment of a 70 percent mastery level as the minimum standard of successful teaching and learning; development of action plans to assist students who do not meet the 70 percent mastery level; the development of worksheets for each course for use in the math tutorial center; and appointment of a department coordinator to facilitate discussion regarding student learning outcomes assessment results.
- The English department has incorporated student learning outcomes to establish and maintain department-wide norms regarding the number of papers assigned in each level of English courses, and the criteria and rigor for grading.
- Within the Japanese department student learning outcomes assessment results has contributed to uniform instruction throughout the program; the development of an advanced Japanese course (Japanese 5) for students who successfully completed all prior levels; early detection of students needing additional assistance; and consultation with the learning centers to provide students with additional assistance.
- The student learning outcomes website includes information regarding the modification and improvement of curriculum based on learning outcomes assessment results. [IB-10]

Fifth, as documented in the *2005 Progress Report* (p. 8), the *2006 Progress Report* (p. 26), the *2007 Focused Midterm Report* (pp. 16-17; 23-24), student learning outcomes workshops have become a standard feature of faculty professional development week and workshops are offered on a regular basis throughout the semester. The workshops are designed to assist faculty in the implementation of the student learning outcome assessment plans.

Self Evaluation

The College meets this standard. The revision to the College committee structure with clearly delineated roles and responsibilities for each Committee, Task Force, and Administrative Council has contributed to effective participation of all groups and facilitated an ongoing, collegial, self-reflective dialogue regarding student learning and continuous improvement of institutional processes.

Specific dialogue regarding the improvement of student learning takes place within all of the aforementioned bodies at the bimonthly meetings. For example, a sample of meeting minutes provide evidence that the college community routinely participates in ongoing, self reflective dialogue regarding the improvement of student learning. IB-11

In order to ensure that there is a collective understanding of how members of the college community may participate in the ongoing dialogue, in 2008, the College adopted the Irvine Valley College *Planning and Decision-Making Manual.* (*2008 Progress Report*, p. 16) According to the *College Mission Statement*, the College "…is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities". Fulfilling this mission depends on an ongoing, self reflective dialogue and clearly delineated procedures for effective participation. The Manual provides a clear road map as to how collegial dialogue occurs at the College. The Manual is a living document that is regularly updated to reflect continuous improvements in institutional processes to ensure student learning and was updated in March 2010.

Members of the college community are given the opportunity and expected to participate in the ongoing, self-reflective dialogue regarding continuous improvement of student learning and institutional processes. Members of the college community are encouraged to read the Irvine Valley College *Planning and Decision-Making Manual* and participate in the annual update of the document. IB-12

Widespread understanding of the purpose of the ongoing dialogue is promulgated through regular presentations of the *Planning and Decision-Making Manual* at College-wide meetings, committee meetings, and meetings of the Academic and Classified Senates. IB-12 Additionally, a video summarizing the information in the manual is posted on the College website. IB-12

Of those surveyed in the *2009 Employee Satisfaction Survey*, 75 percent indicated that they were at least "A little familiar" with the *Planning and Decision-Making Manual*; and 25 percent reported that they were "Very familiar" with this college document. Additionally, members of

the classified staff were less likely to be aware of the manual than faculty members. Specifically, 36 percent of surveyed classified staff employees reported that they were "Not at all familiar" with the *Planning and Decision-Making Manual*, whereas 15 percent of faculty members indicated that they were unfamiliar with the manual.

When assessing the effectiveness of the *Planning and Decision-Making Manual*, 64 percent of those employees who were at least familiar with the document believed that it was an effective decision-making process. Furthermore, perceptions regarding the effectiveness of the *Planning and Decision-Making Manual* were strongly shaped by the respondents' familiarity with the manual. For example, 92 percent of respondents who were "Very familiar" rated the *Planning and Decision-Making Manual* as "Very" or "Somewhat effective," whereas 64 percent of respondents who were "Somewhat" or "A little familiar" with the *Planning and Decision-Making Manual* felt that the manual was an effective college process.

While college efforts to raise awareness of the *Planning and Decision-Making Manual* have made a difference, survey results demonstrate on-going communication efforts will need to be continued in order to reach all constituent groups on campus and shape perceptions regarding the effectiveness of document.

In order to facilitate on-going dialogue and identify areas of improvement in student learning and institutional processes, employee and student satisfaction surveys are conducted regularly. [IB-13] Moreover, survey results are distributed College-wide through e-mail, posted on the College intranet, and presented in multiple forums to encourage discussion among all constituent groups. For example, results from the *2009 Employee Satisfaction Survey* and the *2009 Student Satisfaction Survey* were presented during the President's fall semester opening remarks, [IB-14] at the Academic Senate, [IB-15] at the Classified Senate, [IB-16] and in the College Strategic Planning committees. [IB-17]

Results from the *2009 Employee Satisfaction Survey* and *2009 Student Satisfaction Survey* provide evidence that the College understands the purpose and necessity of dialogue and communication. In order to assess the effectiveness of college communication, several questions were asked on both surveys. For example, 70 percent of employee respondents agreed that they regularly receive the information that they need and 64 percent felt that they have the opportunity to participate in the College decision-making process. Adjunct faculty members and classified staff members, however, were less likely to agree that they regularly receive the information that they need and have the opportunity to participate in shared governance. In addition, most employees who responded to the survey indicated that they were at least somewhat informed about campus events (83% "Somewhat" or "Very informed") as well as what is occurring within their school or department (84% "Somewhat" or "Very informed"). A large majority of employee respondents (69%) also agreed that "Staff and faculty members are kept informed about support services available for students."

On the other hand, students revealed lower levels of awareness about campus events. The *2009 Student Satisfaction Survey* results showed that only 11 percent of the respondents were "Very informed" and 45 percent indicated that they were "Somewhat informed" about college events (*2009 Student Satisfaction Survey)*

Planning Agenda

1. As expressed in the comprehensive institutional planning agenda item number one, the College will facilitate engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement by reviewing, integrating, and continuing to raise awareness of the college's decision-making processes, including the *Planning and Decision-Making Manual* which delineates avenues for effective participation in college planning and decision-making. Through the *IVC Evaluation Timelines for 2006-2012 Strategic Plan,* the College will continue to systematically review the effectiveness and integrity of college decision-making processes and communicate the results of the evaluations to all campus constituencies.

Standard I.B.2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Pursuant to the *Irvine Valley College Mission Statement and College Goals: Revision Process* described above, the Strategic Planning Oversight and Budget Development Committee is responsible for the development of a proposed draft of the *College Goals* for review by the college community. [IB-1, IB-18] The *College Goals* are designed to improve institutional effectiveness consistent with the College's educational purpose stated within the *Mission Statement*. The *College Goals* flow from and are based on the *Mission Statement*. The criteria used to develop the *College Goals* include the California Strategic Plan, Accreditation Commission Standards, and local internal and external data scans. The *College Goals* are published in the College Catalog and on the College website. [IB-19]

College-Wide Goals

1. To meet the current and future learning needs of our diverse community.

2. To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.

3. To develop and implement curricula that prepare students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning and community education.

4. To provide exemplary support services focused on student success and retention.

5. To provide programs and activities that promote economic development and partnerships with the community.

6. To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices.

7. To provide leading edge instructional and administrative technologies to facilitate student success.

8. To promote IVC as an institution of higher education dedicated to student access and success.

9. To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.

10. To continue integrating the *Strategic Planning Process* with budget development in a systematic cycle of evaluation for effective resource allocation.

11. To promote environmental stewardship in college planning and decision making.

The *Mission Statement* and the *College Goals* drive the development of the planning objectives. Planning objectives are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. Planning assumptions based on data provided in five categories (demographics, economy and employment, educational trends, social trends, and public policy as well as data provided by the *Institutional Effectiveness Annual Report*) undergird all planning objectives. Planning assumptions and their corresponding data are reviewed annually by the Strategic Planning Committees and posted on the College intranet.[IB-20] (*2008 Accreditation Progress Report*, p. 41; *Irvine Valley College Strategic Plan, 2006-2012, Year One-2007-2008*, p. 11; *Irvine Valley College Strategic Plan:, 2006-2012, Year Four Update*)

In order to achieve the *College Goals*, the Strategic Planning Committees formulate objectives and strategies to align with and reflect the *College Goals*. A planning strategy is the action that will be taken to achieve the objectives and goals. A planning strategy must also be specific,

measurable, achievable, reasonable, and time-related. In addition, in order to evaluate the degree to which the college is meeting the goals, measurable outcomes are stated for each planning objective. (*2008 Accreditation Progress Report*, p. 41; *Irvine Valley College Strategic Plan, 2006-2012, Year One: 2007-2008*, p. 11; *Strategic Plan 2006-2012: Year Four Update 2006-2010*)

Self Evaluation

The College meets this standard. As documented in the previous accreditation progress reports, since 2006, the College has been committed to the implementation of a broad-based, inclusive *Strategic Planning and Budget Development Process* which is predicated on the *Mission Statement* and the *College Goals*.

The process to implement the *College Goals* involves the participation of the five Strategic Planning Committees, two Operational Committees, and Administrative Councils described above in Standard I.B.1. The membership of the five Strategic Planning Committees includes representatives from the administration, the Academic Senate, the Classified Staff, and the Associated Students of Irvine Valley College. Thus, the process to develop, implement, and assess to what extent the College is achieving the goals is designed to ensure that there is opportunity for participation from all members of the college community, that there is a collective understanding of the *College Goals*, and the College is working collaboratively toward their achievement.

In 2006-2007, the College produced a strategic plan consisting of 11 major planning objectives and numerous planning strategies designed to achieve the objectives and the *College Goals*. Each planning objective and strategy is associated with one or more of the identified *College Goals.* (*2007 Focused Midterm Report*, p. 1; *Irvine Valley College Strategic Plan, 2006-2012, Year One: 2007-2008*.) The measurable outcomes for each planning objective and the implementation of the planning strategies (actions) were monitored and evaluated in February 2008.

In 2007-2008, the College continued its commitment to achieve the identified goals and developed planning objectives and strategies for 2008-2009. (*2008 Progress Report*, p. 41) In order to track and monitor the measurable outcomes for each planning objective and the implementation of the planning strategies, the College condensed the 2007-2008, 2008-2009, and 2009-2010 measurable outcomes into one document entitled *Strategic Plan 2006-2012: Year Four Update 2006-2010* which contains all of the College's objectives, strategies, and measurable outcomes for 2006-2010. Based on the foregoing analysis and evaluation, 32 of the 66 planning strategies have been successfully accomplished to date. Thus, the *College Goals* are articulated in order to determine the degree to which they have been met.

Of those surveyed in the *2009 Employee Satisfaction Survey*, 85 percent indicated that they were at least "A little familiar" with the College's *Strategic Planning and Budget Development Process* with 25 percent indicating that they were "Very familiar" with this college decision-making process. In addition, members of the classified staff were less likely to be aware of the

Strategic Planning and Budget Development Process than faculty members: 25 percent of classified staff respondents reported that they were "Not at all familiar" with the *Strategic Planning and Budget Development Process*, whereas only 6 percent of faculty members indicated that they were unfamiliar with strategic planning at the College.

When assessing the effectiveness of the College's *Strategic Planning and Budget Development Process*, 63 percent of those employees who were at least familiar with the process believed that it was an effective decision-making process; about 15 percent of the employees opted for the "Don't know" response category suggesting that some employees were not familiar enough with the process to be able to rate its effectiveness. Similar to the perceptions regarding the effectiveness of the *Planning and Decision-Making Manual*, awareness conditioned the respondents' attitudes regarding the effectiveness of the *Strategic Planning and Budget Development Process*. For example, 88 percent of respondents who were "Very familiar" rated the *Strategic Planning and Budget Development Process* as "Very" or "Somewhat effective," whereas 70 percent of respondents who were "Somewhat" or "A little familiar" with the *Strategic Planning and Budget Development Process* felt that it was an effective College decision-making process.

Widespread understanding of the purpose and mechanics of the *Strategic Planning and Budget Development Process* has been presented at College-wide meetings, committee meetings, and meetings of the Academic and Classified Senates. Additionally, a video summarizing the *Strategic Planning and Budget Development Process* is posted on the College website.[IB-12]

Planning Agendas

1. As expressed in the comprehensive institutional planning agenda item number one, the College will facilitate engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement by reviewing, integrating, and continuing to raise awareness of the college's decision-making processes, including the *Strategic Planning and Budget Development Process* which is the basis for resource allocation and budget development and is predicated on the *Mission Statement* and *College Goals*. Through the *IVC Evaluation Timelines for 2006-2012 Strategic Plan*, the College will continue to systematically review the effectiveness and integrity of college decision-making processes and communicate the results of the evaluations to all campus constituencies.

Standard I. B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Through the *Strategic Planning and Budget Development Process*, the College has implemented a systematic cycle of evaluation to assess progress regarding the achievement of the *College*

Goals. Planning, decision making, and resource allocation is predicated on analysis of quantitative and qualitative data to ensure institutional effectiveness. The *Strategic Planning and Budget Development Process* is cyclical in that strategic planning objectives and strategies are developed on an annual basis as documented in Standard I. B.2. The planning process is ongoing in that progress in attaining planning objectives and strategies is monitored and evaluated annually by the Strategic Planning and Budget Development Oversight Committee as documented in Standard I.B.2.

In addition, all academic programs and student services participate in a *Comprehensive Program Review* designed to improve institutional effectiveness. The *Comprehensive Program Review* is conducted on a six-year cycle.[IB-21] As previously documented in the Introduction Section C of this report, in 2007, the first six-year comprehensive program cycle was completed and all academic and student support services at the College had undergone program review. In 2007, the College began the second six-year *Comprehensive Program Review Cycle*. The 2000-2010 *Comprehensive Program Review*s are posted at *www.ivc.edu/accreditation* .

Academic program and student services planning mirrors and is integrated with the college *Strategic Planning and Budget Development Process*. All programs identify program objectives which are associated with the *College Goals* and the *Mission Statement*.[IB-7] Thus, the program-level planning process is integrated with the college *Strategic Planning and Budget Development Process* to ensure that the *College Goals* are achieved. Academic and student support services programs develop program objectives and planning strategies which are specific, measureable, achievable, realistic, and time related.[IB-7] As previously discussed in Standard I. B.1., in spring of 2010, the College began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews.*[IB-8] All academic programs, student services, and administrative offices will complete an *Annual Program Review*. Based on the quantitative and qualitative data (including student learning outcome assessment and administrative unit outcomes), requests for resources will be routed to the appropriate Strategic Planning Committee and/or process.[IB-9] The *Comprehensive* and *Annual Program Review Processes* are designed to be ongoing, systematic, and used to assess and improve student learning and achievement. The College regularly evaluates the *Program Review Processes* to improve institutional effectiveness and integrate planning and resource allocation.

The College is committed to the concept that planning drives budget development. To this end, in 2007, the College developed the Strategic Planning Oversight and Budget Development Committee wherein planning and budget development are integrated. The primary charge of the committee is oversight and implementation of the planning process and the appropriate allocation of resources in order to fulfill the *Mission Statement* and achieve the goals, planning objectives, and strategies. [IB-1]

According to the *Strategic Planning and Budget Development Process* and timeline, a strategy form is submitted to the appropriate strategic planning committee in order to request funding and/or the necessary resources to implement the objective/strategy. The strategy form requires the author to specify how the funding request supports the *College Goals* and objectives. The

chair of the Strategic Planning Committee forwards endorsed strategy forms to the Strategic Planning Oversight and Budget Development Committee for evaluation.

For example, the Academic, Facilities, and Technology Planning Committee endorsed and forwarded to the oversight committee 31 strategies from 9-6-09 through 2-16-10 (other strategies were redirected to the appropriate process such as the *Classified Hiring Priority List Development Process* and/or to the *Equipment/Technology List Development Process*).[IB-22] The Strategic Planning Oversight and Budget Development Committee reviews and prioritizes the strategies submitted by the Strategic Planning Committees.[IB-23] In order to increase communication and provide feedback to the author of a strategy form, a new process was implemented in spring 2010 wherein the author of the strategy and appropriate administrator/director are notified electronically when the oversight committee takes action.[IB-24] According to the process, the prioritized list is subsequently forwarded to the President's Executive Council for final approval and funding. Based on the action of the President's Executive Council, the prioritized list is reviewed by the Strategic Planning Committees.[IB-25] Table 29 shows annual allocations for strategic planning and funded strategies since 2007-2008:

Table 29: IVC Historical Allocations and Funded Strategies for Strategic Planning

Fiscal Year	Strategies Funded in Final Budget	Allocations for Mid-Year Funding	Funded Mid-Year Strategies
2007-08	$152,400	$250,000	$0
2008-09	$239,000	$400,000	$242,000
2009-10	$210,000	$40,000	TBD
2010-11	TBD	TBD	In Progress
Totals	**$601,400**	**$690,000**	**$242,000**

According to the *IVC Evaluation Timelines for the 2006-2012 Strategic Plan*, all major planning and decision-making processes as well as evaluative processes occur based on recurring cycles. For example, the *Strategic Planning and Budget Development Process* is annually evaluated every summer, whereas the strategic planning expected outcomes are evaluated every spring.[IB-13] Internal and external environmental scans that inform strategic planning assumptions are conducted prior to the onset of the six-year strategic planning cycle. *Employee* and *Student Satisfaction Surveys* are scheduled regularly on a rotating basis.[IB-13]

(The use of quantitative and qualitative data used in strategic planning and program review will be discussed and documented in Standard I.B.5 below.)

Self Evaluation

The College meets this standard. As documented in the *2005* and *2006 Progress Reports*, the *2007 Focused Midterm Report*, and in the *2008 Progress Report*, the College has committed substantial resources and time to the implementation of a broad-based *Strategic Planning and Budget Development Process* that is based on quantitative/qualitative data and is integrated with the *Comprehensive Program Review Process* (and *Annual Program/Administrative Review Processes*) as well as the budget development process in order to improve institutional effectiveness. Through continuous review and revisions to the processes, the College has been successful in establishing an ongoing, integrated planning process which forms the basis for college decision-making.

Of those surveyed in the *2009 Employee Satisfaction Survey*, 78 percent indicated that they were at least "A little familiar" with the College's *Budget Development Process* with 16 percent indicating that they were "Very familiar" with this College decision-making process. Again, members of the classified staff were less likely to be aware of the *Budget Development Process* than faculty members: 31 percent of surveyed classified staff employees reported that they were "Not at all familiar" with the *Budget Development Process*, whereas 15 percent of faculty members indicated that they were unfamiliar with budget development at the College.

When assessing the effectiveness of the College's *Budget Development Process*, 63 percent of those employees who were at least familiar with the process believed that it was an effective decision-making process. Furthermore, about 17 percent of respondents did not rate the effectiveness of the *Budget Development Process*. Awareness strongly influenced the respondents' attitudes regarding the effectiveness of the *Budget Development Process*. For example, 93 percent of respondents who were "Very familiar" rated the Budget Development process as "Very" or "Somewhat effective," whereas 65 percent of respondents who were "Somewhat" or "A little familiar" with the *Budget Development Process* felt that it was an effective College decision-making process.

Planning Agendas

1. The college's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number two. In order to ensure program review processes for academic programs, student services programs, and administrative units are ongoing, systematic, and used to assess and improve student learning and achievement, the College will continue to develop and implement the *Annual Program Review Process* and *Administrative Unit Review Process* that are fully integrated with the *Strategic Planning and Budget Development Process*.

Standard I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The Irvine Valley College *Planning and Decision-Making Manual* clearly delineates the role and scope of authority regarding how all members of the College community may participate in the planning and decision-making processes and the resource allocation processes.
A number of institutional processes have been established to guarantee broad involvement in strategic planning, resource allocation, and decision-making. First, as documented in Standard I. B.1, through a collegial process, the College committee structure was revised and reorganized into five Strategic Planning Committees, two Operational Committees, Task Forces, and Administrative Councils. The membership of each body includes representatives from the Administration, the Academic Senate, the Classified Staff, and the Associated Students. All representatives are appointed by the respective constituent groups and the administrative representatives are appointed by the College President and/or Vice Presidents. Thus, all members of the College community are represented within the decision-making structure and are given the opportunity for effective participation in College planning and decision-making.[IB-1]

Second, in order to facilitate cooperation and communication, and to involve the college community in the strategic planning efforts, the College posts all agendas and minutes of the strategic planning committees on the college website.[IB-2] The Academic and Classified Senates' meeting agendas and minutes are also posted on the College website.[IB-26]

Third, as documented in previous accreditation reports, the College hosts numerous College-wide meetings during faculty professional development week and throughout the semester to discuss strategic planning and budget development as well as other items of interest to the college community. The agendas and videos are posted on the college website to provide the information for those who could not attend the meetings.

Please see the previous discussion in Standard I.A.3 regarding the integration of planning and the allocation of resources as well as Standard III.D. Financial Resources.

The College has several strategies to seek alternative means for securing resources. The Dean of Career Technical Education and Workforce Development has secured numerous grants to provide resources for new and developing programs. The College may also apply for District resources through the District Resource Allocation Committee.

Self Evaluation

The College meets this standard. The planning and decision-making processes are designed to be broad-based and inclusive.

With the implementation of the *Strategic Planning and Budget Development Process* and the integration of planning and budget development, numerous changes have occurred at the College leading to the improvement of institutional effectiveness. Based on the 2007-2008 and 2008-2009 strategic planning objectives and corresponding strategies, the College has implemented the following changes and allocated the necessary resources to improve student learning:

- Implementation of a faculty technical skills certification for instructors;
- Development of an online distance education orientation template;
- Completion of an assessment of the college certificate programs pertaining to industry standards, state requirements, viability, and frequency of course offerings;
- Increased short-term courses and weekend course offerings:
- Development and implementation of a master calendar for the Performing Arts Center, including dance, music, theatre, and visual arts;
- Establishment of the Scheduling and Reporting System (SARS) early alert program;
- Revision of the AA and AS degree requirements;
- Implementation of the English departmental diagnostic test to ensure appropriate assessment placement of students;
- Training of English faculty in scoring the English departmental diagnostic to establish inter-rater reliability for cross-validation purposes;
- Implementation of an English department holistic norming session;
- Implementation of Basic Skills Workshops;
- Implementation of student learning outcome assessments in English, Reading, English Special Services, English as a Second Language, and Math Basic Skills courses;
- Implementation of paper and computer formats for the College Test for English Placement (CTEP) and adjustment of cut scores as necessary;
- Implementation of revisions to the Math assessment test;
- Increased tutorial services with the construction of the Learning Assistance Program Center;
- Increased counseling services through group advising and group workshops;
- Review and improvement of the Basic Skills math program, curriculum, and course sequencing;
- Implementation of Basic Skills math course modules;
- Implementation of student success centers in reading, math, writing, English Special Services, and English as a Second Language, including classified staffing;
- Completion of a comparative analysis of tutoring services in similar sized institutions;
- Visits to language resource centers;

- Development of foreign language supplemental curriculum;
- Completion of foreign language research regarding needed equipment and software;
- Revision of the English as a Second Language (ESL) program;
- Establishment of an English as a Second Language - World Languages Center;
- Evaluation of the currency of the life-long learning, contract and workforce development curriculum and development of new curricula;
- Development of a Business and Professional Institute;
- Development of an annual enrollment management and recruitment plan (marketing and media outlets), including an annual analysis of the effectiveness of the marketing and outreach projects for budgetary purposes;
- Development of a College brochure with a consistent marketing message for the College;
- Expansion of outreach efforts to area high schools;
- Development of the Early College Program at another local high school;
- Development of and implementation of a preventative maintenance plan for facilities (including all crafts) and vehicles;
- Assessment of and development of a furniture refresh plan;
- Assessment of and development of a vehicle, cart, and heavy equipment refresh plan;
- Implementation of a campus security and emergency preparedness plan;
- Completion of an annual needs analysis that incorporates projected separations (retirement, resignations, etc.), FTES growth trends, new program development, and 50% law benchmarks.
- Improvements in curriculum, instruction, learning assessment, and student learning derived from assessing student learning outcomes. (See Standard I. B.1)
- Development of an institutional plan for posting student learning outcome assessment results for the maintenance of successful practices and improvement of student learning (In Progress);
- Development of an *Annual Student Learning Outcomes Assessment Report.* [IB-27]

Planning Agenda

None.

Standard I.B.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College utilizes a variety of assessment data in institutional as well as program level planning in order to ensure institutional quality. In collaboration with the District Research and Planning Office, the Institutional Effectiveness Committee produces an *Institutional Effectiveness Annual Report*. The 2006-2007and 2007-2008 *Institutional Effectiveness Annual Report*s contain assessment data in five major areas related to the college mission, functions, and resources as follows: student learning and achievement; student outreach and responsiveness to the community; faculty and staff; technology; and fiscal and facility support.

Within the category of student learning and achievement, aggregated assessment data for the College is provided in overall annual successful course completion rates, successful completion rates in English and Math Basic Skills courses, successful course completion rates in weekend, eight-week courses, and distance education courses, progression rates from basic skills to college level courses in English and math, matriculation and persistence rates for first-time college students, number of degrees and certificates awarded, percent growth in full-time equivalent students compared to percent growth in permanent employees, and transfer rates

Based on a review of the assessment data provided in the aforementioned reports, the 2008-2009 *Institutional Effectiveness Annual Report* was revised to include assessment data in the following areas: student progress, first-time college students, and developmental education (Basic Skills math, English, and English as a Second Language.

In addition to the *Institutional Effectiveness Annual Report*s which provide aggregated assessment data for the College, the Office of Research, Planning, and Accreditation provides key performance indicators for each program undergoing a *Comprehensive Program Review* pursuant to the six-year review cycle previously discussed. The assessment data included for each program includes disaggregated data down to the course level in each program over a five-year period for planning purposes, such as enrollment data, number of sections, productivity rates, fill rates, student retention rates, student grades, student success rates, student demographic information, education goals, and awards data.[IB-28]

Student learning outcomes assessment data is provided for the course level, program level, and degrees or certificates. Progress reports are prepared and distributed annually by the Student Learning Outcomes Co-chairs. Improvements derived from student learning assessment are tracked in a software data base (eLumen). Faculty representing the academic disciplines produce aggregated reports, which are reviewed with discipline experts during the annual program review updates. Highlights of improvements derived through student learning assessment are made widely available by posting on the College website.[IB-29]

The assessment data are available to the college community through several mechanisms. The *Institutional Effectiveness Annual Report*s are produced through a collaborative process between the District Research and Planning Office, the College Office of Research, Planning, and Accreditation and the Institutional Effectiveness Committee which requires participation from the administration, faculty, and classified staff. Thus, the College community has the opportunity to provide input into the reports and should be aware of the reports and the data.[IB-30] Most importantly, the data contained in the *Institutional Effectiveness Annual Report*s are utilized by the five Strategic Planning Committees in the development of strategic planning, objectives, planning assumptions, and strategies commensurate with accreditation Standard I.B.3. The data is analyzed and interpreted by the College and District Research Analysts and is presented in a format that easily understood in accordance with accreditation Standard I.B.3. In addition, the reports are published in hard copy, presented to the Board of Trustees during public meetings, and are available throughout the College. The reports are also digitally distributed to the College community and are posted on the Institutional Effectiveness Committee website. [IB-31]

The program review data is reviewed by the faculty and administration in each of the academic programs and student services. The completed program reviews are available in hard copy in the Office of Instruction. The College President, the Vice Presidents, the Academic Senate President, and the Director of Fiscal Services review the completed program reviews and assess programmatic needs. [IB-32]

The District inFORM data warehouse provides state and federal reporting functionality, institutional and management reporting, and self-service analytical tools that allow members of the college community to access data in an understandable format. The warehouse provides data for instructional reports including:

- Daily term comparisons
- Interactive enrollment
- Section detail
- Concurrent and cross-listed section detail
- Course comparison by term
- Grade distribution by instructor
- Class roster profiles
- College profiles

The warehouse also provides data for student support services reports including:

- Student demographics
- Application statistics
- Transcript destination summaries
- K-12 high school students
- EOPS enrollment reports

The data warehouse can also support a variety of focused research projects. For example, marking and tracking cohorts of students such as those who are transfer ready, honors students, Basic Skills students, and athletes. The reports are used to monitor the progress of the cohorts, evaluate the level of services provided or identify areas that need improvement and provide services to the students if a need is identified. [IB-33]

Pursuant to a planning agenda established in the *2008 Progress Report*, the College agreed to establish an *Employee Satisfaction Survey* in order to assess the overall climate as well as the efficacy of the *Strategic Planning and Budget Development Process*, the revised committee and decision-making process, and the implementation of the *Planning and Decision-Making Manual* as well as to evaluate the role of leadership within the College and District. (*2008 Progress Report*, p. 50) The survey was administered in spring 2009 as projected. [IB-34]

Among other questions, respondents were requested to rank their familiarity with the College processes such as the C*lassified Hiring Priority List Development Process,* the *Strategic Planning and Budget Development Process*, the *College Mission Statement* and *College Goals*, the *Faculty Hiring Priority List Development Process*, the *Institutional Effectiveness Reports*, the *New Program Approval Procedures*, the *Program Discontinuance Procedures*, and the *Program Realignment Process*. The respondents were also requested to evaluate the effectiveness of the policies and procedures (*2009 Employee Satisfaction Survey)*. The Strategic Planning Oversight and Budget Development Committee and the Institutional Effectiveness Committee in collaboration with the College President are responsible for developing the plan to address issues raised by the survey. [IB-1]

Self Evaluation

The College meets this standard. The College is dedicated to providing excellence in instruction and student services. A key factor in ensuring educational quality is conducting an ongoing assessment of the College's effectiveness. The assessment of overall measures of institutional effectiveness compares past performance and identifies areas for future improvement and growth. The College supports a culture of evidence in which institutional reflection and action are prompted and supported by data about student learning and institutional performance. The ongoing evaluation reflects the commitment of the College community to examine institutional strengths and identify areas for improvement. [IB- 30]

The College has several mechanisms to assess whether the institution is effectively communicating information about institutional quality to the public. First, the *Institutional Effectiveness Annual Report*s contain data regarding student outreach efforts and responsiveness to the community. As indicated in Table 30, enrollment growth continued through fall 2009 with a 15,710 unduplicated student headcount, representing a 28 percent increase from fall 2004. Corresponding increases in full-time equivalent students as well as productivity (weekly student contact hours per full-time equivalent faculty) also occurred during this same time period.

Table 30: FTES, Student Headcount, and Productivity, Fall 2004 - Fall 2009

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% Growth (2004-2009)
Headcount	12,258	12,294	12,496	13,129	14,432	15,710	28%
FTES	3,256	3,142	3,219	3,442	3,978	4,329	33%
WSCH per FTEF	452	455	459	484	514	515	14%

Source: SOCCCD inFORM data warehouse.

The public are made aware of the data within the *Institutional Effectiveness Annual Reports* through public presentations of the reports annually at the Board of Trustee meetings.[IB-31] The College website also contains "facts at a glance" which provides members of the public with data concerning the number of degrees and certificates, the total student population, male to female and full-time/part-time ratios, day and evening enrollment, median age, and the number of faculty, staff, and administrators.[IB-35]

The Marketing and Outreach Committee reviews and revises the Public Information/Marketing/ Communication Plan on an annual basis. The plan supports the College's efforts in successfully attracting and retaining students, while promoting the College as a resource to the community. The activities are prioritized in alignment with the strategic planning goals.[IB-36]

On March 24, 2010, the Tustin Unified School District awarded Irvine Valley College the "2010 Community Service Award" which provides further evidence that the College is effectively communicating information about institutional quality to the public.[IB-37]

Planning Agendas

None.

Standard I.B.6.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

In order to assure the efficacy of the strategic planning and resource allocation processes, the College has implemented several mechanisms to systematically review and revise, as necessary, all parts of the planning cycle. The Strategic Planning Oversight and Budget Development Committee is primarily responsible for oversight of the planning process. The description and charge of the committee is as follows:

> The Strategic Planning Oversight and Budget Development Committee provides oversight of the college *Strategic Planning and Budget Development Process* including:
>
> - The regular evaluation of the *Strategic Planning and Budget Development Process*;
> - The regular evaluation of the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness;
> - The distribution of evaluation results and recommended improvements;
> - The integration of data into the planning process using internal and external data scans;
> - The annual review of the *College Mission Statement* and the *College Goals*;
> - The integration of program review planning strategies with the budget development process.

In order to implement the role and charge of the committee, in July of each year, the Strategic Planning Oversight and Budget Development Committee conducts an annual review of the entire planning process wherein all policies and procedures pertaining to planning, decision making, and resource allocation are reviewed. [IB-38, IB-1]

The annual review of the planning process occurred on July 11, 2007, June 20, 2008, July 14, 2009, and July 14 2010 (the 2010 annual review of the planning process was in progress at the time of the submission of this report). [IB-39]

At the July 10, 2009, strategic planning retreat, the committee reviewed the planning policies and procedures and made the following recommendations:

- *College Mission Statement*: No recommended revisions;
- *College Goals*: Recommended revisions;
- *Strategic Planning and Budget Development Process*: No recommended revisions;
- Strategy form and process: recommended revisions;
- Strategic planning timeline: recommended revisions. [IB-39]

In order to ensure participation by all members of the College community, the recommendations of the Strategic Planning Oversight and Budget Development Committee are subsequently submitted to the four other planning committees and the Academic Senate, classified staff, and associated students for review and input. [IB-39] The annual review of the planning process is supplemented by continuous review and revisions throughout the year, as necessary, to make the process more effective. (See revisions dates on all planning documents as evidence of the continuous, systematic review, and modification of all aspects of the strategic planning processes.)

Specific aspects of the planning process are additionally reviewed by the other strategic planning committees. For example, the Academic, Facilities, and Technology Planning Committee is responsible for developing, reviewing, and revising the *Facilities Plan* and the *Technology Master Plan* as well as for the review and update of the *Educational and Facilities Master Plan*. [IB-1] (The College Technology and Distance Education Committee also reviews and updates the Technology Master Plan.)

Other aspects of the planning process are reviewed by the Institutional Effectiveness Committee. The committee, in collaboration with the office of the president, is responsible for reviewing and updating the Irvine Valley College *Planning and Decision-Making Manual* as well as the implementation of the *Employee Satisfaction Survey* which evaluates the role of leadership and the governance and decision-making processes. [IB-1]

On February 22, 2010, the Board of Trustees authorized the development and update of the District *Educational and Facilities Master Plan*. Pursuant to California Code of Regulations and the California Education Code, the governing board reviews and approves comprehensive plans for the Colleges and the District. In spring 2010, the District began the consultant selection process. The development and update of the *Educational and Facilities Master Plan* includes surveys/interviews, physical analysis, functional analysis, strategic review, solution development, and is scheduled to conclude with a final document on February 21, 2011. [IB-40]

Self Evaluation

The College meets this standard. The College has implemented and institutionalized mechanisms to assess and revise the strategic planning and the resource allocation processes on a continuous basis in order to reflect the evolving needs of the institution.

Planning Agenda

None.

Standard I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The College has institutionalized numerous processes to assess and review the evaluation mechanisms to improve instructional programs, student services, library and other learning support services. The primary evaluation mechanism is the *Comprehensive Program Review Process* in addition to the processes previously discussed in the aforementioned sections of Standard I.A. and B.

All academic programs, student support services, library and learning support services are systematically evaluated every six years through the *Comprehensive Program Review Process* and will be evaluated annually through the *Annual Program Review Process* as documented in Standard I.B.3. In addition, all administrative offices will participate in the annual *Administrative Unit Reviews* and develop and assess *Administrative Unit Outcomes*.

The College re-evaluates the *Comprehensive Program Review Process* on a regular basis in order to improve and ensure the effectiveness of the process. In 2003, the templates for academic and student services were revised commensurate with the modification of the Accreditation Standards, and in 2004, the process was revised based on Commission recommendations (*2005 Progress Report*, p. 10). In 2006 and 2007, the College conducted an in-depth institutional evaluation of the *Comprehensive Program Review Process* resulting in substantial procedural revisions designed to streamline the process and integrate program review with the *Strategic Planning and Budget Development Process* (*2007 Focused Midterm Report*, pp. 19-22).

Program planning is integrated with the college *Strategic Planning and Budget Development Process*. For example, in measuring program effectiveness, discipline experts are required to evaluate the resources (human, physical, and technological) in order to promote student success. Program resource requests are directed to the appropriate Strategic Planning Committee.

Academic and student support/learning services programs are required to develop program objectives which are specific, measurable, achievable, realistic, and time related. If applicable, the program objectives are related to the *College Goals*. For each program objective, corresponding strategies are developed for achieving the objective.

The Strategic Planning Oversight and Budget Development Committee directs all program recommendations for new facilities to the Academic, Facilities, and Technology Planning Committee; recommendations for additional equipment are directed to the school dean for incorporation into the school budget proposals; recommendations for additional full-time faculty positions are directed to the school dean for incorporation within the *Full-time Faculty Hiring Priority List Development Process*. Requests for additional classified positions are directed to the *Classified Hiring Priority List Development Process*.[IB-7]

In order to further assess program effectiveness, the 2006-2007 revisions to the *Comprehensive Program Review Process* included the development and assessment of course, program, degree, and certificate student learning outcomes and the modification of courses and/or programs (if necessary) based on the assessment data.[IB-7]

In 2010-2011, the *Program Review Process* will be revised to include an annual component for strategic planning and budget purposes, as previously documented.[IB-9] Presently, all academic programs and student support programs undergo a *Comprehensive Program Review* (described above) on a six-year cycle. In addition, all academic programs, student services, and administrative offices will submit an *Annual Program Review* update once the templates and processes are developed and implemented.[IB-9]

Self Evaluation

The College meets this standard. The College has been diligent in developing and implementing evaluation mechanisms and systematically reviewing their effectiveness to improve instructional programs, student support services, and library and other learning support services.

In summary, as documented in Standard I.A. and B., the College has implemented and systematically reviews the following evaluation mechanisms in accordance with the *IVC Evaluation Timelines for 2006-2010 Strategic Plan*:

- A regular review of the *College Mission and Vision Statements* and the *College Goals*;
- An annual review of the *Strategic Planning and Budget Development Process*, including planning objectives, strategies, and planning assumptions;
- An annual review of the strategic planning outcomes;
- Regular review of the college committee structure as necessary;
- Review of the College decision-making processes, including clearly delineated roles for effective participation;
- Regular review of the *Planning and Decision-Making Manual*;
- *Institutional Effectiveness Annual Report* based on internal and external data scans, including quantitative and qualitative data;
- Review of the Comprehensive and Annual *Program Review Processes*;
- Update of the *Educational and Facilities Master Plan* (5 years)
- Regular review of the Technology and Equipment Plan
- Regular Review of the Marketing and Outreach Plan
- Regular Review of the Enrollment Management Plan
- Employee and Student Satisfaction Surveys as needed.[IB-13]

Planning Agenda

None.

Evidence Standard I.B.

IB-1 Five Strategic Planning Charts: Charge, Membership, Reporting Responsibility

IB-2 Irvine Valley College Planning and Decision-Making Website: *http://www.ivc.edu/collegeplanning/pages/default.aspx*

IB-3 Two College Operational Committee Charts: Charge, Membership, Reporting Responsibilities

IB-4 College Task Force Charts: Charge, Membership, Reporting Responsibilities

IB-5 College Administrative Council Charts: Charge, Membership, Reporting Responsibilities

IB-6 eLumen All Star Memo (9-20-09)

IB-7 Student Services Program Review Template (Adopted 8-28-06; Revised 8-7-07)
Academic Program Review Template (Adopted 8-28-06; Revised; 7-29-09)

IB-8 Institutional Effectiveness Committee Meeting Minutes (2-22-10)
Academic Senate Meeting Minutes (4-1-10)
Instructional Council Meeting Agenda (4-23-10)

IB-9 Annual Program Review Template-Draft (5-7-10)
Draft Annual Program Review Process (5-7-10)
Sample: InFORM Data Warehouse Program Review Data (7-15-10)

IB-10 Irvine Valley College Student Learning Outcomes Student Video Testimonials: *http://ivcslo.wordpress.com/how-slos-are-helping-video-testimonials/*

IB-11 Strategic Planning Oversight and Budget Development Committee: Dialogue Student Learning Outcomes (1-21-09)
Institutional Effectiveness Committee Meeting Minutes: Dialogue Student Learning Outcomes (3-9-09; 3-8-10)
Academic Senate Meeting Minutes: Dialogue Student Learning Outcomes (9-10-09; 2-11-10; 4-1-10)

IB-12 College-Wide Strategic Planning Meeting Video Presentation (10-23-09): (*http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=dbf1eacd73904373add012e0406c9b2d*)
College-Wide Meeting: Planning and Decision-Making Manual Videos (4-30-08):
Part One: *http://www.youtube.com/watch?v=OEAWfO05SB4*
Part Two: *http://www.youtube.com/watch?v=OTbB6HtJS8w*
Academic Senate General Assembly Meeting: Irvine Valley College Planning and Decision-Making Manual (1-8-09)
Classified Senate Meeting Presentation: Planning and Decision- Making (9-30-09)
http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=26373a2e7cfa44d3827cd6c44c5e6ca01d

IB-13 IVC Evaluation Timelines for the 2006-2012 Strategic Plan

IB-14 President's Welcome: Faculty Professional Development Week (Fall 2009)
IB-15 Academic Senate Minutes: Satisfaction Surveys (3-11-10)
IB-16 Classified Senate Minutes: Satisfaction Surveys (3-24-10)
IB-17 Strategic Planning Oversight and Budget Development Committee Minutes (3-31-10)
IB-18 Irvine Valley College Mission Statement and College Goals: Revision Process (Adopted 2-27-08; Updated 7-15-10)
IB-19 College Catalog, pp.__ (Mission Statement and College Goals)
IB-20 Strategic Planning Oversight and Budget Development Committee Minutes (9-2-09; 10-7-09; 10-21-09)
IB-21 2007-2012 Program Review Cycle (Updated Spring 2010)
IB-22 Academic, Facilities, Technology, Planning Committee Meeting Minutes: Office of Instruction 2010-2011 Strategy Form Inventory (4-20-10)
IB-23 Strategic Planning Oversight and Budget Development Committee Meeting Minutes: Prioritization of Strategies (7-28-09; 5-5-10)
Strategic Planning Oversight and Budget Development Committee Meeting Minutes: Review 2009-2010 Strategies-Actions Taken by President's Executive Council (9-2-09)
IB-24 Fiscal Services Strategy Form Tracking System Intranet Site: *http://intranet.ivc.edu/fiscal/sf/Wiki%20Pages/Forms/AllPages.aspx*
IB-25 Vice President's Council Meeting Agenda: Review of 2008-2009 Funded Strategies (8-26-09)
Academic, Facilities, Technology Planning Committee Meeting Minutes: Review of President's Executive Council Funded Strategies (9-1-09)
IB-26 Link Irvine Valley College Website: Academic Senate Agendas and Minutes: *http://www.ivc.edu/asenate/pages/meetings.aspx*
Link Irvine Valley College Website: Classified Senate Agendas and Minutes: *http://www.ivc.edu/csenate/pages/ClassifiedSenateMeetingSchedule.aspx*
IB-27 2008-2009 Irvine Valley College: Strategic Planning Inventory (6-4-09)
IB-28 InFORM Data Warehouse Program Review Data (7-15-10)
IB-29 Student Learning Outcomes Website: *http://www.ivc.edu/accreditation*
IB-30 Institutional Effectiveness Committee Minutes:2007-2008 Institutional Effectiveness Report (10-13-08;11-10-08; 11-24-08)
Institutional Effectiveness Committee Minutes: 2008-2009 Institutional Effectiveness Report (11-24-09)
IB-31 Institutional Effectiveness Committee Website: Posting of Institutional Effectiveness Annual Reports: *http://www.ivc.edu/CollegePlanning/iec/Institutional%20Effectiveness%20Annual%20Reports/pages/default.aspx*
Board of Trustees Meeting Minutes: 2006-2007 Institutional Effectiveness Report (11-07 Agenda,12-07 Minutes)
Board of Trustees Meeting Minutes: 2007-2008 Institutional Effectiveness Report (12-08 Agenda, 1-08 Minutes)
Board of Trustees Meeting Minutes: 2008-2009 Institutional Effectiveness Report (9-09 Agenda; 10-09 Minutes)

Academic Senate Minutes: Discussion of the 2007-2008 Institutional Effectiveness Report (8-08)
Academic Senate Minutes: Discussion of the 2008-2009 Institutional Effectiveness Report (11-19-09)

IB-32 Program Review Process (8-30-07)
Responses to 2009-10 Comprehensive Program Reviews

IB-33 SOCCCD inFORM Data Warehouse Overview (3-31-10)

IB-34 College-wide Email: Employee and Student Satisfaction Surveys (2-25-10)

IB-35 "Facts at a Glance" page of College Website: *http://www.ivc.edu/about/pages/facts.aspx*

IB-36 2009-2010 Public Information/Marketing/Communication Plan (5-14-09)

IB-37 Memorandum Office of the President: Tustin Unified School District 2010 Community Service Award (3-25-10)

IB-38 2009-2010 Strategic Planning and Budget Development Timeline (9-17- 08; revised 7-10-09)

IB-39 Strategic Planning Oversight Budget Development Committee Annual Retreat Meeting Minutes (6-20-08; 7-10-09; 7-14-10)

IB-40 Board of Trustees Meeting Minutes: Approval of the Development and Update of the Educational and Facilities Master Planning Process (2- 22-10)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The Irvine Valley College *Mission Statement* guides the College's daily practices and planning.[IIA-1] The *Mission Statement* emphasizes the importance of student learning, success, and life-long learning.

The educational programs offered by Irvine Valley College are congruent with the College's *Mission Statement,* are based upon recognized fields of higher education, have sufficient content and length, and are conducted with quality and rigor appropriate to the degree or certificate offered. The College offers courses to meet the needs of a diverse population, including members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The College offers courses leading to departmental-level associate in art degrees in many disciplines (e.g., Anthropology, Art, and Biology). Associate in arts degrees having an "area of emphasis" are offered in seven areas (e.g., an "Associate Degree with an emphasis in Social and Behavioral Sciences"). In all, the College offers 41 associate of arts degrees ((*2008- 2009 Institutional Effectiveness Annual Report,* p. 11). Twenty different departmental-level associate in science degrees are offered. The College offers 26 certificates of achievement based upon at least 18 units of work.[IIA-2] The College also offers 11 certificates of proficiency, each of which requires less than 18 units. In sum, the College offers 88 degrees and certificates. The associate degree requires completion of 60 units of work, with 18 or more units in the major,

the rest of the units fulfilling the general education requirements. In 2008-2009 the College awarded 430 degrees and 635 certificates.

Irvine Valley College was recognized by the Center for Student Success/Research and Planning Group's Qualitative Study for achieving a "consistently higher-than-expected transfer rate." During 2008-2009, 354 students transferred to the California State University system, with the majority of students attending California State University Fullerton followed by California State University Long Beach. Two hundred fifty-seven students transferred to the University of California system, the majority going to University of California, Irvine, followed by University of California, Los Angeles.[IIA-3]

The College offers basic skills (developmental) courses in Mathematics, Reading, and Writing to assist students in obtaining proficiencies needed to advance to college-level curricula or to qualify for entry-level employment. Students with limited proficiency in English may enroll in a sequence of English as a Second Language courses.

In fall 2009 the College offered 88 courses over the internet; the count grew to 109 courses during spring 2010.

Table 31: Section Count by Instruction Method, Spring 2006 - Spring 2010

Instruction Method	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	% Growth (2006-2010)
Classroom	915	923	908	1,020	1,048	15%
Internet	53	68	87	88	109	106%
Other	44	17	28	14	16	-64%
Total	1,012	1,008	1,023	1,122	1,173	16%

SOURCE: SOCCCD inFORM Datawarehouse.

Besides offering traditional face-to-face classes, online classes, and hybrid classes (a combination of face-to face and online, but with 50 percent or more online), other courses are scheduled at the California State University Fullerton/Irvine Campus, at the nearby Advanced Technology and Education Park, or one of the local high schools participating in the Early College Program. Emeritus classes are offered at various sites throughout the community. More information on Advanced Technology and Education Park and the Early College Program is provided in subsequent sections of Standard II.A.1.b.

Standardized course outlines help ensure the integrity of the college's instructional programs. Each course outline of record includes a comprehensive outline of the course content, learning objectives/learning outcomes, typical assignments, methods of evaluation and learning outcomes measured, a catalog description, transfer articulation information (if applicable), and the name of an appropriate textbook. Regardless of where the course is offered or the method of delivery, each course conforms to the same curriculum standards.

CurricUNET, the curriculum management software program designed to facilitate the curriculum process, has been gradually phasing-in since August 2007. During 2008-2009, the majority of curriculum work was done through CurricUNET. CurricUNET is facilitating a more streamlined curriculum process for proposing, modifying, updating, and approving courses. All degree and certificate programs are reviewed and approved by the appropriate faculty and administrators, the Curriculum Committee, the Academic Senate, and the Board of Trustees.

Outlines of record for all courses, including those offered through Contract Education and the Emeritus Program, are reviewed and approved by the Curriculum Committee. The Dean of Career and Technical Education works closely with the Curriculum Chair and Curriculum Committee to assure faculty oversight of all Career and Technical Education courses.

In order to ensure that all institutional offerings are commensurate with the mission of the College and that all academic programs and services are of high quality appropriate to an institution of higher education, Irvine Valley College has implemented an ongoing, systematic *Comprehensive Program Review Process* which is used to assess and improve academic programs, student services, and institutional effectiveness. In 2000, the college developed a six-year *Comprehensive Program Review Cycle* which included all academic programs and programs within student services. (*2005 Accreditation Progress Report, p. 10*). In 2007, the first six-year *Program Review Cycle* was completed and all academic and student services programs had undergone program review. In 2007, the College began the second six-year *Comprehensive Program Review Cycle* [IIA-4] The 2000-2010 *Comprehensive Program Reviews* are available at *www.ivc.edu/accreditation*.

In 2009-2010, further evaluation of the *Comprehensive Program Review Process* produced significant improvements in the assessment component of program effectiveness. In fall 2010, program review data from 2004-2010 for all academic programs will be available electronically on the District inFORM data warehouse.[IIA-5] In addition to student learning outcomes assessment data, data included within the warehouse and used to assess program effectiveness includes:

- Section Counts
- Enrollment Counts
- Weekly Student Contact Hours
- Full-Time Equivalent Students
- Full-Time Equivalent Faculty
- Non-Contract Hours
- College and Department Productivity
- College and Department Course Fill Rates
- College and Department Retention Rates

- College and Department Success Rates
- College and Department Passing Grades
- College and Department Student Age Distribution
- Student Ethnicity
- Educational Goal
- Awards (Degree/Major/Certificate

In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*.[IIA-6] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a mission statement/purpose, goals, objectives and strategies as aligned with the College *Mission Statement.* Within the *Annual Program Review Process*, the Administrative offices will also develop mission statements, goals, objectives and strategies aligned with the College *Mission Statement*. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*.[IIA-5]

To further ensure student learning, the College has been specifying and assessing student learning outcomes as described in part C of this section.

Self Evaluation

The descriptive summary demonstrates that the instructional programs, regardless of the location or delivery method, address the College *Mission Statement*. The instructional programs benefit from a comprehensive curriculum and a *Comprehensive Program Review Process*. The gradual implementation of CurricUNET software is increasingly providing a more user-friendly, efficient curriculum process. Plans to implement annual program review should help strengthen linkage between program review, governance group decisions, and resource allocation. The *Annual Program Reviews* also will help maintain each academic department's momentum in achieving planning goals, keeping an increased focus on student learning outcomes, and monitoring the linkage between program review and resource allocation provided by the College's *Strategic Planning and Budget Development Process*.

Just over 87 percent of the fulltime instructors (n = 70) who responded to the *Employee Satisfaction Survey* "somewhat" agreed or "strongly" agreed that "Students can take all the lower level courses that they need in order to meet their educational goals." Similarly, 83 percent of the students who responded to this same question on the *Student Satisfaction Survey* either somewhat agreed or strongly agreed.

Planning Agenda

1. The college's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number two. In order to ensure program review processes for academic programs, student services programs, and administrative units are ongoing, systematic, and used to assess and improve student learning and achievement, the College will continue to develop and implement the *Annual Program Review Process* and *Administrative Unit Review Process* that are fully integrated with the *Strategic Planning and Budget Development Process*.

Standard II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Irvine Valley serves a diverse constituency. Shown in the table below, the minority representation in the community is 42 percent, whereas 50 percent of the college's students come from minority groups.[IIA-7]

Table 32: Race & Ethnicity of IVC Service Area and Fall 2009 Students

Ethnicity	Service Area	Fall 2009 Students	Fall 2009 Students
White, Non-Hispanic	57.9%	49.9%	42.4%
Asian	22.3%	31.6%	26.5%
Hispanic/Latino	14.6%	11.4%	9.7%
Other Non-White	3.7%	4.6%	3.9%
Black/African-American	1.4%	2.1%	1.8%
American Indian/Alaskan Native	0.2%	0.3%	0.3%
Decline to state	--	--	15.1%

SOURCE: SOCCCD inFORM Datawarehouse; Southern California Association of Governments (SCAG), http://www.scag.ca.gov/forecast/downloads/excel/RTP07_TRACT.xls

The College Research, Planning and Accreditation Office gathers student data, conducts analyses, and prepares reports designed to help the College better understand and serve its students. Data are used to demographically profile the students, identify their educational goals, and to track their academic progress. The *2009 Student Satisfaction Sur*vey is an example of Office of Research, Planning and Accreditation support. In addition, the College and District Research Offices work together to produce an *Institutional Effectiveness Annual Report*. The annual report provides comprehensive and systematic information and has become a primary

tool for gauging how well the institution's programs are meeting the community's needs as well as the students' needs. The report includes a mix of locally developed measures and information provided in the Accountability Report for Community Colleges.[IIA-8]

Each year, the Institutional Effectiveness Committee reviews the *Institutional Effectiveness Annual Report* before it is finalized and disseminated. The report is then distributed to other campus governance groups, and is posted on the College website. The *Institutional Effectiveness Annual Report* presents several categories of data, but the report's primary purpose is to track and evaluate the academic success of Irvine Valley College's students. To that end, the report presents information such as the overall rate of successful course completion, and the rates of successful course completion in basic skills math and English courses, weekend courses, eight-week courses and distance education courses. Moreover, rates of success are provided for success in degree-applicable courses for students who first completed basic English and mathematics courses. Other information presented includes first-to-second year persistence rates for first-time college students, and success rates in vocational courses, transfer rates, and rates of transfer readiness.

The preface to Chapter II of the *Institutional Effectiveness Annual Report* reads as follows, "In order to meet the needs of an increasingly diverse population, Irvine Valley College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high quality instruction and support services responsive to the needs of students, regardless of ethnicity, language skills, socioeconomic background, or disability." Trends presented in this section of the *Institutional Effectiveness Annual Report* include the percentage of students taking distance learning courses; headcounts for full-time (12.0 units or more) students, and the number of emeritus and high school students taking courses at the college. The report also includes information on the number of first-time college students coming from feeder high schools, and compares the ethnic distribution of the student body to the adult population in the college's service area.

Besides the *Institutional Effectiveness Annual Report*, there are other ways in which the College uses research to understand and assist students. The Matriculation Math, English, and English as a Second Language tests are used to place students in the most appropriate level of English and math. Similarly, English as a Second Language students are placed in the most appropriate levels of the English as a Second Language curriculum. In addition, the Matriculation Assessment Office distributes placement test data to members of the Matriculation Committee. Faculty representatives from the Math, English, and English as a Second Language departments share this information with their discipline colleagues and use it to inform course scheduling and curriculum design. Placement data are sometimes used to help justify Basic Skills Initiative projects designed to better serve students' needs. The following table summarizes the placement instruments being used by the College. The California Community College Chancellor's Office has approved these instruments for use.

Table 33: Approval Status of Assessment Instruments

Assessment Instruments	Approval Status	Approved Until
Writing Sample (English)	Full	2011
ESL Writing Assessment	Full	2015
Secondary Level English Proficiency Test (SLEP)	Full	2012
CTEP Sentence Structure and Grammar	Full	2013
CTEP Sentence and Syntax Skills	Full	2012
CTEP Reading Comprehension	Full	2012
Mathematics Assessment Test	Full	2011

In addition to its ongoing research and validation of approved testing instruments, during 1994-1995 the English Department began a systematic research-based process for responding to student learning needs when anecdotal evidence suggested that the department should develop a course prerequisite (WR 301, two levels below freshman composition) to the entry-level course in writing (WR 201, one level below freshman composition). In response to a perceived need, the department conducted a comprehensive study to determine the necessity for such a course. Based on the data derived, curriculum for WR 301 was developed and implemented and the course was first offered in 1996-1997. When it became clear that many students placed in WR 301 required language skills offered through our English as a Second Language department, in 2003-2004, the department began a WR 301 prerequisite study that resulted in the creation of a prerequisite for students whose skills were not sufficient for success in WR 301. This study led to two multiple-measure questions addressing language use (i.e., language spoken at home and language spoken most of the time) to refer students not ready for WR 301 to the English as a Second Language assessment. It also created WR 301 prerequisites for students in both the native and English as a Second Language sequence.

Disabled Students Programs and Services illustrates another way in which the College uses data to respond to students' needs. The Disabled Students Programs and Services office uses a Self-Report Assessment Battery as part of their intake procedure for new students. Students complete questionnaires designed to assess their goal clarity and academic self-efficacy. Counselors then examine the student's responses to determine the most appropriate referrals and counseling strategies. Data from the assessment battery is then sent to the College Research and Planning Analyst who prepares end-of-year reports.[IIA-9]

Instructors are beginning to use student learning outcome assessment information to determine how well students are achieving expected course, program, and institutional learning outcomes. The writing faculty have, for example, made extensive use of student learning outcome assessment information (see section IIA.2.b). More information showing how student learning outcome assessment information has been helpful in assessing student outcomes is provided in the descriptive portion of section IIA.1.c.

The College's curriculum serves students' diverse learning needs. For example, the College offers a comprehensive transfer curriculum that prepares students for transfer to the University of California, California State Universities, and private institutions. The English as a Second Language Department provides courses in reading, writing, conversation, and pronunciation for beginning, intermediate, and advanced second-language students. Students can enroll in Career and Technical Education Programs that lead more directly to employment or transfer in a Career and Technical Education major. In support of lifelong learning, the Emeritus program provides courses of interest and value to older adults at convenient off-campus sites. Emeritus courses are provided on a pass/no pass basis and are designed to stimulate the participants' individual and personal growth. Basic skills courses are offered in writing, reading, and mathematics.

The English as a Second Language Department offers a full program that addresses the needs of non-native speakers, from beginning-level English as a Second Language students to the most advanced. The program serves a wide range of student needs including survival skills, professionals needing English language skills necessary to maintain their current profession, and preparation for successful transition to mainstream coursework, employment, advancement within current employment, certificates and college degrees. The course fill rate runs 91 percent. The unduplicated English as a Second Language student headcount in fall 2008 was 671, with 1,009 course enrollments at census, accounting for 152.2 Full Time Equivalent Students. The English as a Second Language Full Time Equivalent Students constituted about 3.4% of the college's entire Full Time Equivalent Students for that semester (*2008- 2009 Institutional Effectiveness Annual Report*).

Self Evaluation

Trends reported in the *2007-2008 Institutional Effectiveness Annual Report*, suggest that the College is increasingly meeting the surrounding community's needs and educational interests. The following are examples: The number of on-line and hybrid (50 percent or more online) has steadily increased, reaching 11.2 percent of the college's total Full Time Equivalent Students. The percentage of full-time (12 units or more) students has steadily increased, reaching 14 percent of the total student headcount in fall 2007. Emeritus class enrollments have steadily increased, reaching 23 percent of all students attending the College. Enrollments of students still in high school have steadily increased, reaching 383, or three percent of the total enrollment. "Take Rates," that is – the rates at which first-time college students who had just graduated from feeder high schools enrolled at Irvine Valley College, have steadily increased. The minority student population slightly exceeds the minority population in the college's service area.

Aside from the *Institutional Effectiveness Annual Report*, and the other sources of student data cited above (e.g., placement test statistics, intake assessment battery in Disabled Students Programs and Services, the comprehensive writing assessment process), the Office of Research, Planning, and Accreditation conducts *Employee* and *Student Satisfaction Surveys* on a regular basis to monitor how well the College is meeting students' needs.

The College continues to meet the needs of its diverse community and students. It offers a broad array of academic programs, in both traditional classrooms and through online distance

education courses. The instructional program reflects its response to student needs through strong programs in Basic Skills, English as a Second Language, Transfer, Career and Technical Education, and the Emeritus Program. Moreover, many courses are offered at off-site locations such as local high schools (Early College Program), and senior centers (Emeritus). The College also offers courses at the Advanced Technology and Education Park in nearby Tustin.

When asked "Overall, how satisfied are you with Irvine Valley College?" 50 percent of the student sample responded "very satisfied" and 41 percent answered "somewhat satisfied." Similarly, very favorable responses were obtained from students regarding the Matriculation and Assessment Office (item 38), and the Academic Diagnostics used in Disabled Students Programs and Services (item 66.D) (*2009 Student Satisfaction Survey).*

Planning Agenda

None.

Standard II.A.1.b.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The College offers courses though traditional face-to-face classes, online classes, and hybrid classes (a combination of face-to face and online, but with 50 percent or more online). Most face-to-face courses are offered on the Irvine Valley College campus, while some are scheduled at the California State University Fullerton/Irvine Campus, at the Advanced Technology Education Park, or one of the local high schools participating in the Early College Program. Emeritus classes are offered at various sites throughout the community.[IIA-10] The College also offers Cooperative Work Experience and co-curricular opportunities, all of which provide a practical learning element to complement coursework.

The College meets the needs of both younger and adult working learners by offering alternative scheduling patterns. Besides a more traditional 16-week schedule, many courses are offered during the first eight weeks or second eight weeks of a term. In fall 2010, for example, an additional 71 courses were offered as short-term and late-start classes. During summer sessions, courses are scheduled as 12-week classes, 8-week classes, or 6-week classes. To best meet students' needs when planning the schedule, deans and chairs monitor and review past schedules and class fill rates and adjust the developing schedule to maximize those fill rates. Students increasingly are provided the option of taking distance education versions of the courses. Distance education courses are offered in 30 different categories. The Distance Education webpage[IIA-11] provides on-demand testimonials given by 15 students who are very pleased with their experience taking online classes at the College.

All classrooms on the campus are now "smart classrooms". Each classroom includes a computer, internet access, a video projection system with integrated speakers, as well as the ability to play and record DVD or video. In addition, students have wireless access campus wide. In the new Business Sciences Technology and Innovation Center building, nine new classrooms have been built. They all include a new instructor podium containing high speed computers, video and audio input to ceiling mounted projectors, DVD and video integrated players, and document cameras. In addition, the Business Sciences Technology and Innovation Center building has seven new computer labs/classrooms that have the newest technology available to ensure students have access to high-speed computers and the latest software applications. Two of the lab/classrooms have specially designed desks that allow the computer to rise out of the desk when the room is configured for computer integrated instruction and then can be lowered so the room can function as a lecture space. The Business Sciences Technology and Innovation Center building also has a new Media Resource Center where students have access to new computers running both Windows and Mac OS applications. The Resource Center is designed as a centralized meeting and learning center where students can meet and collaborate on projects for any discipline in the College.

The College uses Blackboard to host all online course taught. Blackboard is also used by traditional classroom instructors to supplement instruction. In addition, the College has purchased a MediaSite Video Production System that has allowed instructors to create video that illustrates what is taught in a traditional classroom environment and allows online students to share that experience. The system allows the use of video, audio, document cameras, and PowerPoint slides to be integrated in such a way that students have a similar experience to a classroom lecture. The advantage is that the students can fast-forward, pause, or repeat any part of the lecture or demonstration and work at their own pace. Traditional students have also used these MediaSite presentations to supplement their classroom experience.

The College has fully implemented an online course orientation process in an attempt to develop options for delivering orientations for online classes. This process ensures that students can receive the online orientation in a timely manner and also avoid conflicts with traditional courses. The orientation process is coordinated through the Office of Instruction and the deans in all schools within the College. It was implemented for the first time in summer 2009.[IIA-12] Proposals for courses offered in a distance education mode are reviewed by a subcommittee of the Curriculum Committee, referred to as a Work Group. This group, composed of three instructors and a Dean, examines each proposed distance education course outline of record for effective instructor-student contact, student-student contact, and learning objectives / learning outcomes that match well with the methods of evaluation.

On May 31, 2006, the Accrediting Commission for Community and Junior Colleges, in response to a Substantive Change Proposal dated January 9, 2006, approved the development of the Advanced Technology and Education Park. The Advanced Technology and Education Park is an off-site location that offers students an alternative to the two Colleges within the district. Situated on one acre, five miles from Irvine Valley College in Tustin, the Advanced Technology and Education Park has an enrollment of approximately 1,400 each semester. Courses span subjects as varied as general education courses to high tech subjects such as Design Model

Making, Rapid Prototyping, Lasers, Photonics and Optics. Courses offered at the Advanced Technology and Education Park are scheduled by either Saddleback or Irvine Valley College. The Advanced Technology and Education Park does not have separate curriculum, hence, courses offered at the Advanced Technology and Education Park must be approved through the curriculum process at either College. Due to the increase in course offerings, on February 11, 2010, the College submitted a *Substantive Change Proposal* as requested by the Commission pursuant to Section IV.C. (Change in the Location or Geographical Area Served) of the *Substantive Change Manual*, August 2009. In March 2010, the Commission Substantive Change Committee referred the *2010 ATEP Substantive Change Proposal* to the June 2010 Commission meeting and requested further clarification via a *Joint Addendum* which was submitted by Irvine Valley College and Saddleback College on May 7, 2010. (*2010 ATEP Substantive Change Proposal; Irvine Valley College and Saddleback College Joint Addendum: ATEP, 5-7-10)* The College was waiting for the Commission decision at the time of the submission of the Self-Study.

In 2007, the College began a pilot program at Beckman High School, referred to as the Early College Program, a local high school within the Irvine Valley College service area. The purpose of the program is to allow the opportunity for high school students to complete the first two years of college during their four years of high school study. The courses offered in the program are Intersegmental General Education Transfer Curriculum (IGETC) and there are sufficient course offerings which would allow a student to earn an Associate in Art with an Emphasis in Social and Behavioral Sciences. The classes offered at the high school are Irvine Valley courses and are taught by Irvine Valley College professors. In 2008 and 2009, the program expanded to Tustin High School in Tustin, and El Toro High School in Lake Forest, respectively. Due to the expansion of the Early College Program, on May 5, 2010, the College submitted a *Substantive Change Proposal* as requested by the Commission pursuant to Section IV.C. (Change in the Location or Geographical Area Served) of the Accreditation Commission Substantive Change Manual. By 2009, the College "will transport, transfer, or duplicate at least half of the courses required for an associate's degree or vocational certificate" at Beckman High School, Tustin High School, and El Toro High School, "which are additional locations geographically apart from the main campus." (*2010 Substantive Change Proposal: Addition of Courses Required for an Associate's Degree at an Off-site Location (Early College Program) May 7, 2010)* The College was waiting for the Substantive Change Committee decision at the time of the submission of the Self-Study.

The Associated Students of Irvine Valley College sponsors a variety of clubs and organizations that provide students with educationally enriching opportunities. Some highlights include two honor societies, and clubs/organizations such as Model United Nations, and Administration of Justice (XTE).

Cooperative Work Experience combines work experience gained by students on the job with regular academic instruction integral to the curriculum. Structured work activities in vary from business and industry, to government and human services. Programs that historically have arranged Cooperative Work Experience opportunities for students include Business, Early Childhood Education, and Political Science.

Self Evaluation

Student and full-time faculty responses to the *2009 Employee and Student Satisfaction Surveys* indicated satisfaction with the college's course offerings. For example, findings from both surveys demonstrate that the delivery methods are meeting students' needs. The response to the survey item, "Students can take all the lower level courses that they need in order to meet their educational goals" is shown below.

Table 34: Student and Faculty Perception of the Availability of Lower Level Courses

	Students	Faculty
Strongly agree	52%	46%
Somewhat agree	31%	40%
Somewhat disagree	5%	6%
Strongly disagree	2%	3%
DK/NA	10%	5%
N	960	80

However, there was somewhat less satisfaction with the survey item, "Advanced courses are offered frequently enough to let students complete their program without delay."

Table 35: Student and Faculty Perception of the Availability of Advanced Courses

	Students	Faculty
Strongly agree	33%	30%
Somewhat agree	30%	45%
Somewhat disagree	12%	14%
Strongly disagree	5%	8%
DK/NA	22%	4%
N	960	80

If a course is not offered or cancelled due to low enrollment, counselors can submit a course substitution form to the appropriate discipline faculty member. This procedure allows students to fulfill their course requirements in a timely manner.[IIA-13]

The *Curriculum Review Process* is designed to assure that the method of instructional delivery is appropriate for facilitating student learning. Members of the Curriculum Committee examine all course outlines to assure appropriate delivery. Student learning outcomes assessment will soon be another method by which alternative methods of instructional delivery can be gauged since many courses are offered in both a traditional and online format. Because the College's student learning outcome management software will allow instructors to compare learning assessment data gathered through alternative methods of instruction, it is anticipated that such comparisons will be helpful in fostering faculty dialogue about the effectiveness of delivery systems.

In spring 2010, the Office of Research, Planning, and Accreditation prepared a draft report which examined the following key indicators for all students enrolled in the Early College Program including:

- Cumulative Grade Point Averages by High School
- Cumulative Grade Point Averages by Cohort and High School
- Cumulative Grade Point Averages by Course and High School
- Cumulative Grade Point Averages of Early College Students and Irvine Valley College First Time College Students by Course
- Term Grade Point Averages
- Term Grade Point Averages by Cohort
- Success Rates by High School
- Success Rates by Course and by High School
- Term-to-Term Persistence Rates
- Fall-to-Fall Persistence Rates by Cohort
- Program Persistence Rates by Cohort[IIA-14]

The draft report will be finalized in fall 2010 and the data will be evaluated by the College. Additionally, in spring 2010, the Academic Senate conducted a survey of faculty members who have taught in the Early College Program. The results of the survey will be analyzed and deliberations will occur in fall 2010.[IIA-15]

Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Lead instructors have responsibility to identify student learning outcomes for courses, programs, and certificates offered in their respective discipline areas. Although instructors can identify and

refine course, program and certificate student learning outcomes at any time, the *Comprehensive Program Review Process* requires that a minimum of three assessable course or program student learning outcomes be identified and assessed.[IIA-16] Moreover, in 2010, the Institutional Effectiveness Committee took the lead in developing an *Annual Program Review Process*, including *Administrative Unit Reviews* which will provide faculty, staff, and the administration the opportunity to review, update, and report on the prior year's student learning outcome activities.[IIA-5.6]

The College's *Curriculum Process* has facilitated the identification of student learning outcomes by requiring instructors to write learning objectives in the course outline of record using measurement-level wording. The emphasis on measurement has facilitated the current focus on student learning outcomes; in many instances the learning objectives listed on the course outline of record suffice also as student learning outcomes. Nevertheless, student learning outcomes are now specifically required on all new and revised courses going through the curriculum process; the learning objective section of the course outline of record has been renamed Learning Objectives/Student Learning Outcomes. Historically the course outline of record always has required that the learning objectives (now Learning Objectives/Student Learning Outcomes) be matched to methods of evaluation, and that all the evaluations within the course outline relate to one or more objectives/outcomes. CurricUNET, the curriculum management software, allows course authors to link their course student learning outcomes to institutional student learning outcomes. Plans are to eventually provide a similar link between course student learning outcomes and program/certificate student learning outcomes.

The Student Learning Outcome Coordinators have training in quantitative and qualitative measurement and have further facilitated the process of identifying student learning outcomes by encouraging instructors to develop "robust" learning outcomes. Robust outcomes are high priority outcomes (e.g., products, projects, papers, performances, speeches, complex skills) that exemplify the higher levels on Bloom's Taxonomy of Learning (e.g., application, analysis, synthesis, evaluation. Many robust outcomes reflect program or certificate level outcomes. The reasoning is that robust outcomes are of higher interest to both the instructor and the student, typically require faculty dialogue to develop appropriate assessment rubrics, and often simultaneously address course, program, and institutional student learning outcomes. Instructors are gradually placing robust, high-priority student learning outcomes on their course syllabi. Analysis of a randomly drawn group of course syllabi gathered from across all instructional departments in spring 2010 found that 77 percent of all syllabi included at least some mention of learning outcomes, while 47 percent presented comprehensive information on student learning outcomes.[IIA-17]

In 2005, the (former) Student Learning Outcomes Committee was formally adopted by the College and the committee established a *Student Learning Outcomes Implementation Plan* as well as *Institutional (General Education) Student Learning Outcomes*. (*2007 Focused Midterm Report*, p. 16). The *Institutional (General Education) Student Learning Outcomes* are on page 7 of the College Catalog.[IIA-18]

Instructors use two general approaches for assessing student learning outcomes: authentic assessment and embedded objective assessment. Authentic assessment involves the design and

use of scoring rubrics to assess robust student learning outcomes. Embedded assessment involves "embedding" a subset of objective-format questions in exams administered across all sections of a course and then compiling the raw data using special software (ParSCORE) and a scanner.

Assessment of *Institutional (General Education) Student Learning Outcomes* is accomplished in two ways. First, because of the emphasis placed on robust student learning outcomes, many course and program student learning outcomes also address one or more of the *Institutional (General Education) Student Learning Outcomes*. One component of the *Comprehensive* and proposed *Annual Program Review Processes* includes the opportunity to map course and program student learning outcomes to the *Institutional (General Education) Student Learning Outcomes*. Additionally, when student learning outcomes are entered into eLumen, instructors have the option of linking a course student learning outcome to the *Institutional (General Education) Student Learning Outcomes*.

The second, more comprehensive approach for assessing *Institutional (General Education) Student Learning Outcomes* is still under development. The plan is to have entering students begin an institutional student learning outcome portfolio early in their college career. Students will use their portfolios to gather and store evidence (e.g., papers, projects, photos, etc.) of having achieved a minimum level of mastery by the time they complete their educational careers at Irvine Valley College. While many details regarding the portfolio remain to be determined, it is expected that a review procedure will be used to examine and score the portfolios. Students achieving a satisfactory level of learning will be recognized formally on their transcripts and during the graduation ceremony.

The English instructors have embraced their contribution to and responsibility for writing *Institutional (General Education) Student Learning Outcomes.* This department's work has been exemplary. In order to address success in Basic Skills classes in English, the English Department has (for the past two years) conducted workshops on student learning outcomes, minimum requirements, norming sessions, rubric creation and implementation, and exemplary practices in the teaching of English. In 2008-2009, four meetings focused on student learning outcomes. The English Department completed robust student learning outcomes for all courses in Reading, Writing, Literature, and Creative Writing during fall 2008. Implementation and assessment took place on this schedule: spring 2009 all Writing, spring 2009 all Reading, fall 2009 all Literature, and spring 2010 all Creative Writing courses.[IIA-19]

In 2008 the College purchased and began implementing eLumen software. This student learning outcome management software provides a way to organize and store student learning outcome information, and enables instructors and departments to quickly produce simple, clear statistical summary reports. In August 2008, eight instructors and two counselors were chosen to serve as the 2008-2009 "eLumen All-Stars." In August 2009, a second group of all-stars was formed. These groups have included individuals, representing a cross-section of academic schools, who have shown belief in the usefulness of student learning outcomes. The Student Learning Outcome Coordinators have provided several hands-on workshops and created online tutorials to help the all-stars begin using and teaching others about eLumen. The Student Learning

Outcome Coordinators have and will continue to hold college-wide workshops on eLumen, and assessment concepts, strategies, and technology tools.

Whenever feasible, technology has been tapped to help instructors assess student learning outcomes. Examples include the following:

- Website - A student learning outcome website (*http://ivcslo.wordpress.com*) features useful links, articles, and tutorials.
- Rubric creation - Faculty have been introduced to a free online rubric archive and rubric generator at *http://rubistar.4teachers.org/index.php*.
- Report generation - As described earlier, the eLumen software enables instructors to produce pre-organized results tables useful for informing faculty dialogue and planning.
- Electronic forms - The Student Learning Outcome Coordinators, using Adobe Acrobat Professional, have made several electronic forms that are useful for gathering student learning outcome data from students in Disabled Students Programs and Services and Extended Opportunity Programs and Services. It is likely that similar forms will be developed to support student learning outcome activity in other departments. IIA-20
- Touch screen wireless laptops – These personal computers enable instructors to engage in authentic assessment in real time while observing students' performances (e.g., speeches, recitals), negating the need to input scores a later time.
- Embedded scanning – Scanning software (ParSCORE) and scanning hardware enable instructors to conduct department-wide embedded assessment.
- Tutorials – The Student Learning Outcome Coordinators have used Camtasia software to produce training tutorials available on-demand to all instructors. Camtasia records live screen shots with supplemental narration. Media Site has also been used to produce professional quality streaming video presentations available on demand.
- Blackboard surveys – The Mathematics Department faculty have used Blackboard's survey feature to conduct a series of pre- and post-test assessments.
- Calibrated Peer Review – The Psychology Department has used University of California, Los Angeles's free software in several courses as a student learning outcome assessment tool. Calibrated Peer Review has the added benefit of actively engaging students in writing and critical thinking activities.

Improvements based upon assessment results emerge in several ways. Instructors sometimes use assessment results to refine learning outcome statements, their assessment strategies, or both. Assessment results sometimes indicate the need to modify instructional strategies. Some departments have modified curriculum based at least partially on assessment findings and/or the departmental discussions and the overall focus on student learning outcomes. The student

learning outcomes website features testimonials of several instructors who have realized positive benefits of working on student learning outcomes. [IIA-21]

1. Psychology Department

    a. Based upon student learning outcome assessment results, a Careers-in-Psychology course instructor improved the way she teaches students about curriculum vitas based upon assessment.

    b. Two new courses, Critical Thinking in Psychology (Psychology 110) and Careers in Psychology (Psychology 160), were added based upon departmental discussions about program-level student learning outcomes.

    c. Authentic assessment strategies in two courses (Research Methods and Behavioral Statistics) were found to be an excellent way to provide students with clearer expectations for their learning, and an effective way to diagnose students' strengths and weaknesses.

    d. Teaching and assessing a critical thinking student learning outcome led one instructor to implement Calibrated Peer Review. Calibrated Peer Review lessons automatically produce data reports that also serve as student learning outcome assessment data.

2. Mathematics Department

    a. After analyzing the results of their assessment results, the department added a set of eight remedial modules. These modules (Math 350 A-H) cover basic arithmetic topics that, based on the assessment findings, need reinforcement.

    b. Department dialogue has led to establishment of a mastery level of 70 percent correct solutions as the minimum standard of successful teaching and learning of the topic(s) covered by the outcome.

    c. Discussion of the assessment results for each of the courses assessed has made the department focus more on the teaching and learning in those courses. This has resulted in the creation of action plans for each of those courses to help correct deficiencies in the quest for attaining the 70 percent mastery level.

    d. The department is in the process of developing a set of worksheets for each of the courses to be used in the Math Tutorial Center. The worksheets help enhance the learning of topics that the assessment results indicate need reinforcement.

    e. Communication among the instructors teaching each course has improved. The department has appointed a coordinator for each course and this helps with the assessment and serves as liaison with all the instructors teaching the course each semester or summer session.

3. English Department

   The English Department has incorporated student learning outcomes to help maintain department-wide norms regarding the number of papers assigned to students in each level of English, and standardizing the criteria and rigor use to grade all papers.

4. Japanese Department

   a. There is greater awareness among instructors of the objectives for each course. This has led to more uniform instruction throughout the program.

   b. Because of student learning outcome dialogue, the department saw the need to offer JA5, an advanced Japanese course, to students who have achieved all prior levels.

   c. Student learning outcome assessment has provided earlier detection of students having problems understanding through regular instruction and who are falling behind.

   d. Greater awareness of struggling students has led to consultation with the Learning Center so that students with difficulties can obtain extra help from tutors.

Self Evaluation

A review conducted by one of the Student Learning Outcome Coordinators, Dr. Tucker, in April 2009 and reported in the College's *2008-2009 Accreditation Annual Report* confirmed that 96 percent of the courses offered in fall 2008 and spring 2009 had student learning outcomes. The review also found that all academic programs and student support services had identified student learning outcomes and just over 40 percent of the programs had at least one course with on-going assessments.

An April 2010 review produced the data shown in Table 6. Table 6 shows that 74 percent of the academic programs had written student learning outcomes as part of program review and/or active participation in student learning outcomes workshops. Moreover, 60 percent of the academic programs had entered student learning outcomes into eLumen, and 47 percent are expected to have assessment data entered into eLumen by the end of the 2010 summer session.

Table 36: Student Learning Outcomes in SLO Inventory and eLumen

Program	SLOs in Inventory	SLOs in eLumen	Assessments
Accounting	Yes		
Administration of Justice	Yes	Yes	
Anthropology	Yes		
Art	Yes	Yes	Yes
Art History	Yes	Yes	Yes
Astronomy			
Biology	Yes	Yes	Yes
Chemistry	Yes	Yes	Yes
Chinese	Yes	Yes	
Computer Information Management	Yes	Yes	Yes
Computer Science			
Counseling	Yes	Yes	Yes
Dance	Yes		
Design and Model Making			
Digital Media Art			
Drafting	Yes	Yes	Yes
Earth/Marine Science	Yes	Yes	
Economics	Yes	Yes	Yes
Electronic Technology			
English as a Second Language	Yes	Yes	Yes
French	Yes	Yes	Yes
Geography	Yes		
Geology	Yes	Yes	Yes
History	Yes	Yes	Yes
Early Childhood Education			
Humanities (Film Studies, Religious Studies)			
Japanese	Yes	Yes	Yes
Literature	Yes	Yes	
Mathematics	Yes	Yes	Yes
Management	Yes	Yes	
Music	Yes	Yes	Yes
Philosophy			
Photography			
Physical Education & Health	Yes		
Physics			
Political Science	Yes	Yes	Yes
Psychology	Yes	Yes	Yes
Reading	Yes	Yes	Yes
Real Estate			
Spanish	Yes	Yes	Yes
Speech/Forensics	Yes	Yes	
Theatre	Yes		
Writing	Yes	Yes	Yes
Totals – 43 Programs	**32 (74%)**	**26 (60%)**	**20 (47%)**

Because the Student Learning Outcome Coordinators have emphasized identification and assessment of "robust" student learning outcomes (student learning outcomes that address high priority, complex learning outcomes found on the higher levels of Bloom's Taxonomy of Educational Objectives) many course student learning outcomes simultaneously address program and degree learning outcomes. The proposed *Annual Program Review Process* will provide the opportunity to update student learning outcomes activity on a regular basis.

As additional departments and instructors develop a working familiarity with eLumen, and annual program reviews facilitate greater focus on learning outcomes, College-wide participation rates are expected to increase. Accordingly, on April 1st, 2010 the Academic Senate passed a motion in support of each academic department assessing at least one robust student learning outcome across all sections of three different courses and then entering the resulting assessment information into eLumen in each semester of the 2010-2011 academic year. The goal is for faculty to be assessing one or more student learning outcomes across all sections of each course on an on-going basis by fall 2012.[IIA-22]

The Student Learning Outcome Coordinators have been proactive in seeking ways to effectively engage the College in meaningful, state-of-the-art assessment. They facilitated a study involving eight local colleges. [IIA-23] This work affirmed the usefulness of self-regulation, academic self-efficacy, and goal clarity as significant measures for student services. Besides developing a new academic and career goal clarity instrument, they are developing a new scale on student connectedness, which is designed to measure the extent to which students feel connected to the College. They are also investigating the importance of reading proficiency for success in degree-applicable courses. [IIA-24]

Aside from the plan to develop a student portfolio approach for assessing student learning of the College's 13 *Institutional (General Education) Student Learning Outcomes* the Student Learning Outcomes Co-Chairs are examining ways in which departments can best use eLumen to map course and program student learning outcomes to institutional student learning outcomes. Once this work is complete, the College will be able to produce *Institutional (General Education) Student Learning Outcome Assessment Reports*.

In response to this statement on the *2009 Employee Satisfaction Survey*, "Irvine Valley College relies on faculty to determine student competency levels and measurable student learning outcomes," 91 percent of faculty somewhat or strongly agreed. The faculty is clearly aware that the College relies on them to determine the criteria for what constitutes satisfactory learning as well as conducting the measurement of that learning.

Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number three. By October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.

   The College will develop a comprehensive timeline for robust student learning/administrative unit outcomes and authentic assessments in courses, programs, degrees, and certificates as well as assessments of student services programs and administrative unit services.

   Through the *Annual Program Review Process* and the *Administrative Unit Review Process*, academic programs, student services programs, and administrative units will develop authentic assessments that will further align planning, evaluation, and program improvement with college decision-making purposefully directed toward improving student learning.

Standard II.A.2.

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The academic and administrative organizations of Irvine Valley College and the South Orange County Community College District support a wide variety of instructional programs in a consistent and responsible manner. Quality and integrity are assured through the processes in place for faculty hiring and evaluation, curriculum creation and renewal, and the review and improvement of academic programs through the *Comprehensive* and proposed *Annual Program Review Processes*. The College's *Strategic Planning and Budget Development Process* also helps to ensure quality and integrity. Planning and decision-making was thoroughly reviewed and streamlined in 2008 to make explicit the responsibilities of individuals and governance groups regarding hiring, curriculum, and program decisions, and to document and communicate those decisions to the college community. The following sections elaborate on the procedures by which Irvine Valley College assures quality and improvement of all the courses and programs offered.

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

New courses and programs are inspired, developed, and implemented based on the College's *Mission Statement,* student needs, and/or community needs and interests. More specific criteria for a program may include courses and skills that a prospective employee must have to be considered for employment, a job market that exists within the College's service area, recommendations brought forth by an advisory committee, or a discipline area in which the College is failing to meet its transfer mission, enrollment and program completer projections, adequacy of resources (e.g., library, equipment), and so on.

Matters of faculty hiring and evaluation, course content, and program review are interventions applied to all instructional programs and courses to assure a uniform level of quality. The College organizational structure is what primarily helps to maintain quality. Collegiate and developmental course offerings are coordinated and scheduled by the academic departments. Regular term, short-term, and online courses are subject to the same standards as set forth in the *Curriculum Review Process* and through the *Comprehensive Program Review Process*. The paragraphs and sections that follow will further elaborate on the processes and procedures the College uses to assure quality and consistency in its curriculum, instruction, and assessment of results.

The College recognizes the central role that faculty play in generating ideas for new instructional courses and programs. As stated under bullet 2, Part III of the *New Program Approval Policy* [IIA-25], "Regardless of where discussions begin, the process for program approval, including any recommendations resulting from the process, shall be conducted in the Academic Senate, recognizing the South Orange County Community College District's policy to rely primary on the Academic Senate's advice in academic and professional matters." Also as described in the college's *New Program and Approval Process*, approved May of 2008, the process specifies the required evidence, and the appropriate sequence for proposing a new program. Each proposal must respond to five criteria. The initiator must acquire the approval of the Academic Senate and Chief Instructional Officer (Vice President of Instruction). The originator must also work collaboratively with discipline experts, the Curriculum Chair, and the College Research and Planning Analyst to develop and refine the proposal.

Irvine Valley College's faculty is involved in all aspects of the curriculum through well-established processes. Instructors propose, write, update, and submit courses through the Academic Senate's Curriculum Committee. The Curriculum Committee reviews and approves all new or revised courses. The Curriculum Committee is chaired by a faculty member and includes one faculty representative per academic school, a faculty Articulation Officer, the Vice President of Instruction, and two ex-officio (non-voting) members of the classified staff. Once

approved, courses are reviewed on a six-year cycle. Instructors also recommend, through their respective departmental chairpersons, the schedule of course offerings for each term.[IIA-26, IIA-27] The Curriculum Committee meets the 2nd and 4th Tuesday afternoons throughout the fall and spring semesters. [IIA-28]

Prior to reaching the Curriculum Committee, the Technical Review Committee, a sub-committee of the Curriculum Committee, reviews all recently submitted new and revised course outlines of record. This committee consists of the Curriculum Chair, the Articulation Officer, three additional faculty members, a Librarian, a Curriculum Specialist, and a Publication Officer. This group reviews outlines for technical compliance thereby freeing the Curriculum Committee to function on a policy level.

In order to ensure that the institution uses established procedures to design, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs, the College has implemented an ongoing, systematic *Comprehensive Program Review Process* which is used to assess and improve academic programs and student services. *Comprehensive Program Review* mirrors the College *Strategic Planning and Budget Development Process*. Academic programs and student services develop a *Program Mission Statement* or *Purpose* and *Program Objectives* which are specific, measurable, achievable, realistic, and time related. If applicable, the *Program Objectives* are related to the *College Goals*. For each *Program Objective*, corresponding strategies are developed for achieving the objective. Specific action(s), the responsible party, the estimated date of completion, the rationale, and any fiscal impact must be included in the review. [IIA-16]

Academic programs and student services undergoing a *Comprehensive Program Review* must include a minimum of any combination of three course, program, and/or degree/certificate student learning outcomes. The 2006-2007 revisions to the *Program Review Process* included the adoption of a four-column matrix to assist faculty and staff in developing and assessing student learning outcomes. The first column of the matrix directs faculty and staff to identify course and/or program level outcomes. The second column of the matrix assists faculty in the identification of assessment methodologies for each outcome as well as the date of assessment completion. The third column includes the assessment results, main findings, date, and authors(s). The fourth column assists faculty in documenting how instruction and student support services were modified (if necessary) based upon the assessment results (*2007 Focused Midterm Report*, pp. 68-69) The Student Learning Outcome Coordinators must review the learning outcomes and assure that each includes a feasible assessment plan.[IIA-16]

Program resource requests are directed to the appropriate College Strategic Planning Committee. For example, in measuring program effectiveness, the discipline experts evaluate the resources (human, physical, and technological) used to promote student success. The Strategic Planning Oversight and Budget Development Committee directs all program recommendations for new facilities and technology to the Academic, Facilities, and Technology Planning Committee; recommendations for additional equipment are directed to the School Dean for incorporation into the school equipment list; recommendations for additional full-time faculty positions are directed to the School Dean for incorporation within the *Full-Time Faculty Hiring Priority List*

*Development Proces*s. Requests for additional classified positions are directed to the *Classified Hiring Priority List Development Process*. [IIA-37]

In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*.[IIA-6] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a mission statement/purpose, goals, objectives and strategies aligned with the College *Mission Statement.* Within the *Annual Program Review Process*, the Administrative offices will also develop mission statements, goals, objectives and strategies aligned with the College *Mission Statement*. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*.[IIA-5]

Career, Technical Education and Certificate Programs are reviewed through input by Advisory Committees. Recommendations of the Advisory Committees and how they have been implemented must be included on the program review documentation submitted by the faculty.[IIA-29]

In addition to the *Curriculum Review Process*, the *New Program Policy Approval Process*, the College has developed and implemented a *Program Realignment Process* and a *Program Discontinuance Process* in order to evaluate the effectiveness of courses and programs.[IIA-30]

Self Evaluation

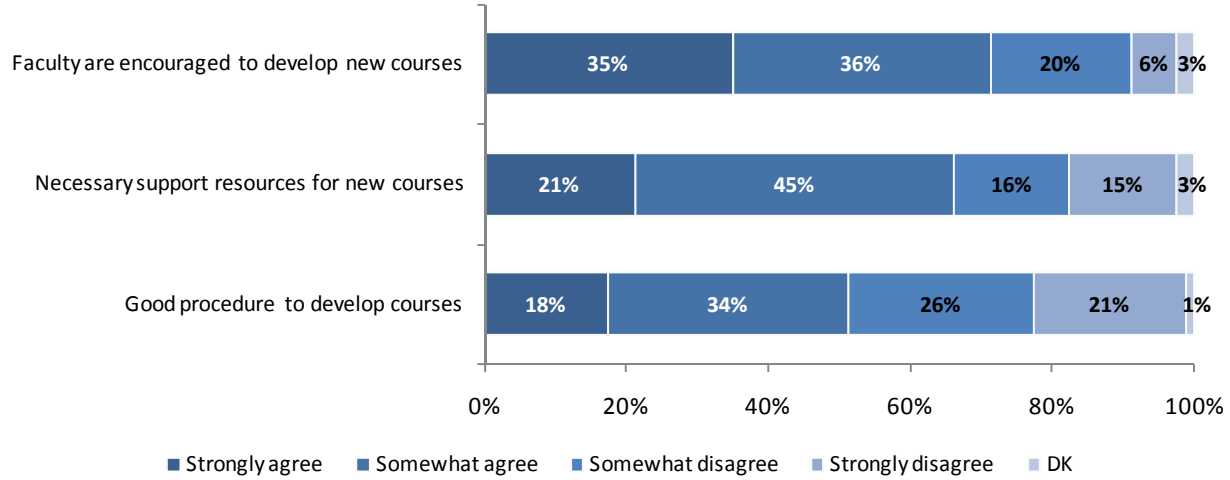
According to the *2009 Employee Satisfaction Survey*, the curriculum process is effective, but the time required for approval of new courses and revisions to pre-existing courses through curriculum approval processes was seen by some as unsatisfactory. The survey question asked respondents the extent to which they agreed to the following statement: "Irvine Valley College has a good procedure to develop, approve, and implement new courses and programs." About half of the survey respondents agreed (51%) and 47 percent disagreed that the college has a good curriculum process.

It is difficult to know if the curriculum process and/or new program development is seen in a negative light. However, review of the comments submitted by the faculty strongly suggests dissatisfaction with the curriculum process. Implementation and start up problems associated with CurricUNET are at least partially responsible for the dissatisfaction. Fortunately, CurricUNET is performing progressively better. In fall 2009, a new Curriculum Committee Chair was elected.

Two additional survey questions sought faculty perceptions on related aspects of course and program development. Here, the respondents were more positive. Over 70 percent (71%) agreed that "Faculty members are encouraged to develop new courses and programs" and

two-thirds (66%) agreed that "Once a new course or program is implemented, Irvine Valley College provides necessary support resources (e.g., equipment)."

Figure 18: Faculty Perceptions on Aspects of Course and Program Development

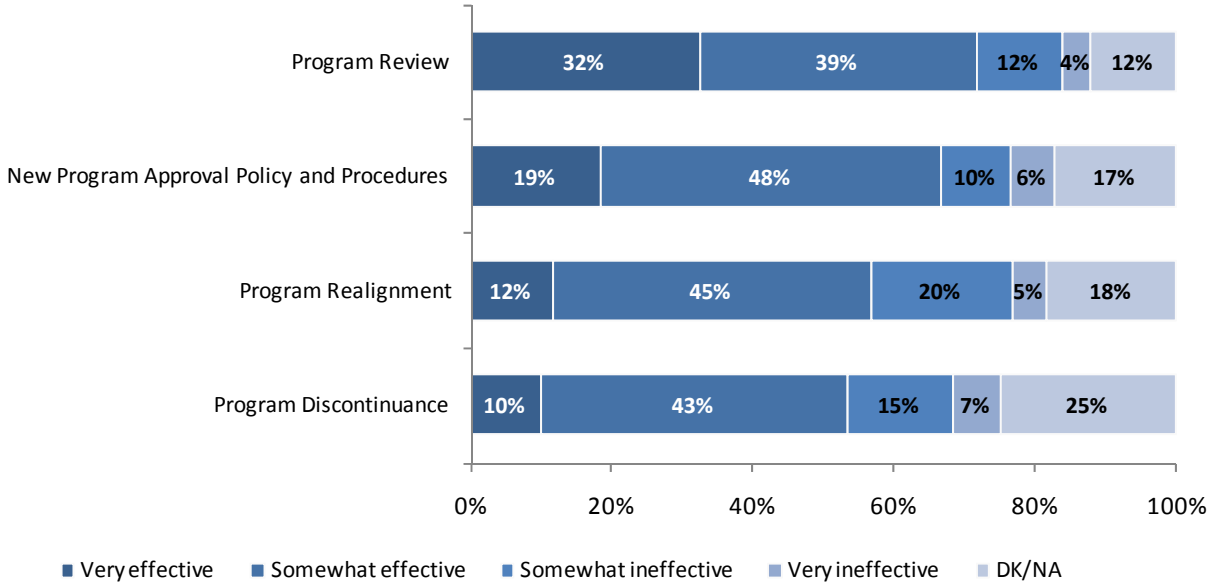


It is possible that the level of dissatisfaction held by some faculty about the curriculum process tended to "spill over" to these two survey items. Maturing of CurricUNET and the addition of a new Curriculum Chair is expected to help dissipate this dissatisfaction.

The *Annual Program Review* and *Administrative Unit Review Processes* will provide faculty, staff and administration with a convenient procedure for reviewing, reflecting, and, when appropriate, taking action on the findings of student learning outcome assessments and administrative assessments. Secondly, the *Annual Program Review* and *Administrative Unit Review Processes* will integrate the College's *Strategic Planning and Budget Development Process* to departmental objectives having resource and fiscal implications.

Of those surveyed in the *2009 Employee Satisfaction Survey*, 72 percent of faculty members who were at least familiar with program review believed that it was an effective instructional process (32.4% "Very effective;" 39.2% "Somewhat effective"). About 12 percent of full-time faculty members opted for the "Don't know" response category suggesting that some were not familiar enough with program review to be able to rate its effectiveness. Two-thirds (67%) of surveyed faculty members indicated that the "New Program Approval Policy and Procedures" were effective, followed by "Program Realignment" (57% "Very" or "Somewhat effective") and "Program Discontinuance" (53% "Very" or "Somewhat effective"). "Don't know" responses occurred more frequently for these items, ranging from 17 percent to 25 percent of the total responses.

Figure 19: Effectiveness of Instructional Processes



Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number two. In order to ensure program review processes for academic programs, student services programs, and administrative units are ongoing, systematic, and used to assess and improve student learning and achievement, the College will continue to develop and implement the *Annual Program Review Process* and *Administrative Unit Review Process* that are fully integrated with the *Strategic Planning and Budget Development Process*.

Standard II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

For Career and Technical Education programs, in collaboration with Advisory Committee recommendations, instructors define student learning outcomes for courses, programs, and certificates. A core faculty person represents faculty on each Advisory Committee. All Career and Technical Education Programs have Advisory Committees that meet at least once a year. Instructors teaching in the program are expected to identify and assess student learning outcomes on an on-going basis. As previously documented, student learning outcomes are an important component of the *Comprehensive Program Review* and proposed *Annual Program Review* processes.

Work by the English department illustrates the use of faculty-driven, systematic assessment to monitor student progress toward achieving expected learning outcomes.[IIA-19] In response to concerns about the uniformity of requirements and expectations across given courses in the writing sequence, in fall 2007, the English department began discussions regarding a departmental philosophy and minimum requirements for courses in the writing sequence. A departmental philosophy and resulting requirements for courses in the writing sequence were finalized in fall 2008. In spring 2008, the department began administering a first-day *Departmental Diagnostic* to monitor students' placements – through the completion of prerequisite courses (both at Irvine Valley College and at other institutions) and through assessments (both at Irvine Valley College and at other institutions). Of necessity, departmental norming sessions focusing on the *Departmental Diagnostic* were implemented to foster uniformity in grading standards as faculty used a common prompt and common rubric to score sample papers. The resulting rubric (modified from a holistic rubric to a primary-trait rubric) is the basis for the scoring of the essays used for the department-wide student learning outcome assessment of a prompt-based, process-centered, criterion-referenced, course-appropriate writing assignment. Student learning outcomes evolved from the department's philosophy, departmental requirements, and the common rubrics created in conjunction with them. The English department continues to use data from the *Departmental Diagnostic*, the state-mandated *Test Validations*, and program review to monitor the success of the department and its students. The first comprehensive analysis of data from their student learning outcome assessments occurred during Faculty Professional Development Week (fall 2009), when the department met to analyze the data and its implications.

In 2005, the Student Learning Outcomes Committee was formally adopted by the College and the committee established a *Student Learning Outcomes Implementation Plan* as well as *Institutional (General Education) Student Learning Outcomes*. (*2007 Focused Midterm Report,* p. 16). The *Institutional (General Education) Student Learning Outcomes* are on page 7 of the College Catalog.[IIA-18] Course and program student learning outcomes are mapped to the *Institutional (General Education) Student Learning Outcomes* when faculty set up course student learning outcomes in eLumen, the college student learning outcome tracking software.

A second way in which institutional student learning outcomes will be assessed is in the planning stages. Preliminary plans are to introduce a representative sample of incoming, first-time freshmen students to the *Institutional (General Education) Student Learning Outcomes*, a grid of courses and co-curricular opportunities (e.g., honor societies, debate team) in which the institutional student learning outcomes can be learned. Students will begin the process of gathering and placing evidence in portfolios. It is anticipated that the first group of portfolios will undergo evaluation two years after this plan is implemented.

From 2005 through 2010, the College maintained consistency in the faculty leadership relative to the Student Learning Outcomes, which has greatly influenced the College's progress in establishing on-going dialogue regarding the development and assessment of student learning outcomes. The proactive strategies of the Student Learning Outcomes Co-Chairs have included training instructors about all aspects of student learning outcomes, finding different technology

tools to enhance assessment, accumulating a variety of resources (articles, electronic presentations, books, etc.) on assessment, and using eLumen to track students' progress across time.

The College has committed administrative support in providing the necessary resources for the implementation of student learning outcomes and assessment plans. From 2005 through 2010, the budget requested by the Student Learning Outcomes Coordinators has been approved by the administration, including a substantial increase in the budget in 2008 to accommodate the additional workload associated with the implementation of the eLumen software (*2008 Progress Report*, pp.43-44*)*. [IIA-31]

The College's Student Learning Outcomes Task Force was revised in April 2010 to provide College-wide oversight to student learning outcomes. The charge, membership, and reporting responsibilities of the Task Force are presented below.

STUDENT LEARNING OUTCOMES TASK FORCE Revised April 2010	
Charge:	Assist Faculty in • Developing Course, Program, Certificate, and Institutional Student Learning Outcomes (SLOs) • Developing and Implementing SLO Assessment Plans and Data Collection Strategies • Mapping Course SLOs to Program SLOs and Institutional SLOs • Making Modifications (if necessary) Based on Assessment Data • Efficiently Documenting All SLO Work • Conducting Annual Reviews and Revisions to SLOs and Assessment Plans Assist Student Service Leadership in • Developing Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs) • Developing and Implementing SLO and SSO Assessment Plans and Data Collection Strategies • Mapping SLOs and SSOs to Institutional SLOs • Making Modifications (if necessary) Based on Assessment Data • Efficiently Documenting all SLO and SSO Work • Conducting Annual Reviews and Revisions to SLOs, SSOs and Assessment Plans Assist the SLO, SSO, and Program Review Processes by • Implementing and Optimizing the SLO Management Software • Assisting Faculty in Completing the SLO Component of Program Review Holding Monthly Meetings to • Review Progress in Implementing Outcome Assessment • Assure that Students, Faculty, and Service Providers Derive Maximum Positive Benefit from SLOs, SSOs, and Program Review
Co-Chairs:	One from Instructional Faculty, One from Student Services Faculty
Members:	Academic Senate Officer Faculty Members Representing Various Schools Representatives from Student Services Student (1) Dean (1) Classified Staff (1) Ex-Officio: Research and Planning Analyst
Reporting Responsibilities:	Primary: Academic Senate and Institutional Effectiveness Committee Other: Vice President of Instruction, Vice President Student Services

Irvine Valley College's faculty are involved in all aspects of the curriculum through well-established processes. Instructors propose, write, update, and submit courses, as well as prerequisites, co-requisites, and advisories through the Academic Senate's Curriculum Committee. The Curriculum Committee reviews and approves all new or revised course outlines of record. The Curriculum Committee is chaired by a faculty member and includes one faculty representative per academic school, a faculty Articulation Officer, the Vice President of

Instruction, and two ex-officio (non-voting) members of the classified staff. The Curriculum Committee makes recommendations concerning course revisions, programs and certificates to the Academic Senate.

In order to structure the relationship between student learning outcomes and competency levels for degrees, certificates, programs and courses, the College has implemented an ongoing, systematic *Comprehensive Program Review Process* which integrates student learning outcomes assessment as a measure of program effectiveness. Academic programs and student services undergoing a *Comprehensive Program Review* must include a minimum of any combination of three course, program, and/or degree/certificate student learning outcomes. The 2006-2007 revisions to the *Program Review Process* included the adoption of a four column matrix to assist faculty and staff in developing and assessing student learning outcomes. The first column of the matrix directs faculty and staff to identify course and/or program level outcomes. The second column of the matrix assists faculty in the identification of assessment methodologies for each outcome as well as the date of assessment completion. The third column includes the assessment results, main findings, date, and authors(s). The fourth column assists faculty in documenting how instruction and student support services were modified (if necessary) based upon the assessment results (*2007 Focused Midterm Report*, pp. 68-69) The Student Learning Outcome Coordinators must review the learning outcomes and assure that each includes a feasible assessment plan.[IIA-16]

In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*. [IIA-5] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a mission statement/purpose, goals, objectives and strategies as aligned with the College *Mission Statement.* Within the *Annual Program Review Process*, the Administrative offices will also develop mission statements, goals, objectives and strategies aligned with the College *Mission Statement*. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*.[IIA-6]

As mentioned earlier, the Institutional Effectiveness Committee uses the *Institutional Effectiveness Annual Report* as an important tool for monitoring student progress. This report provides trend data on rates of successful course completion, success rates in degree applicable and transfer courses by students who first completed a basic skills course(s), and many other measures of student achievement.

Self Evaluation

It is clear that the faculty is highly involved in the establishment of competency levels, identification of student learning outcomes, and the assessment of student progress toward achievement of student learning.

Regarding progress, an April 2010 informal survey conducted by the Student Learning Outcome Coordinators found that approximately 14 percent of the courses had experienced some level of Student Learning Outcomes assessment, and about eight percent of the college's courses were being assessed on a continual, on-going basis. It was also found that 74 percent of the college's instructional programs had written Student Learning Outcomes, 60 percent had entered Student Learning Outcomes into eLumen, and 47 percent had entered assessment data (see Table 6).

With the implementation of the *Annual Program Review Process* and the Academic Senate's endorsement on April 1st, 2010, that faculty assess a minimum of at least one robust student learning outcome in all sections of each course, it is anticipated that the rate at which student learning outcomes are assessed will increase exponentially over the next few years. In addition, the Student Learning Outcomes Coordinators are continually looking for technology tools (e.g., scanner software, touch screen personal computers) to make the process of student learning outcomes assessment efficient, systematic, and manageable.

Table 37: Instructional Student Learning Outcome Status Survey Findings (April 2010)

	Courses	Programs
% with SLOs	96.0%	100.0%
% On-Going SLO Assessments	7.5%	40.5%
N	503	37

Because course, program, and mapping to *Institutional (General Education) Student Learning Outcomes* will be reviewed annually as part of the proposed *Annual Program Review Process* which will be piloted in fall 2010, the Student Learning Outcomes Co-Chairs project that by fall 2012, 100 percent of the college's courses will have one or more student learning outcomes undergoing assessment in one or more terms of each academic year. Because of the focus on robust student learning outcomes, a large percentage of Irvine Valley College's course level student learning outcomes "map" to program and the *Institutional (General Education) Student Learning Outcomes*. This bottoms-up approach (i.e., mapping course student learning outcome to program and Institutional *Student (General Education) Learning Outcomes*) should help the institution move forward on all three levels of student learning outcomes. This work will be complemented by the top-down approach by which incoming students will be taught to build evidence portfolios demonstrating achievement of institutional student learning outcomes.

Advisory committees often include representatives of employers who provide general employee and employer satisfaction feedback regarding students from the college's Career and Technical Education Programs. Moreover, a grant funded by the National Science Foundation supports a model program in which alumni of the Electronics Program return to serve as tutors. The practice of using former students as tutors may be extended to other Career Technical Education Programs.

Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda number three. By October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.

   The College will develop a comprehensive timeline for robust student learning/administrative unit outcomes and authentic assessments in courses, programs, degrees, and certificates as well as assessments of student services programs and administrative unit services.

Standard II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High-quality instruction having breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is achieved though the C*urriculum and Program Review Processes*, hiring and evaluation of faculty discipline experts, and the new program proposal process.

The College's Curriculum Committee examines and evaluates courses for appropriate breadth, depth, and rigor. Courses are systematically reviewed on a six-year cycle and whenever they are submitted by faculty for approval. Courses of all types (basic skills, non-credit, non-transfer but associates in arts and/or certificate applicable, and transfer) and formats (face-to-face, online, hybrid, accelerated, and offsite) are monitored and updated by faculty as part of the *Curriculum Review Process*. Student satisfaction with instruction and courses is monitored through the *Student Satisfaction Survey.* Also, the college Articulation Officer notifies a department whenever there are concerns regarding a course's transfer status. The department then modifies the course as appropriate.

The *Comprehensive Program Review Process* ensures the quality and integrity of the College's instructional programs. As previously documented, academic programs conduct a comprehensive review every six years. All programs also conduct a curricular review every six years. With the implementation of the *Annual Program Review Process,* the College will evaluate the breath, depth, rigor, sequencing, and time to completion of the academic programs offered on an annual basis.

The processes for hiring faculty members and for faculty evaluation are essential for providing high-quality instruction. Instructional quality is facilitated by hiring excellent, highly qualified professors. Board Policy 4001.1 (Faculty Hiring Policy) focuses heavily on the candidate's

subject-matter expertise and teaching ability, both being key to providing high-quality instruction. The faculty hiring process is rigorous, systematic, and depends largely on the dedication of tenured faculty who volunteer their expertise and time to serve on hiring committees. Probationary instructors are evaluated annually commensurate with the tenure review process. Tenured instructors are evaluated in accordance with Article XVII of the *2007-2010 Academic Employee Master Agreement*.[IIA-32]

The departmental chairs and instructional deans coordinate with faculty to develop every course schedule. The goal is to provide students with a schedule that offers the most appropriate breadth, variety of delivery formats, days and times to best meet their educational needs and goals.

The newly implemented set of Accounting Certificates is an example of faculty leadership, data-driven program development, and effective collaboration among several stakeholders. Students can now earn one of five different accounting-related certificates by completing a sequence of accounting courses. In early 2009, an Accounting instructor observed that many students were taking groups of accounting courses but leaving without completing a certificate or the Associate in Science in Accounting. Through further research, the instructor found these students were completing one of five different course patterns, each of which enabled them to upgrade job skills or find employment. Stakeholder collaboration involved meetings with accounting faculty from nearby universities, the College's Career and Technical Education Dean, and professionals serving on a business advisory group. As a consequence, in fall 2009 the College began offering the five new Accounting certificates. The certificates serve to recognize student coursework in Accounting, and the Accounting program's productivity is more accurately reflected. [IIA-33]

Similar to the Accounting certificate example described above, the math instructors have shown data-driven leadership though efforts to improve the rate at which students succeed in Math 351 (arithmetic review and pre-algebra). Beginning in 2005, Professor Ilknur Erbas-White has collected pre- and post-test student learning outcome data each semester from Math 351 students. After reviewing her reports, the math faculty identified several areas in which students routinely had major deficiencies. Departmental dialogue led to development of instructional modules, each of which is designed to remedy a deficiency area. The Vice President of Instruction suggested use of Basic Skills Instruction funding to support development and refinements of eight half-unit modules. The eight modules have been offered each semester since fall 2008. Erbas-White's data indicates that students completing the modules are doing well in subsequent math courses.

Finally, the faculty plays an integral role in the College's approval process for new programs.[IIA-34] The sequence by which new programs are proposed is outlined below.

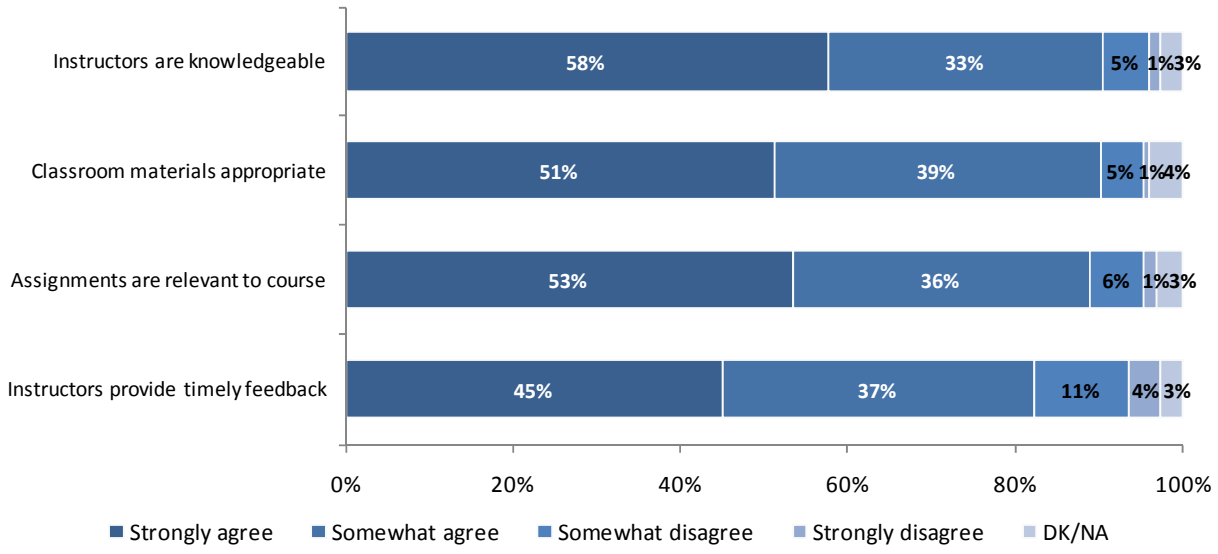
- A new program proposer must first prepare a prospectus in consultation with the faculty discipline experts and the Curriculum Chair. The prospectus includes an assessment demonstrating the extent to which the program is needed.
- The prospectus is presented for review by various governance and decision-making committees, among them the Curriculum Committee and the Academic Senate.
- If a decision is made to request that a full proposal be written, the Academic Senate decides where the program will be placed among the College's established disciplines. The Senate also participates in formation of an advisory task force.
- The program's curriculum must, of course, be written by instructors and passed under the Curriculum Committee's scrutiny.

Self Evaluation

As described above, faculty and instructional deans play important roles in assuring program integrity. Faculty have primary responsibility for maintaining the integrity and quality of the curriculum. This integrity is achieved through a rigorous curriculum process, systematic program review, and by active participation in the processes by which faculty are hired and evaluated. The faculty and instructional deans plays a major role in developing the schedule of courses and new programs.

Students who participated in the *2009 Student Satisfaction Survey* provided the following responses regarding instructional quality. Those who responded to the survey agreed that instruction was satisfactory.

Figure 20: Student Perceptions of Instructional Quality



Planning Agenda

None.

Standard II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Diversity of educational backgrounds, origins, and learning styles permeate the College. The breadth and variety of curriculum accommodates a great variety of interests and approaches to learning. A typical semester includes hundreds of sections in over 46 different instructional programs. The College offers day, evening, weekend, on-campus, off-campus, credit, non-credit, distance learning, and hybrid courses.

The College Curriculum Committee approves pedagogical methods and instructional delivery modes. Some of the teaching methods (based on the teaching/learning styles of interpersonal, intrapersonal, kinesthetic, visual, and auditory) include lectures, small-group discussions, project-based learning (individual and team projects), performance-based learning, laboratory learning, distance learning, learning communities, work experience/service learning, field education, and educational travel. Faculty members are primarily responsible for determining the pedagogical approaches used. Faculty are highly skilled and consider the make-up of each class and choose from a wide variety of methodologies that best meet the students' learning needs in a way that increases student success.

Instructors apply a variety of different instructional delivery approaches in their classroom, from lectures to problem-based learning groups to culminating performances. Because expected learning outcomes vary from discipline to discipline, some instructional approaches are more appropriate than others, but faculty adapt their approaches to students' needs.

The College has been improving the delivery system options available to instructors by installing smart classrooms. As noted previously in section II.A.I.b, all classrooms on the campus are now "smart classrooms." Each classroom includes a computer, internet access, a video projection system with integrated speakers, as well as the ability to play and record DVD or video. In addition, students have wireless access campus wide.

The Blackboard Course Management System is available for instructors teaching online courses. Online instructors use any number of Blackboard's features including the discussion board, timed written assignments in which the instructor can provide students written feedback, posting of links to resources, podcasts, PowerPoint presentations, documents, surveys, practice quizzes, and more.

Modes of delivery and alternative scheduling also help to meet the diverse learning needs and styles of the College's students. In fall 2009, the College offered the following array of delivery modes and alternative schedules.

Table 38: Sections by Instruction Method and Term Type, Fall 2009

Instruction Method	First Eight Weeks	Second Eight Weeks	Full Term	Irregular	Total
Classroom	35	51	893	70	**1,049**
Internet	11	20	57	1	**89**
Other	0	0	12	2	**14**
Total	**46**	**71**	**962**	**73**	**1,152**

SOURCE: SOCCCD inFORM Datawarehouse.
NOTE: Nearly all "Irregular" sections were late start sections. "Internet" instruction method combines both Distance Education (n = 78) and Hybrid (n = 11) sections. "Other" instruction method includes CWE, Field/Observation, and Discussion Seminars.

An analysis of days, times and locations of in-person, for-credit classes is shown in the following table.

Table 39: Sections by Time of Day and Location, Fall 2009

Time of Day	On Campus	ATEP	High School	Other	Total
Morning	340	11	13	51	**415**
Afternoon	266	17	0	41	**324**
Evening	237	12	3	3	**255**
Other	143	1	5	9	**158**
Total	**986**	**41**	**21**	**104**	**1,152**

SOURCE: SOCCCD inFORM Datawarehouse.
NOTE: "Other" Time of Day category includes all Distance Education/Hybrid, Learning Lab, CWE, Field/Observation, and Discussion Seminars.

Students' diverse learning needs are met in several ways. First, new students complete placement testing to determine their proficiency in writing and mathematics. These assessment instruments, all of which are on the California Community Colleges Chancellor's Office list of approved instruments, help determine the most appropriate starting place in the English and Mathematics sequences. Lower scores on the native (non-English as a Second Language) writing tests may direct some students to further assessment, either in an alternative assessment, English as a Second Language, or for a learning disability. The table below summarizes the placements into college-level and basic-skills based upon tests taken from January 2009 to December 2009.

Table 40: English and Math Placement Levels of First Time College Students, 2009

Placement Level	Writing	Math
College Level	24.1%	27.9%
One Level Below	16.7%	21.1%
Two Levels Below	24.6%	36.5%
Three Levels Below or SS	27.3%	14.5%
English as a Second Language	7.2%	N/A
Total	**1,201**	**1,166**

SOURCE: SOCCCD inFORM Datawarehouse.

The Mathematics department provides an example of how discipline faculty determines the appropriate delivery mode and pedagogy for student success. In response to the low success rate in pre-algebra Basic Skills Math course, Math 351, the Mathematics Department created Math 350. Math 350 consists of 8 modules (Math 350A - Math 350H) covering very basic arithmetic topics that the department's assessment of Math 351 showed as needing reinforcement. Each module is 0.5 units and a student can take all of them or just a few, based on personal needs. The completion and success rates for this course are being monitored to confirm that this modular approach is working. Preliminary indications are that these rates are gradually increasing.

Placements in three English as a Second Language levels are shown below.

Table 41: English as a Second Language Placement Levels, 2009

Placement Level	ESL
Advanced	27.1%
Intermediate	56.5%
Beginning	16.4%
Total	**1,053**

SOURCE: SOCCCD inFORM Datawarehouse.

Students determined eligible for the learning disabilities program are those who may not achieve their educational and occupational goals because of difficulties with study and organizational skills or basic skills such as Reading, Writing, Spelling, or Math. Tutoring, small group instruction and specialized, non-transferrable courses in English, Mathematics, Reading and study skills are available to assist students with learning disabilities. These special services courses are housed within the English and Mathematics disciplines.

The Disabled Students Programs and Services Office helps students with disabilities with accommodations for educational limitations so they can fully participate in the College's educational offerings. Depending on the nature of the disability, the Disabled Students Programs and Services Office offers testing accommodation, note takers, reading software and interpreters, braillers, print enlargers, tape recorders, and adaptive computers. Moreover, the College provides instructors the resources necessary for assuring that their online courses and websites are accessible and comply with the various laws pertaining to web accessibility.[IIA-35] In this regard, before any course can be offered online, the author must show that it complies with the Curriculum Committee's accessibility criteria.

Through flex presentations and departmental presentations, the Disabled Students Programs and Services Department and the College Learning Specialist make the faculty aware of different learning styles, assistive technology and the various needs of students with alternative learning styles.

New and reentry students are encouraged to enroll in college studies courses such as CSTU 1 (Academic Planning) and CSTU 10 (Introduction to College Study Skills). CSTU 1 introduces students to important college success strategies and assists students in the process of developing a comprehensive educational plan. Students learn such basics as study skills and time management, and they become aware of the resources available to them to become successful. CSTU 10 covers college survival strategies for academic, career and personal success. It also includes academic study skills and critical thinking strategies. Importantly, in fall 2009, the School of Guidance and Counseling developed and implemented student learning outcomes for CSTU 10. Both college studies courses include assessment of learning styles. (It should be noted that the CSTU prefix for all Counseling courses will be replaced with COUN beginning fall 2010).

The International Students Department requires incoming international students to take a dedicated CSTU I course. This specialized cohort is provided extra attention in identifying academic goals and establishing strategies in reaching those goals. Students discover their unique learning styles while also becoming aware of the College's resources.

The Supportive Services Department sponsors a Summer Readiness Program that includes two college studies courses: CSTU1 and CSTU10. The students in this program are transitioning from high school to college. They are first generation, underrepresented, educationally and economically disadvantaged.

The College Success Learning Community was launched in fall 2009 as a pilot. This partnership of three academic departments (Math, Reading and Counseling) provides basic-skills students with an academic pathway that supports success. CSTU 10, Math 351, and Reading 370 were offered the first semester, to be followed by Math 353 and Writing 301. The student cohort is provided extra attention, including a dedicated counselor. The program coordinator works closely with the college-success faculty to ensure that the program is meeting the needs of the students. When surveyed, 88 percent of the students rated the program as either "excellent" or "good;" 97 percent of the students responded "yes" to the question "has the

College Success Program been helpful in preparing you for college?" Preliminary student success rates have indicated this is a much needed intervention.

In fall 2010, Project Student Transition, Advisement, Resources and Training was implemented. This program addresses the English as a Second Language advisement needs and the needs of the students who are veterans. The School of Guidance and Counseling will offer both a CSTU1 course and provide specific counseling services geared to each population. With both populations, additional counseling will allow for follow-up services, ensuring the students are receiving the support and resources needed for success.

The Early College Program, which launched fall 2007 in the Tustin Unified School District and now has extended to the El Toro High School, begins with CSTU 1 and CSTU 102. Students learn the basics of how to be successful in college and also learn about their particular learning styles as related to career paths. CSTU 10 now replaces CSTU 1 and CSTU 102 in two of the high schools.

The Honors Program is designed to meet the needs of academically talented and highly motivated students. Eligible students may enroll in honors-designated courses, most of which meet the California State University or University of California General Education Transfer Requirements. Honors sections, which are noted in the schedule of classes by the letter "H" adjacent to the ticket number, purposefully have reduced class size and higher academic rigor. The college's Honors Program is a member of the University of California, Los Angeles Transfer Alliance Program and the Honors Transfer Council of California.

The Curriculum Committee reviews, critiques, and recommends approval of all course outlines, for each delivery system or mode of instruction. In doing so, the committee certifies that the courses, as designed, will serve students' needs. The committee members review each course outline to assure that the course content, assignments, learning outcomes, and methods of evaluation parallel one another.

Self Evaluation

The institution is responsive to the diverse needs and learning styles of its students. Though there is no systematic college-wide assessment of different learning styles at Irvine Valley College, three of the college studies courses assess learning styles as an integral part of the course content. These courses are far reaching, and include distinct populations with specific needs: international students, basic-skills students, honors students, at-risk students, veteran students, English as a Second Language students, and high school students. Student in the general student population can also take these courses.

The institution uses several approaches to assess how well it is meeting the learning needs and learning styles of its students. As part of the Matriculation Program, entering students, many of whom are first-semester college students, complete Math and Writing placement tests. Placement information is used to inform course scheduling of developmental and degree applicable Math and Writing courses. Similarly, the Office of Research, Planning and

Accreditation uses several metrics (e.g., course success rates, persistence rates, grade point average) to track the academic progress of first-time college students within the 17-21 age range.

The College's *Institutional Effectiveness Annual Reports (2006-2009)* contain metrics used to evaluate the effectiveness of alterative delivery modes. For example, the report includes narrative and charts showing success rates of students in Basic Skills Math and Writing courses, as well as the course performance of these students once they progress into degree applicable coursework. Other metrics are used to monitor the course completion rate of weekend courses, eight-week courses, and distance education courses. Moreover, the *Institutional Effectiveness Annual Report* includes Accountability Report for Community Colleges metrics for vocational courses, basic-skills courses, and improvement rates for English as a Second Language. The College Office of Research, Planning, and Accreditation conducts a regular *Student Satisfaction Survey* which addresses student satisfaction with the College in general, and satisfaction with a variety of student services, the library and its staff and resources, the availability and quality of tutoring services, availability and satisfaction with computer labs, the availability and quality of courses, satisfaction with instructors, and so on. An important part of the survey includes items in which students estimate their progress in 17 different areas deemed to be highly important educational outcomes.

Planning Agenda

None.

Standard II.A.2.e.

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

As previously documented, all academic programs and student services undergo a *Comprehensive Program Review* on a six-year cycle. The six-year cycle will soon be complemented by an *Annual Program Review* and *Administrative Unit Review* for all academic programs, student services, and administrative offices. Program review details are readily available on the college website.[IIA-36] Program review's central purpose is to determine how well each program is achieving its objectives and advancing the *Mission, Vision, Goals* and *Institutional (General Education) Learning Outcomes* of the College. Improvement plans emerging from program review are integrated with the College's *Strategic Planning and Budget Development Process* to ensure congruence between the College's *Mission, Vision,* and *Goals*, including all levels of learning outcomes, and connection to the College's planning and decision making bodies responsible for resource allocation.

In order to evaluate all academic programs and student services, in 2000, the College implemented an ongoing, systematic *Comprehensive Program Review Process* which is used to

evaluate relevance, appropriateness, and achievement of student learning outcomes, currency, and future planning. *Comprehensive Program Review Planning* mirrors the College *Strategic Planning and Budget Development Process*. Academic programs and student services develop a *Program Mission Statement* or *Purpose* and *Program Objectives* which are specific, measurable, achievable, realistic, and time related. If applicable, the *Program Objectives* are related to the *College Goals*. For each *Program Objective*, corresponding strategies are developed for achieving the objective. Specific action(s), the responsible party, the estimated date of completion, the rationale, and any fiscal impact must be included in the review. [IIA-16]

Academic programs and student services undergoing a *Comprehensive Program Review* must include a minimum of any combination of three course, program, degree/certificate student learning outcomes. The 2006-2007 revisions to the *Program Review Process* included the adoption of a four column matrix to assist faculty and staff in developing and assessing student learning outcomes. The first column of the matrix directs faculty and staff to identify course and/or program level outcomes. The second column of the matrix assists faculty in the identification of assessment methodologies for each outcome as well as the date of assessment completion. The third column includes the assessment results, main findings, date, and authors(s). The fourth column assists faculty in documenting how instruction and student support services were modified (if necessary) based upon the assessment results (*2007 Focused Midterm Report*, pp. 68-69) The Student Learning Outcome Coordinators must review the learning outcomes and assure that each includes a feasible assessment plan.[IIA-16]

Program resource requests are directed to the appropriate College Strategic Planning Committee. For example, in measuring program effectiveness, the discipline experts evaluate the resources (human, physical, and technological) used to promote student success. The Strategic Planning Oversight and Budget Development Committee directs all program recommendations for new facilities and technology to the Academic, Facilities, and Technology Planning Committee; recommendations for additional equipment are directed to the School Dean for incorporation into the school equipment list; recommendations for additional full-time faculty positions are directed to the School Dean for incorporation within the *Full-Time Faculty Hiring Priority List Development Proces*s. Requests for additional classified positions are directed to the *Classified Hiring Priority List Development Process*.[IIA-16]

The curriculum process is the primary way in which the College evaluates courses for relevance and appropriateness. The Curriculum Committee reviews and approves all new or revised course outlines of record. The Curriculum Committee is chaired by a faculty member and includes one faculty representative per academic school, a faculty Articulation Officer, the Vice President of Instruction, and two ex-officio (non-voting) members of the classified staff. The Curriculum Committee makes recommendations concerning course revisions, programs and certificates to the Academic Senate. Courses are reviewed on a six-year cycle.

Besides the *Comprehensive Program Review* and *Curriculum Review* processes, the process by which Career and Technical Education programs are established is another method of assuring relevant and appropriate courses and programs. An important part of the Career and Technical Education Program development involves workforce development surveys of employers, and

monitoring information provided by organizations such as the Orange County Business Development Council, the Orange County Investment Board, Chamber of Commerce information, research reports from the Center for Excellence, and others. Background research conducted for Career and Technical Education Program needs involves employer surveys.[IIA-37]

As delineated in Irvine Valley College's *New Program Approval Process*, the process of establishing a new academic program also serves to assure relevant and appropriate courses and programs.[IIA-34] Within the "Development Criteria Narrative & Documentation," a proposed academic program must be deemed appropriate to the *College Mission Statement*, must include enrollment and completer projections, should describe the program's place in reference to the College's existing programs and curricula, and cite the availability of model curricula (if applicable).

Self Evaluation

The College is in the process of developing an *Annual Program Review Process* and *Administrative Unit Review Process* which will complement the *Comprehensive Program Review Proces*s. Annual Program Reviews will permit discipline faculty and the Deans to review and modify program goals, objectives, and strategies and will also facilitate review, reflection, dialogue, and re-evaluation of student learning outcomes as well as administrative unit outcomes. The *Annual Program* and *Administrative Unit Reviews* will facilitate greater focus on linkages between program review, student learning outcomes and the *Strategic Planning and Budget Development Process.*

The *Comprehensive Program Review Process* has led to a variety of changes and improvements. A sampling of these improvements is presented below.

- Completion of an assessment of the college certificate programs pertaining to industry standards, state requirements, viability, and frequency of course offerings;
- Increased short-term courses and weekend course offerings ;
- Development and implementation of a master calendar for the Performing Arts Center, including Dance, Music, Theater, and Visual Arts;
- Implementation of the *English Departmental Diagnostic Test* to ensure appropriate assessment placement of students;
- Training of English faculty in scoring the *English Departmental Diagnostic* to establish inter-rater reliability for cross-validation purposes;
- Implementation of an English Department Holistic Norming Session;
- Implementation of student learning outcome assessments in English, Reading, English Special Services, English as a Second Language, and Math Basic Skills courses;
- Implementation of revisions to the Math assessment test;
- Review and improvement of the Basic Skills Math Program, curriculum, and course sequencing;

- Implementation of Basic Skills Math course modules;
- Implementation of Student Success Centers in Reading, Math, Writing, English Special Services, and English as a Second Language, including classified staffing.

While the College does not have an integrated, comprehensive report defining how well students are achieving course, program, and institutional student learning outcomes, as student learning outcome assessment data is increasingly being gathered in eLumen, the Student Learning Outcome Coordinators are currently examining alternative methods of configuring the software and producing standardized reports. Starting in fall 2010, the Student Learning Outcome Coordinators will conduct sessions designed to train faculty on ways to use eLumen to document actions taken and any improvements in teaching and/or learning attained as a consequence of identifying and assessing student learning outcomes. In this regard and as documented throughout this standard, some academic departments (e.g., Math, Writing, and Psychology) have gathered and used a considerable amount of student learning outcome assessment information to benefit student learning. Basic Skills Initiative funds are being used to improve student learning in the Basic Skills Math and Writing courses. The *Institutional Effectiveness Annual Report* tracks student success from a number of different perspectives. The *2009 Student Satisfaction Survey* found that students self-reported learning gains in 17 areas reflective of the College's 13 institutional student learning outcomes.

Planning Agenda

1. The college's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number two. In order to ensure program review processes for academic programs, student services programs, and administrative units are ongoing, systematic, and used to assess and improve student learning and achievement, the College will continue to develop and implement the *Annual Program Review Process* that is fully integrated with the *Strategic Planning and Budget Development Process*.

2. As expressed in comprehensive institutional planning agenda item number three, by October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.

   Through the *Annual Program Review Process*, academic programs, student services programs, and administrative units will develop authentic assessments that will further align planning, evaluation, and program improvement with college decision-making purposefully directed toward improving student learning.

Standard II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Through the *Strategic Planning and Budget Development Process,* the College has implemented an ongoing, systematic and integrated cycle of evaluation to assure currency and measure achievement of student learning outcomes for courses, certificates within academic programs, student services, and Career Technology Education programs resulting in improvement planning. Planning, decision making, and resource allocation is predicated on analysis of quantitative and qualitative data to ensure institutional effectiveness. The *Strategic Planning and Budget Development Process* is cyclical in that strategic planning objectives and strategies are developed on an annual basis as documented in Standard I.B.2. The planning process is ongoing in that progress in attaining planning objectives and strategies is monitored and evaluated annually by the Strategic Planning and Budget Development Oversight Committee as documented in Standard I.B.2.

The College is committed to the concept that planning drives budget development. To this end, in 2007, the College developed the Strategic Planning Oversight and Budget Development Committee wherein planning and budget development are integrated. The primary charge of the committee is oversight and implementation of the planning process and the appropriate allocation of resources in order to fulfill the *Mission Statement* achieve the goals, planning objectives, and strategies.[IIA-38]

According to the *Strategic Planning and Budget Development Process* and timeline, a strategy form is submitted to the appropriate strategic planning committee in order to request funding and/or the necessary resources to implement the objective/strategy. The strategy form requires the author to specify how the funding request supports the *College Goals* and objectives. The chair of the Strategic Planning Committee forwards endorsed strategy forms to the Strategic Planning Oversight and Budget Development Committee for evaluation.

For example, the Academic, Facilities, and Technology Planning Committee endorsed and forwarded to the oversight committee 31 strategies from 9-6-09 through 2-16-10 (other strategies were redirected to the appropriate process such as the classified hiring priority list development process and/or to the equipment/technology list development process).[IIA-39] The Strategic Planning Oversight and Budget Development Committee reviews and prioritizes the strategies submitted by the strategic planning committees.[IIA-40] In order to increase communication and provide feedback to the author of a strategy form, a new process was implemented in spring 2010 wherein the author of the strategy and appropriate administrator/director are notified electronically when the oversight committee takes action. According to the process, the prioritized list is subsequently forwarded to the President's Executive Council for final approval

and funding. Based on the action of the President's Executive Council, the prioritized list is reviewed by the strategic planning committees.[IIA-41] Table 42 shows annual allocations for strategic planning and funded strategies since 2007-2008:

Table 42: IVC Historical Allocations and Funded Strategies for Strategic Planning

Fiscal Year	Strategies Funded in Final Budget	Allocations for Mid-Year Funding	Funded Mid-Year Strategies
2007-08	$152,400	$250,000	$0
2008-09	$239,000	$400,000	$242,000
2009-10	$210,000	$40,000	TBD
2010-11	TBD	TBD	In Progress
Totals	**$601,400**	**$690,000**	**$242,000**

The College's *Comprehensive Program Review Process* is conducted every six years for academic and every two years for Career and Technical Education programs to assure program currency. The Office of Research, Planning and Accreditation provides support in the form of key performance indicators. As described in Standard II.A.2.e. above, resource needs identified through program review are channeled to the appropriate planning committee.

Complementing the above strategies for assuring currency and measuring achievement and to maintain focus on departmental goals and learning outcomes, academic departments will complete an *Annual Program Review* and *Administrative Unit Review*. The *Annual Program* and *Administrative Unit Reviews* will be piloted in fall 2010. As part of each review, departments will review and update their student learning outcomes, prepare a brief narrative describing all student learning outcome activities and findings, conduct course-to-program and course-to-institutional student learning outcome mapping, review and update the unit's goals, reflect on the degree of success in meeting goals, and complete *Strategy Forms* for resources (equipment, supplies, personnel), if needed, for achieving goals and plans.

The curriculum process is the primary way in which the College evaluates courses for relevance and appropriateness. The Curriculum Committee reviews and approves all new or revised course outlines of record. The Curriculum Committee is chaired by a faculty member and includes one faculty representative per Academic School, a faculty Articulation Officer, the Vice President of Instruction, and two ex-officio (non-voting) members of the classified staff. The Curriculum Committee makes recommendations concerning course revisions, programs and certificates to the Academic Senate. Courses are evaluated on a six-year cycle.

From 2006-2009, the *Institutional Effectiveness Annual Reports* provide another source of information used to systematically monitor outcomes and make findings available to various constituencies. The reports include course completion rates; persistence; transfer rates; transfer readiness, and other measures of institutional effectiveness.

Self Evaluation

Irvine Valley College uses systematic and ongoing evaluation and integrated planning to assure that courses and programs are current and to measure achievement of learning outcomes specified for courses, certificates, general and Career and Technical Education programs and degrees. Student achievement information prepared by the College and District Research Offices is distributed to the College's Strategic Planning Committees and Academic Departments.

Planning Agenda

None.

Standard II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

The College does not use departmental course or program examinations. Although Career and Technical Education certificate and degree programs prepare students to take an industrial certification examination, no department administers the actual examination or a simulated test as a requirement for successfully completing the course or program. The Electrical Technician Certificate, for example, is simply preparation to sit for an industry certification. In addition, the College has some non-credit community education programs whose objectives include preparing people for industry certification, but they do not rely on a test to determine a grade or pass/fail designation.

As described earlier (II.A.1.a, II.A.1.c, and II.A.2.b), the English instructors use a diagnostic writing test in many sections of writing courses as a way of monitoring the effectiveness of the writing placement process and for self-evaluation purposes. The instructors receive training to maintain cross-reader reliability, but scores derived from the diagnostic assessment are not used for grading students.

Self Evaluation

The institution does not use departmental course and/or program examinations**.**

Planning Agenda

None.

Standard II.A.2.h.

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Irvine Valley College students are awarded course credit when they achieve the learning objectives/outcomes stated in the course outline of record and successfully complete the course by earning a passing grade. Traditional course learning objectives are stated in behavioral terms, making them synonymous with student learning outcomes. Achievement of course objectives/outcomes is gauged by student performance on tests, projects, presentations, papers and/or other assessments which an instructor uses to determine sufficient mastery. Each class must conform to the approved course outline which specifies objectives/outcomes for student learning and methods of evaluation. In addition, a course syllabus is required for each class and typically includes objectives/outcomes, assignments, and evaluation and assessment procedures. In compliance with Title V, California Code of Regulations, the course outlines are reviewed by the Curriculum Committee every six years. Assessment methods must show good alignment with the learning objectives/outcomes and the content outline.

Title V, California Code of Regulations, the standard for higher education, determines the number of units of credit for each course. At Irvine Valley College and within the District, one unit of lecture typically represents 18 hours of class time, while one unit of laboratory credit derives from 54 hours of class time. Credit is awarded upon successful completion of the course with a passing grade. The College Catalog and all prior catalogs outline the grading system (see pages 78-79 of the 2008-2009 College Catalog).

Credit by examination may be granted only for a course listed in the College Catalog and to a student registered in the district. The criteria by which a student can earn credit by examination are explained in the catalog.[IIA-42]

The Curriculum Committee reviews and approves all new or revised course outlines of record. The Curriculum Committee is chaired by a faculty member and includes one faculty representative per Academic School, a faculty Articulation Officer, the Vice President of Instruction, and two ex-officio (non-voting) members of the classified staff. The Curriculum Committee makes recommendations concerning course revisions, programs and certificates to the Academic Senate. The Articulation Officer's primary role is to oversee articulation of the College courses with other institutions.

Self Evaluation

Academic programs and student services undergo extensive C*urriculum Review* and *Comprehensive Program Review Processes* described in this self-study, in order to monitor courses to ensure that units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Articulation agreements with four-year institutions demonstrate congruence between local and university practices by which credit is awarded.

Planning Agenda

None.

Standard II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The Academic Senate and the Curriculum Committee, with review and approval of the Board of Trustees, designates the courses to be successfully completed to earn a degree or certificate. Awarding of degrees and certificates is based upon a certification process in which specially trained student service staff review the courses the student has successfully completed. Successful completion of the required courses demonstrates achievement of the learning objectives and student learning outcomes. The College Catalog provides details regarding the specific courses required to obtain a degree or certificate.

Related to the awarding of degrees and certificates, as shown on page seven of the College Catalog, the College has identified five overarching *Institutional (General Education) Student Learning Outcomes*.[IIA-18] Many of the course student learning outcomes contribute to one or more *Institutional (General Education) Student Learning Outcomes*. Two approaches are being used to track student achievement of *Institutional (General Education) Student Learning Outcomes* which derive from the successful completion of courses. First, since the onset of student learning outcomes as emphasized in the 2002 Accrediting Commission for Community and Junior Colleges standards, instructors have been encouraged to identify robust student learning outcomes. Robust outcomes typically involve capstone learning achievements (e.g., term projects, term papers, recitals, final oral presentations) amenable to authentic assessment and which constitute a combination of one more course, program, and institutional learning outcomes. As part of the *Annual Program Review Process*, each year faculty will map course, program, and certificate, student learning outcomes to the *Institutional (General Education) Learning Outcomes*. The mapping information will be compiled annually to provide an overview regarding courses and programs that align with the *Institutional (General Education) Learning Outcomes*.

A second approach to tracking student achievement of institutional student learning outcomes involving student portfolios is under development. Once implemented, students will be introduced to the institutional educational goals (institutional student learning outcomes) and the course-to-institutional student learning outcome maps produced in the program review procedure. As they complete coursework at the College, students will be taught to continually gather and post evidence (grades, papers, photos, video and/or audio clips, etc.) to their ePortfolios. It is anticipated that, over the upcoming years, more and more students will engage in this portfolio procedure, and will benefit from the reflection (meta-cognition) associated with monitoring one's own learning. A representative group of instructors will review the portfolios. As more and larger cohorts of students engage in this process, the College will have an excellent method to assess how well students are mastering the five institutional learning outcome areas.

While granting of degrees and certificates will continue to rely on the student's successful completion of the required courses, the growing emphasis on identifying and assessing course, program, and institutional student learning outcomes provide an important means to adjust courses and programs to better meet students' learning needs.

Self Evaluation

For every Irvine Valley College degree or certificate program, the course requirements that the student must meet are clearly stated in the College Catalog. The College is making good progress toward comprehensive and systematic assessment of robust course, program, and institutional outcomes which serves to strengthen the focus on student learning.

Planning Agenda

1. As expressed in comprehensive institutional planning agenda item number three, by October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.

   The College will develop a comprehensive timeline for robust student learning/administrative unit outcomes and authentic assessments in courses, programs, degrees, and certificates as well as student services programs and administrative unit services.

Standard II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The College philosophy of general education is published on page 43 of the College Catalog, states that, "The philosophy underlying a 'general education' is that no discipline is an isolated endeavor; instead, each relies upon and informs a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. One's understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines." Over the years, the faculty have reviewed and revised the general education areas through actions of the Curriculum Committee, the General Education Committee, and the Academic Senate.

A candidate for an associate degree must complete between 30 and 40 units of general education depending on the courses selected from nine areas shown in the following table. The table shows how the nine associate general education areas match up with the *Institutional (General Education) Learning Goals* and the associated institutional student learning outcomes. As shown in the table, assessment of the institutional student learning outcomes provides the opportunity to assess the five institutional educational goals which in turn mirror the College's general education requirements. Because the outcomes match so well, assessment of the *Institutional (General Education) Student Learning Outcomes* provides a fresh approach to gauge how effectively students have developed breadth in achieving general education and major areas of knowledge.

Table 43: Institutional Educational Goals and Student Learning Outcomes

Associate Degree GE Requirements	Institutional Educational Goals	Institutional Learning Outcomes
Language	**Communication Skills**	1. Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
Mathematics **Rationality** **Natural Sciences** **Social Sciences**	**Critical Thinking, Problem Solving, and Information Access and Analysis**	1. Engage in critical and creative thinking to solve problems, explore alternatives, and make decisions. 2. Develop comprehensive, rational arguments for ethical positions and describe the implications for the individual and the larger society. 3. Apply mathematical approaches and computations techniques to solve problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis and results. 4. Apply the fundamental of scientific inquiry to real-life and hypothetical situations. 5. Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate information.
Cultural Diversity **Humanities** **Languages**	**Global Awareness**	1. Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives. 2. Demonstrate an awareness of historical and contemporary global issues and events.
Fine Arts **Humanities**	**Aesthetic Awareness**	1. Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art. 2. Identify and recognize opportunities to participate in the creative arts as an artist, performer, or observer. 3. Recognize the historic and cultural role of the creative arts in forming human experience.
American Institutions **Lifelong Health** **Personal Development**	**Personal, Professional, and Civic Responsibilities**	1. Identify and recognize opportunities to address civic and environmental needs. 2. Promote physical and mental well-being, self-management, maturity, and ethical decision-making.

The table below shows how the College's nine general education areas parallel the California State University and the University of California General Education patterns.

Table 44: Irvine Valley College, CSU, and UC General Education Requirements

Associate Degree GE Requirements	CSU GE	UC GE (IGETC)
Language and Rationality	Area A: Communication in the English Language and Critical Thinking	Area 1: English Communication
Mathematics **Natural Sciences**	Area B: Physical Universe and its Life Forms	Area 2: Mathematical Concepts and Quantitative Reasoning Area 5: Physical and Biological Sciences
Cultural Diversity **Fine Arts and Languages** **Humanities**	Area C: Arts, Literature, Philosophy and Foreign Languages	Area 3: Arts and Humanities
American Institutions **Social Sciences**	Area D: Social, Political and Economic Institutions	Area 4: Social and Behavioral Sciences
Lifelong Health and Personal Development	Area E: Lifelong Learning and Self-Development	

Self-Evaluation

Students and other stakeholders in the community can find the College's general education requirements clearly and accurately published in the College Catalog, printed schedules, and through handouts distributed to students by the Counseling Department, the Transfer Center, Extended Opportunity Programs and Services and Disabled Students Programs and Services. Following the C*urriculum Process*, the faculty identifies and recommends courses for inclusion in the most appropriate general education areas. The course learning objectives and outcomes are used to guide this process. The College's approach to general education meets the standards for the associate degree and for transfer majors.

Planning Agenda

None.

Standard II.A.3.a.

General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The general education pattern presents a body of knowledge that introduces students to the Humanities and Fine Arts, the Natural Sciences, and the Social Sciences. These areas are among the nine knowledge and methodology areas as they are defined at Irvine Valley College.

The Irvine Valley College Catalog clearly states the College's General Educational Philosophy.[IIA-43] Faculty expertise determines the appropriateness of each course and its student learning outcomes through the C*urriculum* and *Program Review Process*. Since students must take general education courses in each of the major areas of knowledge, the program is designed so that knowledge gained in satisfying student learning outcomes transfers to other courses, and from Irvine Valley College to the workplace, to the transfer university, as well as to other endeavors.

The faculty have developed and revised the general education areas through actions of the Curriculum Committee, the General Education Committee, and the Academic Senate. These committees examine course outlines and affirm that each course contains appropriate content for the knowledge area in which it is placed. Course outline evaluations include a review of content, pedagogy, assignments, learning objectives and outcomes, and methods of assessing learning.[IIA-44] Because they must successfully complete at least one course, and in some cases more than one course, from each of the nine general education areas, students have a good opportunity to develop the intended intellectual skills and knowledge. Students must earn a passing grade in the following courses: reading, writing, speaking, critical thinking, and mathematics.

Graduation requirements for an associate degree require a minimum competency in Writing and Mathematics. Writing competency is demonstrated through successful completion of Writing 1, the college-level course in English composition. Math competency is demonstrated through successful completion of Math 253, Intermediate Algebra, or a higher course in the Mathematics sequence.

The college Articulation officer confers with representatives from four-year universities and colleges to develop course-to-course transfer agreements.

Self Evaluation

The Curriculum Committee follows standards for general education course selection as described in Title 5, California Code of Regulations, Section 55806. These standards are included in a curriculum resource section of the college website. The College's general education program introduces students to the basic content and methodology of the nine major areas of knowledge, as defined by Irvine Valley College faculty.

Planning Agenda

None.

Standard II.A.3.b.

[General education has comprehensive learning outcomes for students who complete it, including the following:] A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

As stated in the *College Mission Statement*, "Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning." General education at the College presents an array of courses designed for students seeking an associate degree and /or transferring to four-year institutions. The general education pattern provides the student with the skills to read effectively, think critically, speak and write clearly, and gain the learning skills necessary for productive, lifelong learning. All courses require written assignments. Writing 1, College Composition, and Speech 1 are required to earn an associate degree. Students must take at least one course each in Mathematics, Natural Sciences, and Social Sciences to develop scientific and quantitative reasoning, and critical analysis and logical thinking. Information access and computer literacy instruction is provided in many general education courses, and specifically in Computer Information Management courses, Library 10, and Reading 171.

The *Curriculum Review Process* requires that all courses include critical thinking and learning objective/outcomes. The Language and Rationality courses (e.g., Philosophy, Psychology, Reading, Speech, and Writing) falling under the critical thinking area of the general education pattern, particularly emphasize critical thinking skills.
The *Institutional (General Education) Student Learning Outcomes* derived from the College's *Institutional Educational Goals*, as found on page 7 of the 2009-2010 College Catalog, emphasize student learning for all of the skills and competencies mentioned in this standard. As described earlier (see IIA.1.c), strategies such as placing emphasis on robust outcomes, using authentic assessment methods, and the implementation of student portfolios all serve to encourage both faculty and students to acknowledge and embrace the importance of general education.

Self Evaluation

Through Senate meetings, service on various planning committees, and program review, the College's instructors are paying increasing attention to effectiveness reports such as the *Accountability Report for the Community Colleges* and the *Institutional Effectiveness Annual Report*. Measures and outcomes provided in these and other institutional research reports, help faculty evaluate the extent to which students are prepared with the skills required for lifelong learning.

As students complete more units at Irvine Valley College, they report having made more progress in learning important skills (*2009 Student Satisfaction Survey*). Students used a three point scale in which 0 = "No progress," 1 = "Little progress," 2 = "Some progress," and 3 = "A lot of progress." The average self-ratings are shown in the table below. Moreover, when grouped by units completed, students who had completed more units reported higher average self-ratings. While self-report evidence may not be as convincing as achievement data collected from students, studies have found a small but significant relationship between students gain estimates and measured knowledge. [IIA-45]

Table 45: Student Perceptions of Academic Progress

Area of Progress	< 48 Units (n = 595)	48+ Units (n = 297)	Total (n = 891)
Improving ability to learn on own	2.32	2.46	**2.37**
Clarifying educational goals	2.16	2.38	**2.23**
Clarifying career goals	2.11	2.32	**2.18**
Becoming a better writer	2.05	2.22	**2.11**
Improving math ability	1.97	2.22	**2.06**
Acquiring job skills	1.97	2.12	**2.02**
Understanding scientific concepts	1.92	2.16	**2.01**
Understanding role of science/technology	1.89	2.21	**2.00**
Understanding literature	1.92	2.11	**1.98**
Using computer effectively	1.88	2.07	**1.94**
Becoming a better speaker	1.80	2.09	**1.90**
All items	**2.01**	**2.20**	**2.08**

As mentioned earlier, Irvine Valley College's greater-than-expected transfer rate demonstrates that students are being prepared to gain admission into a variety of university programs. Comprehensive student learning outcome achievement reports will soon enable the college to further assess how students are meeting this standard.

A recent study conducted by the Reading Department found a relationship between entering students' reading scores and the rates of success in general education courses in which new, first-semester college students typically enroll during their first year at the College. [IIA-24] Students who scored higher in reading proficiency on the placement test enjoyed a higher rate of success in Humanities and Social Science courses. The study's findings raised awareness of the importance of reading for course success, life success, and lifelong learning. Discipline experts in the Reading Department recently proposed establishing a reading proficiency requirement for the associate degree.[IIA-46] Having a reading competency as an associate degree requirement is common: Irvine Valley College's sister college, Saddleback College, already has this requirement.

Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number three. By October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by publishing annual comprehensive Student Learning Outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.

Standard II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The College *Mission Statement* includes the College's resolve to provide, among other things, cultural experiences with the central purpose of encouraging students to "think critically and act responsibly within the global community." In concert with the *Mission Statement*, the general education pattern for the associate degree requires that each student complete three units of coursework falling under the Cultural Diversity area, three more units of American Institutions coursework, and at least one course in Lifelong Health and Personal Development. Moreover, the *Institutional (General Education) Student Learning Outcomes* developed by the General Education Committee in conjunction with the Academic Senate, feature the following outcomes under three areas: global awareness, aesthetic awareness, and personal, professional and civic responsibilities. [IIA-18]

- **Aesthetic Awareness**

  Students will be able to make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art. Students will identify and recognize opportunities to participate in the creative arts as an artist, performer or observer. Students will recognize the historic and cultural role of the creative arts in forming human experience.

- **Global Awareness**

  Students will demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives. Students will demonstrate an awareness of historical and contemporary global issues and events.

- **Personal, Professional and Civic Responsibilities**

  Students will identify and recognize opportunities to address civic and environmental needs. Students will promote physical and mental well-being, self-management, maturity, and ethical decision-making.

Programs in the Performing Arts Center and the various galleries expose students to broader horizons through exhibitions, guest lectures, and performances. In addition, some students become involved in student government though participation in the Associated Students of Irvine Valley College. Students have a variety of campus co-curricular clubs and organizations available. These include culturally focused clubs such as the Asian Social Connection; academic and special interest organizations such as the Administration of Justice Club (XTE), Political Science Club/Model United Nations, and the Psi Theta Kappa and Psi Beta Honor Societies. English as a Second Language courses routinely focus on similarities and differences in customs encountered in different cultures.

Self Evaluation

Through the general education curriculum and a variety of co-curricular activities, students are assisted in recognizing what it means to be an ethical, thoughtful and effective citizen. When asked to estimate their personal gains on the *2009 Student Satisfaction Survey* items that relate to this area, students' responses revealed appreciable growth. Students responded to a set of statements in which they estimated their growth as a consequence of attending Irvine Valley College (see Table 45 for coding of responses).

Table 46: Student Perceptions of Progress on Civic and Social Responsibility

Area of Progress	< 48 Units (n = 595)	48+ Units (n = 297)	Total (n = 891)
Understanding self	2.22	2.39	**2.27**
Increasing ability to get along with people	2.16	2.30	**2.21**
Appreciating different cultures	2.05	2.23	**2.11**
Gaining awareness of civic responsibilities	1.85	2.07	**1.92**
Developing interest in politics/economics	1.83	2.06	**1.91**
Appreciating the arts	1.83	2.03	**1.90**
All items	**2.01**	**2.20**	**2.08**

In addition, when asked to respond to the statement, "Irvine Valley College promotes student diversity," 86 percent of employees completing the self-study survey either "strongly" (45.7%) or "somewhat" (39.9%) agreed and only six percent disagreed ("Somewhat Disagree" 5.2%; "Strongly Disagree" 1.2%).

Planning Agenda

None.

Standard II.A.4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

While 60 units are required for an associate in arts or associate in science degree, all degree programs, as required by Title V, require a minimum of at least 18 units of focused study in one area of inquiry or in an interdisciplinary core called an "area of emphasis." The College offers associate in arts and associate in science degrees. The associate in arts can be earned for a major (e.g., Biology, Psychology) or by completing an interdisciplinary core having an emphasis in any one of seven areas (e.g., an "Associate Degree with an emphasis in Natural Sciences and Mathematics," or "Associate Degree with an emphasis in Social and Behavioral Sciences"). Besides the eight interdisciplinary core majors available, the College offers 35 associate in arts degree majors, and 23 associate in science degrees. The College offers seven certificates of proficiency (under 18 units) and 27 certificates of achievement (18 or more units). Students must earn at last a 2.0 overall grade-point average for the associate in arts and associate in science, and must earn a passing grade in all courses in the major.

New programs are submitted to the California Community College Chancellor's Office for approval to ensure they meet Title V requirements.

Course outlines list learning objectives that ensure courses cover both broad and focused areas of knowledge, including theory and methods of inquiry. All general education courses include learning objectives designed to develop critical thinking.

Self Evaluation

All College programs have a major or area of emphasis in an established interdisciplinary core. In addition, the *Program Review Process* encourages programs to write program-level student learning outcomes specific to each major offered and to propose plans for assessing those outcomes.

Planning Agenda

None.

Standard II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Students in the 23 Career and Technical Education Programs demonstrate competency through exams, completion of projects and lab assignments, and all other program requirements. In fall 2008 the College offered 194 Career and Technical Education sections, or 18 percent of the total number of sections offered by the College. The unduplicated student headcount in Career and Technical Education courses was 3,778, generating 601 Full Time Equivalent Students. Programs awarding associate in science degrees are listed below. Table 42 indicates the Career and Technical Education degrees and certificates that are available.

Table 47: Career and Technical Education Programs and Certificates

CTE Degree Programs	Certificates
Accounting	Accounting
Administration of Justice	Law Enforcement Supervision
Computer Information Management (CIM)	Administrative Assistant/Word Processing Desktop Publishing Digital Media Technologies Local Area Networks: CISCO Microcomputer Applications Web Authoring
Computer Science	Business Programming Computer Languages Systems Analysis
Design Model Making and Rapid Prototyping	Design Model Making and Rapid Prototyping
Drafting	Drafting Technology CAD, Mechanical Option
Early Childhood Education	Child Development Infant/Toddler School-Age Child
Electronic Technology	Electronic Technology
Management	Business Management Manufacturing Assistant Supervision

New programs under development include Commercial Dance, Computer Forensics, Digital Media Arts, Museum Technician, Paralegal Studies, and Theatre Technician,

All Career and Technical Education Programs have an Advisory Committee. The Advisory Committee includes a core faculty and, depending on the program, typically includes a university professor and representatives for the vocation who can advise faculty regarding the knowledge and skills expected of students for job placement, job success, and for meeting the expectations of industry. All Career and Technical Education Programs undergo curriculum review every two years in accordance with Title V in order to maintain curriculum and program currency.

Every occupational program undergoes *Program Review* every two years and conducts and annual review and update. Beginning several years ago, programs conducting *Comprehensive Program Reviews* were required to work with the Student Learning Outcome Coordinators to identify a minimum of three course, program, or institutional student learning outcomes.

Starting in fall 2010, as part of each annual mini-review, programs are required to review and update their student learning outcomes, and complete columns III (summarize student learning outcome data), and IV (summarize any actions taken – changes or improvements) because of student learning outcome data.[IIA-47]

Each course outline specifies the learning objectives/outcomes for the course and the appropriate outcome assessment strategies. Instructors evaluate students based upon the assessment criteria that address student achievement of course objectives/outcomes.

Some occupational programs also have outside agencies that use standardized tests and/or procedures to measure student competency and preparation for a specific job level within the occupation. These programs are Accounting, Electrician, and CISCO Networking. The College does not have access to external licensing data and relies instead on guidance from advisory committees, *Program Review*, *Curriculum Review*, and professional development opportunities to enable faculty to maintain program currency.

Faculty are informed about job and career potential in occupational areas based on information derived from workforce development surveys of employers, and by monitoring information provided by organizations such as the Orange County Business Development Council, the Orange County Investment Board, the Chamber of Commerce information, research reports from the Center for Excellence, and through professional development opportunities as they appear.

Self Evaluation

The Career and Technical Education (vocational) programs at Irvine Valley College assure that students acquire relevant and needed skills and knowledge, and are prepared for any required licensures. Programs assure that students are well-prepared through advisory committees, systematic program reviews, the curriculum process, data provided through the Office of Research, Planning and Accreditation, relevant and representative exams, and assessment of student learning outcomes.

As previously documented, the College is developing an *Annual Program Review* and *Administrative Unit Review Process*. The annual reviews will assist faculty, staff, and administration in evaluating programs and services with regards to currency, industrial standards, and employer expectations. Annualized reviews will encourage faculty to review and update program goals, requests for needed resources, and student learning outcomes.

As of spring 2010, 36.4 percent of Career and Technical Education Programs had established program-level student learning outcomes and corresponding assessment plans. Just one program had entered assessment scores into eLumen. The Student Learning Outcome Coordinators and Student Learning Outcome Task Force will work with the Career and Technical Education Program faculty to increase their use of eLumen for tracking their student learning outcome activities.

Table 48: Student Learning Outcomes in eLumen, Career and Technical Education Programs

Program	SLOs	SLOs in eLumen	Assessments in eLumen
Accounting	Yes		
Administration of Justice	Yes	Yes	
Computer Information Management	Yes	Yes	Yes
Computer Science			
Design and Model Making			
Digital Media Art			
Drafting	Yes	Yes	Yes
Electronic Technology			
Early Childhood Education	Yes		
Management	Yes	Yes	
Real Estate			
Totals – 11 Programs	**6 (55%)**	**4 (36%)**	**2 (18%)**

The *Institutional Effectiveness Annual Report* (2008-2009) indicates that the student success rate in Career and Technical Education courses averages about 74 percent.

Planning Agenda

None.

Standard II.A.6.

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The College uses a variety of methods to publish information about its courses, programs, degrees, and certificates. The College Catalog is published annually in soft-cover form and sold in the College bookstore. Copies of the catalog are distributed widely to administrators, staff, and faculty. Electronic versions of the current and past catalogs also are available online from the college website. The online catalog provides a menu of hot links which enable the student to quickly access information of interest. The College Catalog provides clear and accurate information about the College's courses, transfer programs and policies, degrees, and certificates; the *Institutional (General Education) Student Learning Outcomes* are featured on page 7. The catalog is reviewed and updated annually through a procedure facilitated by the College's Vice

President of Instruction, the Publication Editor, and several others. The Publication Editor contacts various offices and individuals for their revisions.

The Schedule of Classes is published for each session: fall, spring and summer. Prior to each session, paper copies of the schedule are distributed at many locations across the College. The schedule also is available online through the college webpage. The schedule provides information to help students find and enroll in the classes they need to fulfill their academic goals. The online version of the schedule allows students access to the following information, all of which is taken directly from the course outline of record: topics covered, learning objectives, and methods of evaluation.

As a cost saving measure, the number of printed schedules was reduced beginning fall 2009. For example, Irvine Valley College printed 314,000 fall 2008 schedules, but just 30,000 fall 2009 schedules. This represented a 90 percent reduction. Due to our annual contract with the printer, spring 2010 printing remained the same as fall 2009. The College will evaluate further reductions for the 2010-2011 academic year.

The College requires that instructors make available a course syllabus for each class they teach. Each instructor also submits a copy of each syllabus to his or her academic dean. There is no specific format or criteria required for a syllabus, but most, if not all, syllabi include student learning outcomes, required materials, a schedule, and class policies regarding attendance, grading, late work, etc.

The college website and electronic marquee are used to alert students and prospective students about transfer workshops, when representatives from local transfer universities will be on campus, and college-wide events such as transfer day.

The College uses several methods to assure that individual sections of courses address the learning objectives stated on the approved course outline of record. All syllabi are submitted to School Deans for reference and review, and review by department chairs. The college curriculum software, CurricUNET, requires that all courses include the required components before they are approved. Many courses are sequenced to facilitate mastery of the expected knowledge and skills before students advance to the next level. When implemented, the annual program review update will require faculty to review and update student learning outcomes, write narrative describing findings derived from student learning outcome data, actions taken because of the findings, and any improvements noted as a consequence of working on student learning outcomes.

Self Evaluation

Through the College Catalog, the schedule of classes, brochures, and the college website, the College assures that students and prospective students have clear and accurate information about the college's courses, programs, and policies regarding transfer. Students also receive syllabi for their courses. The curriculum process assures that course outlines include all required information. Comprehensive and annual *Program Reviews* enable faculty to review, update, and reflect on course and program student learning outcomes.

Students responding to the *2009 Student Satisfaction Survey* were very satisfied with "Access to a variety of information" on the college website (6% "Somewhat" or "Very dissatisfied"), and "Access to information that you need" (6% "Somewhat" or "Very dissatisfied"). Moreover, students largely agreed that "Information about degrees and certificates are clearly described" with 40 percent "Strongly agree," 39 percent "Somewhat agree," 11 percent "Somewhat disagree," and three percent "Strongly disagree" (8% selected "Don't know").

Analysis of a randomly drawn group of course syllabi gathered from across all instructional departments in spring 2010 found that 77 percent of all syllabi included at least some mention of learning outcomes, while 47 percent presented comprehensive information on student learning outcomes.[IIA-17]

Planning Agenda

None.

Standard II.A.6.a.

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

Descriptive Summary

Students attending Irvine Valley College may use lower-division units earned at any accredited institution towards the associate degree requirements. An evaluator in the Admissions and Records Office reviews the student's transcripts and all credits granted are placed on the student's Irvine Valley College transcript. The evaluator reviews courses to establish equivalency, and consults with the Articulation Officer and academic departments as necessary. In addition, Irvine Valley College has agreements with 14 other Region Eight colleges. These agreements are designed as a counseling guide to facilitate the lateral use of courses among the Region Eight colleges for the associate degree general education and major requirements.

The College Articulation Officer is a permanent member of the Curriculum Committee and serves as a liaison with the inter-segmental Office of the Presidents for the University of California and the California State University. The Articulation Officer submits courses approved by the Curriculum Committee to Universities of California and California State Universities for system-wide approval, including Intersegmental General Education Transfer Curriculum and the California State University General Education Breadth (CSUGE-B). The Articulation Officer is a member of the California Intersegmental Articulation Council and works with individual Universities of California, California State Universities, and independent colleges to develop articulation agreements. The Articulation Officer updates articulation

information in the Articulation System Stimulating Inter-institutional Student Transfer. Because the College participates in Articulation System Stimulating Inter-institutional Student Transfer, students can access articulation agreements between Irvine Valley College and four-year institutions via the internet. Courses that transfer to independent colleges are listed on their websites and are provided by the Irvine Valley College Counseling Office.

The College has developed agreements with several universities regarding the transfer of credit and guaranteed enrollment. Irvine Valley College has Transfer Admission Agreements (guaranteed admission programs) with University of California, Davis, University of California, Irvine, University of California, Los Angeles, University of California, Riverside, University of California, San Diego, University of California, Santa Barbara, and University of California, Santa Cruz. The eligibility requirements, limitations, application process and miscellaneous information, which are different for each school, are listed in the Irvine Valley College Transfer Admission Agreements document.[IIA-48]

Transfer and Articulation Agreements and policies are evaluated and maintained through on-going communication between the Articulation Officer and the academic program faculty. Program review serves as an opportunity to review transfer agreements.

Information on transfer is made available to students by the Irvine Valley College Transfer Center. The Transfer Center, located in the Student Center building, helps students prepare to transfer from Irvine Valley College to the four-year college or university of their choice. The center posts transfer information on a webpage,[IIA-49] provides copies of the College Catalog, schedules numerous transfer-related workshops and campus tours, and offers university and college representative advisement sessions.

Self Evaluation

The Catalog and class schedule informs the reader whether a specific course transfers to the California State University or the University of California. Students, faculty and staff can access can access ASSIST.org for articulation agreements between the College and receiving institutions. The Articulation Officer reviews and updates agreements as needed.
In accepting transfer credits to fulfill a student's degree requirements, the College certifies that the credits are accepted and satisfy educational objectives comparable to Irvine Valley College's own courses.

Planning Agenda

None.

Standard II.A.6.b.

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

Descriptive Summary

The Irvine Valley College Academic Senate has established a *Program Discontinuance Policy* in accordance with the Education Code, Title 5, Section 51022 and recommendations of the Academic Senate for California Community Colleges.[IIA-30] In its paper, "Program Discontinuance: A Faculty Perspective," the Academic Senate for California Community Colleges outlines issues and criteria to consider in creating this process. In addition, it states, "The development of a program discontinuance process, should be considered within the context of the College *Mission Statement*, and should be linked with the college educational master plan and the department's goals and objectives." Program discontinuance discussions are rare at the College. As described by the college policy, program discontinuance discussions can be initiated in college governance forums including President's Council, Deans Council, Instructional Council, the Academic Senate, and the individual Schools or Departments as well as the Office of the President, Vice President of Instruction and/or Vice President of Student Services.

In recognition of the District's policy to rely primarily on the Senate, the Academic Senate plays an integral role in any program discontinuance discussion. The Office of the President and the Academic Senate form a Program Discontinuance Task Force that includes faculty, staff, administrators and other parties (e.g., the program's students, representatives of the occupation, and the community). The task force follows discussion guidelines prescribed by the policy. Based upon discussion and review of qualitative and quantitative information, the program discontinuance process has three possible outcomes in the form of recommendations: continue the program, continue the program with qualifications, or discontinue the program. In the event of a recommendation to discontinue a program, the task force must develop a plan and timeline for phasing out the program.

Self Evaluation

The program discontinuance plan described above includes procedures to allow currently enrolled students to complete their programs of study. Students' catalog rights are maintained to allow students to complete the program. The plan also accommodates collective bargaining requirements for faculty and staff. Permitting students to complete their program under requirements in effect at the time of their college admission, as well as the opportunity to fill a course void by substituting an equivalent course, a course waiver, or an independent study serves to expedite program completion by the student.

Planning Agenda

None.

Standard II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Information regarding policies and practices is available through print and online. This information appears in the class schedule, the catalog, and other publications in print and on the college website. The College Counseling Center, Transfer Center, and Honors Program provide students with further resources to assist in their educational planning.

Catalogs and class schedules are reviewed and updated regularly. Catalogs are updated annually and class schedules are produced three times (fall, spring and summer) each academic year. Every production cycle includes a careful review of the information presented in the policy, rules and regulation sections. The Public Information Office works with all college areas to ensure that the printed and online versions of the catalog are current and error free.

Program brochures are prepared by the Public Information Office and updated as needed by program leaders.

Self Evaluation

Students who completed the *2009 Student Satisfaction Survey* expressed a high level of satisfaction in their ratings of "access to a variety of information" and "access to information you need" on the Irvine Valley College website. Moreover, 48 percent strongly agreed and 35 percent somewhat agreed to the statement, "College publications (e.g., the course catalog, course schedules) clearly and adequately reflect actual practices at the College."

The institution strives to provide accurate information in its publications. The Public Information Office contacts the deans, academic chairs, directors of programs and services, and all appropriate offices before each publication is printed to assure accuracy. The Committee on Courses reviews all changes related to courses, degrees or certificate requirements.

Elaine Rubenstein, Irvine Valley College's Graphics Designer, won a silver medallion from the National Council for Marketing and Public Relations for the 2008-2009 Irvine Valley College Catalog design.

Throughout the year the college website highlights student achievements. These achievements include winning and/or exemplary performances by the College's athletic and academic teams and individual students. On an on-going basis, the Director of Public Information and Marketing distributes press releases documenting student achievements to local newspapers.

Planning Agenda

None

Standard II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Standard II.A.7.a.

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

Descriptive Summary

A College-wide strategic goal is "[T]o focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices."[IIA-50] Toward this end and in accordance with Board Policy 6120[IIA-51] ("academic freedom"), College faculty are given discretion as to how information is communicated in their courses. Board Policy 6120 states: "The South Orange County Community College District Board of Trustees seeks to encourage and protect academic freedom and responsibility. The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process (Accreditation Standard II.A.2). The SOCCCD Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution." It is in the spirit of academic freedom that Board Policy 6130[IIA-52] specifies: "Textbooks and other instructional materials shall be selected by the instructor of the course."

The institution uses faculty evaluation, administrative approval of guest speakers, and a student grievance procedure[IIA-53] to ensure that all material is presented fairly and objectively. The faculty evaluation process helps to ensure unbiased, fair, and objective instruction. Probationary instructors undergo a systematic peer and dean evaluation procedure every year of their probationary period. Tenured instructors are subject to peer and/or dean evaluation every two years. Chairs and/or deans evaluate adjuncts during the first semester of their assignment, and subsequent reviews are conducted every fourth semester during which a teaching assignment is held, and not less than once in every four years.[IIA-32] The Faculty Performance Evaluation Review form[IIA-54] integrates the evaluation team's observations, dialogue, and conclusions. Item 11 on the evaluation form addresses, to some extent, the issue of instructor bias: "Interaction with students demonstrates tolerance of different perspectives."

Faculty who invite guest speakers must comply with Board Policy 6140[IIA-55] which states: "It is recognized that college speakers can serve to enrich the colleges' curriculum. College speakers are

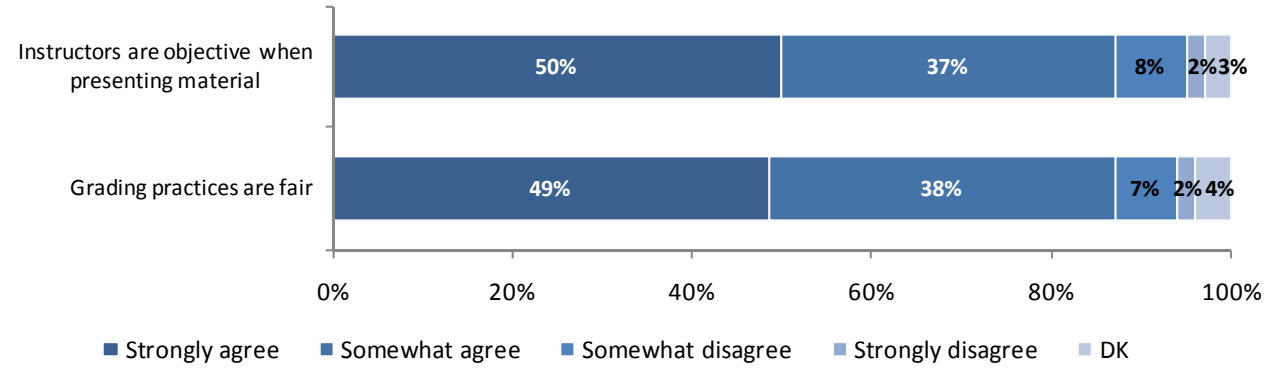
subject to District rules and regulations, including regulations adopted making reasonable provisions for time, place and manner of student expression. Expression which is obscene, libelous or slanderous according to current legal standards, or which so incite audiences as to create a clear and present danger of the commission of unlawful acts on community college premises or the violation of lawful community college regulations or the substantial disruption of the orderly operation of the community college is prohibited (Calif. Ed. Code, Section 76120)." Instructors must complete and submit a speaker request form[IIA-56] to their respective academic dean at least three days prior to a speaker coming on campus. The Board of Trustees is notified at each board meeting of speakers invited to speak or who have spoken on campus since the last board meeting.

Self Evaluation

Academic Freedom Policies are well-established and the board policy regarding academic freedom, BP 6120, is publically available on the district website. The guest speaker policy, BP 6140, and the faculty evaluation process help to ensure that faculty present information in an unbiased manner.

Students' responses to several items on the *2009 Student Satisfaction Survey* are relevant to this standard. Figure 17 shows that students feel that faculty generally present material fairly and objectively.

Figure 21: Student Perceptions of Instructor Objectivity and Fairness



Planning Agenda

None.

Standard II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

College policies and guidelines pertaining to student academic honesty and consequences for violation of these policies and guidelines can be found in the College Catalog, class schedule, course syllabi, and in the faculty handbook. The College Catalog and schedules are available in print and online through the college website (including the online orientation). Specific information on what constitutes academic dishonesty (falsifying information, plagiarism and cheating) appears on the website. The catalog presents the same academic dishonesty information but also includes the range of discipline actions and consequences.

Course syllabi are the primary means of informing students about academic integrity and consequences for violating academic honesty standards.

Self Evaluation

The academic dishonesty expectations for students are clear. Instructors have the option to specify expectations for academic honesty as part of their instruction. Many instructors include these specifics in their syllabi and discuss them in class.

A content analysis of syllabi conducted during spring 2010 studied the extent to which syllabi are used to inform students of appropriate classroom conduct, the College's academic honesty guidelines, what constitutes plagiarism, and consequences for violating honesty guidelines and plagiarizing one's work. Approximately 70 percent of the syllabi included guidelines on student conduct and honesty.[IIA-17]

Planning Agenda

None.

Standard II.A.7.c.

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

Descriptive Summary

Details of publication of codes of conduct for faculty, staff, and students were described earlier for ethical principles and civility and willingness to assume responsibilities (II.A.3.c); academic freedom (II.A.7); expectation for faculty to distinguish between personal conviction and professionally accepted views (II.A.7.a); and student academic honesty (II.A.7.b).

As a public institution, all of the College's policies and codes of conduct are reflected in its *Mission, Vision and Strategic Goals*. Unlike private institutions funded through religious or political organizations, as a public college, Irvine Valley College does not seek to instill specific beliefs or worldviews. However, one of the college-wide goals published in the College Catalog and website is "To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices."

Board policies, including institutional standards and conduct expectations, are made accessible to faculty and students through the college website. Student rights and responsibilities, including the College's non-discrimination and harassment policy, student conduct, and academic honesty and dishonesty (further defined as falsification, plagiarism, and cheating) are clearly stated in the College Catalog[IIA-57], the schedule of classes[IIA-10], and on the college website.

Board Policies written to regulate the conduct of district employees include 4000.3[IIA-58] (Workplace Violence), 4000.5[IIA-59] (Prohibition of Harassment and Discrimination), 4016[IIA-60] (Drug-Free Environment and Drug Prevention Program), 4054[IIA-61] (Political Activities), and 4309[IIA-62] (Duties and Responsibilities of the Faculty). All district employees are subject to the requirements of the California education code. Other conduct-related issues are determined through the collective bargaining contract.

Workshops on the recognition and prevention of sexual harassment are occasionally provided for faculty and staff during professional development week.[IIA-63]

Self Evaluation

The College does well in making known the standards of conduct expected of faculty, staff and students. These standards are publicized in various college publications.

Planning Agenda

None.

Standard II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.[2]

Descriptive Summary

Irvine Valley College offers no formal educational programs in foreign locations. Irvine Valley College offers distance learning curricula in conformity with standards and applicable Commission policies.

Self Evaluation

The College complies with this standard.

Planning Agenda

None.

Evidence Standard II.A

IIA-1 College Mission Statement
IIA-2 2010-11 College Catalog, pp. 30-31: Degrees & Certificates
IIA-3 Transfer Practices at Irvine Valley College
IIA-4 2007-2012 Program Review Cycle
IIA-5 Draft Annual Program Review Template (5-7-10)
Draft Annual Program Review Process (5-7-10)
Sample: InFORM Data Warehouse Program Review Data (7-15-10)
IIA-6 Institutional Effectiveness Committee Meeting Minutes (4-12-10)
Academic Senate Meeting Minutes (4-1-10)
Instructional Council Meeting Agenda (4-23-10)
IIA-7 Southern California Association of Governments Ethnicity Data Report
IIA-8 Irvine Valley College 2010 Accountability Report for Community Colleges
IIA-9 DSPS Advocacy Awareness SLO Study (6-18-10)
IIA-10 Fall 2010 Irvine Valley College Class Schedule
IIA-11 Distance Education Website: *http://www.ivc.edu/distanceed/pages/default.aspx*
IIA-12 Distance Education Online Orientation Website: *http://www.ivc.edu/DISTANCEED/pages/orientation.aspx*
IIA-13 Course Substitution Form
IIA-14 Early College Report Spring 2010 Draft (5-18-10)
IIA-15 Academic Senate Early College Survey (5-10)
IIA-16 Academic Program Review Template
IIA-17 Syllabus Content Analysis Study (3-16-10)
IIA-18 Institutional Student Learning Outcomes
IIA-19 English Department Action Plan for Student Learning Outcomes for Writing (07-10)
IIA-20 Irvine Valley College Student Success Inventory: Disabled Students Programs and Services
Irvine Valley College Student Success Inventory: Extended Opportunity Programs and Services
IIA-21 Student Learning Outcome Testimonial Website: *http://ivcslo.wordpress.com/how-slos-are-helping-video-testimonials/*
IIA-22 Academic Senate Meeting Minutes (4-1-10)
IIA-23 *Using Cognitive, Motivational, and Emotional Constructs for Assessing Learning Outcomes in Student Services: An Exploratory Study,* Journal of Applied Research in the Community College, Spring 2008
IIA-24 A Study of Reading Placement and Course Success at Irvine Valley College (8-29-09)
IIA-25 New Program Development and Approval Policy (Adopted 12-06)
IIA-26 Curriculum Committee roster (3-23-10)
IIA-27 Irvine Valley College CurricUNET Website: *http://www.curricunet.com/irvine/*
IIA-28 Curriculum Committee Meeting Schedule
IIA-29 Paralegal Studies Advisory Notes (5-1-09)
IIA-30 Program Realignment Policy (5-5-05)
Program Discontinuance Policy (5-5-05)

IIA-31 Student Learning Outcomes Budget 2009-10
IIA-32 Academic Employee Master Agreement, 2007-2010: Article XVII
IIA-33 Accounting Curriculum Overview: 2009-10 College Catalog pp. 97-98
IIA-34 Irvine Valley College New Program Approval Process (3-11-09)
IIA-35 All About Accessibility Website: *http://www.ivc.edu/technology/pages/accessibility.aspx*
IIA-36 Program Review Website: *http://www.ivc.edu/programreview/pages/default.aspx*
IIA-37 Program Development Needs Assessment Survey Example: Physical Therapy Assistant
IIA-38 Strategic Planning Oversight and Budget Development Committee Chart: Membership and Reporting Responsibilities
IIA-39 Academic, Facilities, Technology, Planning Committee Meeting Agenda (4-20-10)
IIA-40 Strategic Planning Oversight and Budget Development Committee Meeting Minutes (7-29-09; 9-2-09; 5-5-10)
IIA-41 2009-10 Strategies: Actions of the President's Executive Council on Recommended Strategies (8-12-09)
Academic, Facilities, Technology Planning Committee Meeting Minutes (9-1-09)
IIA-42 2010-11 Irvine Valley College Catalog: Credit by Examination
IIA-43 2010-11 Irvine Valley College Catalog: General Education Philosophy
IIA-44 Course Outline Example: Accounting 1A
IIA-45 *Assessing Community College Student Knowledge in the Liberal Arts*: Cohen, A. M., Schuetz, P, Chang, J., & Plecha, M. (2002)
IIA-46 Institutional Effectiveness Meeting Minutes (9-28-09)
IIA-47 Student Learning Outcomes Update Form
IIA-48 Transfer Admissions Agreements
IIA-49 Transfer Center Website: *http://www.ivc.edu/transfer/pages/default.aspx*
IIA-50 College-wide Strategic Goals
IIA-51 Board Policy 6120 Academic Freedom (10-24-05)
IIA-52 Board Policy 6130 Textbook Adoption (1-30-06)
IIA-53 Board Policy 5505 Grade Grievance Policy (2-26-07)
IIA-54 Faculty Performance Evaluation Review Form
IIA-55 Board Policy 6140 College Speakers (10-24-05)
IIA-56 Speaker Request Form
IIA-57 2010-11 Irvine Valley College Catalog
IIA-58 Board Policy 4000.3 Workplace Violence (8-29-05)
IIA-59 Board Policy 4000.5 Prohibition of Harassment and Discrimination (4-28-08)
IIA-60 Board Policy 4016 Drug-Free Environment and Drug Prevention Program (5-26-09)
IIA-61 Board Policy 4054 Political Activities (1-31-05)
IIA-62 Board Policy 4309 Duties and Responsibilities of the Faculty (2-18-03)
IIA-63 Sexual Harassment Prevention Workshop FLEX Schedule Fall 2009

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student Support Services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Irvine Valley College is "committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning."[IIB-1] To that end, the College recruits and admits students from diverse backgrounds who are capable of benefiting from its academic programs. This ability to benefit is determined in multiple ways: (1) through placement tests for writing and mathematics courses, and assessments of language ability through the English as a Second Language assessment, (2) through the "ability to benefit" test if the student does not have a high school diploma or General Educational development, and wants to secure financial aid, and (3) through special testing in the office of Disabled Students Programs and Services.

Students enter the College with different levels of preparedness, and because of that, a spectrum of support services are available across the campus to assist with student progress, learning and success. From academic advising to one-on-one tutoring in the learning centers, students are supported on their pathway to success.

Demographically, the student body at Irvine Valley College is reflective of the area it serves. Table 49 compares the ethnicity of Irvine Valley College's service area with the ethnicity of students at the College. While about half of the students self-identify as "white", 32 percent of the students self-identify as "Asian" or "Pacific Islander," and ten percent claim a Hispanic ethnicity. Unfortunately, the census survey did not capture "Middle Eastern" as an ethnic category; however, Irvine Valley College serves many students of Middle Eastern heritage.

Table 49: Race & Ethnicity of IVC Service Area and Fall 2009 Students

Ethnicity	Service Area	Fall 2009 Students	Fall 2009 Students
White, Non-Hispanic	57.9%	49.9%	42.4%
Asian	22.3%	31.6%	26.5%
Hispanic/Latino	14.6%	11.4%	9.7%
Other Non-White	3.7%	4.6%	3.9%
Black/African-American	1.4%	2.1%	1.8%
American Indian/Alaskan Native	0.2%	0.3%	0.3%
Decline to state	--	--	15.1%

SOURCE: SOCCCD inFORM Datawarehouse; Southern California Association of Governments (SCAG), http://www.scag.ca.gov/forecast/downloads/excel/RTP07_TRACT.xls

Recognizing the multiplicity of challenges inherent in the differences (i.e., age, ability, culture, and language), Student Services has focused on identifying barriers and removing them when possible. This is particularly true with respect to the disabled population. Annually, the Disabled Students Programs and Services Student Architectural Barrier Removal Committee meets and identifies areas within the College that need attention. [IIB-2] The Director of Facilities and Maintenance is an active member of the committee and assists in determining the appropriate remediation. The Disabled Students Programs and Services office maintains a spreadsheet of barriers or obstacles with the committee's suggestions and solutions. [IIB-3] In addition to the committee's work, the Disabled Students Programs and Services office is focused on providing needed support to students requiring accommodations. Each student is individually assessed to identify educational barriers that require necessary services to circumvent their functional limitations. Based upon the evaluation, prescriptive services are provided.

Language barriers are very real, and to address the needs that this poses, Student Services strives to hire staff that are bi-lingual. In particular, fluency in Farsi, Chinese, Korean and Spanish are much in demand. Most of the departments have employees who are fluent in one or more of these languages, and staff assists wherever there is a need. In 2007 the multilingual directory was created. [IIB-4] This campus-wide directory identifies employees who are ready to volunteer to assist students who have notable language barriers.

Irvine Valley College's emeritus population is another group of students who need specialized services to meet their needs. Irvine Valley College offers several credit and non-credit Fine Arts, Literature, and Physical Fitness courses to meet the interests of Irvine's older adult population. Since many of these students have not yet made the digital transition, the Admissions and Records office, working closely with the Emeritus office, continues to support phone and in-person registration for this population.

On the opposite end of the spectrum, Irvine Valley College has experienced notable growth among concurrently enrolled K-12 students. During the spring 2005 term, 307 K-12 students completed the application process. By the spring 2009 term, that number had more than doubled

to 605. This pattern is evident in the summer as well. For summer 2007, Irvine Valley College processed 1,608 K-12 student applications; for summer 2009 Irvine Valley College processed 2,164 K-12 student applications. This amounts to a 35 percent increase in K-12 student applications.[IIB-5] This growth is a result of successful outreach efforts to local high schools and the community.

In terms of access, there have been a number of significant achievements since the *2004 Accreditation Self-Study*. One of the most notable advances emerged in response to counselor requests for technical assistance in creating an academic plan for students. In spring 2007, through the efforts of a design team comprised of South Orange County Community College District technology staff and college counselors, *My Academic Plan* was launched. *My Academic Plan* is a self-service, online guide for students to create their academic plans. It helps students define, refine and implement their personal educational goals. This student-centric tool provides automated assistance for students to select their classes. It also includes a tracking system for counselors and students to monitor progress toward the student's goals. *My Academic Plan* automatically integrates Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) data and provides evaluation of courses towards California State University General Education requirements and Intersegmental General Education Transfer Curriculum completion. For a guest review of the service, log onto *http://www.socccd.edu/map* .

Another advancement in terms of student access was the establishment of computer-based placement exams for Math and English in May 2009. Students no longer need to schedule appointments to be assessed; rather, testing is available on a first-come-first-serve basis. When a seat is available, the student can take the assessment tests.

In June 2009 *Online Orientation* was launched. With the introduction of this state-of-the-art program that includes audio, video, text and graphics, students are no longer obligated to come to campus at a specific time to attend orientation. Instead, they can "attend" orientation at any time as long as they have access to a computer. The new program not only has garnered the excitement of students, it has the strong support of counselors.

Complementing the above initiatives, in September 2009 *Online Advisement* was implemented. This program provides students with the ability to fulfill their required matriculation obligation via any computer with internet access at any time. They no longer must come to campus to fulfill this requirement.

With respect to student progress, Student Services launched the *Scheduling and Reporting System - Early Alert* program in August 2009. The program allows faculty to quickly and easily intervene with students in their classes whose success in the class is compromised. Early intervention is intended to help the identified student take advantage of College resources through contact with a counselor, and thereby, improve their class standing and progress toward their educational goal. The success of this intervention will be assessed in fall 2010.

Student services began using the Scheduling and Reporting System products in 1998 when it introduced *Scheduling and Reporting System - Grid*. This was followed in 2007 with the

adoption of *Scheduling and Reporting System - Track*. Because of these products, student contact is accurately charted, appointments with counselors and staff are established and tracked, and data for critical reports is harvested. The *Scheduling and Reporting System* is installed and used in the Assessment Center, Career and Transfer Center, Child Development Center, Counseling Center, Disabled Students Programs and Services, Extended Opportunity Programs and Services, International Student Center, Learning Resource Center, and the Reading Lab.

Student Services is focused on student success. Staff are committed to enabling students to achieve their goals. Managers meet bi-weekly in the Student Services Council to discuss pressing concerns and review strategies for fostering success.[IIB-6] These meetings include Advanced Technology and Education Park representatives, the College Director of Fiscal Services and instructional guests. Additionally, one of the five strategic planning committees is the Student Success/Access and Matriculation Committee.[IIB-7] The Vice President of Student Services chairs this committee, and the membership includes faculty, staff, a student representative, and administration from across the campus. At these meetings, members discuss methods to ensure student success, review relevant research, and propose intervention strategies.

Irvine Valley College has institutionalized open access and student success through a wide breadth of student support services departments and programs. They complement the learning centers in providing academic assistance and personal growth opportunities. The areas include the following:

- Admissions and Records: The Admissions and Records office strives to meet the needs of all prospective and enrolled students. It handles all admission and enrollment processes. Admissions and Records is also responsible for grade processing, maintaining a student's academic history, out-going transcripts, subpoenas, probation and dismissal notices, as well as the accompanying petitions for enrollment and academic policy exceptions. Admissions and Records is also responsible for evaluation and verification of degree and certificate completion and California State University General Education or Intersegmental General Education Transfer Curriculum Certification, and the issuing of diplomas and certificates.
- Advanced Technology and Education Park: The Advanced Technology and Education Park offers students an alternative to the two colleges within the district. Situated on one acre, five miles from Irvine Valley College, the Advanced Technology and Education Park has an enrollment of approximately 1,400 students each semester. Courses span subjects as varied as general education courses to high tech subjects such as Design Model Making, Rapid Prototyping, Lasers, Photonics and Optics. The campus is service-oriented, providing a multitude of on-site student services. It also has a Student Resource Center that includes extensive Virtual Library resources on eight workstations where students can study. A digital café aptly named because the Advanced Technology and Education Park provides wireless internet, a bank of vending machines, a student gathering area with tables and chairs, and an Information Center to support activities at both colleges and the Advanced Technology and Education Park.

- Athletics: Irvine Valley College athletics programs provide students with a spectrum of intercollegiate activities. Located within the instructional division, athletics is part of the School of Health Sciences, Physical Education and Athletics.
- Bookstore: The Bookstore provides textbooks, school supplies and other materials for students, faculty and staff. Information about the Bookstore and how to order books online can be found on the college website.
- Bursar: The Bursar's Office provides students with easy in-person and online access to fee payments, such as enrollment fees, parking fees, and activity card fees.
- California Work Opportunities and Responsibility to Kids: This program offers support services to students on public assistance. Academic advisement is provided, as well as career and personal counseling.
- Campus Police: The Campus Police maintain a safe and secure environment for employees and students at Irvine Valley College and the Advanced Technology and Education Park. It also manages the student photo identification program.
- Career/Transfer Center: The Career/Transfer Center provides students with information about jobs, careers and transfer possibilities. Workshops and individual advisement are offered in the center.
- Child Development Center: The Child Development Center provides center-based learning opportunities that are based on quality and an individualized curriculum that fosters the social, emotional, physical and intellectual growth and development of each child. Regularly planned developmentally appropriate curriculum enables the children to experiment with materials at their own pace and allows for maximum independence and autonomy.
- Disabled Students Programs and Services: The office of Disabled Students Programs and Services offers services which provide accommodations to students who are disadvantaged by their disability.
- Extended Opportunity Programs and Services: This office assists students who are financially and educationally disadvantaged. It provides students with opportunities, encouragement, and support services.
- Financial Aid: The Financial Aid office assists students in securing needed financial assistance for pursuing an academic degree. Through college, federal, state and other organizations, the Financial Aid office coordinates the administration of all financial aid programs, ensuring equity and consistency in the awarding of funds, timeliness in the delivery of funds and making the most efficient use of available funding. The office also oversees the scholarship program.
- Health and Wellness Center: The Health and Wellness Center provides for the basic health care needs of students. In addition to treating minor injuries and illnesses, the Health and Wellness Center teaches students the importance of being responsible for their own health.

- International Students Program: The International Students Program assists all international students attending the College and is responsible for the Federal Student and Exchange Visitor Information System reporting.
- Matriculation: The Matriculation Officer oversees the assessment, orientation, and online orientation and advisement processes, manages the pre-requisite clearances, and reviews alternative evidence provided by the students.
- Outreach: The Outreach office serves as an ombudsman for prospective students, providing assistance to students clarifying the admission and registration processes. It also provides a college presence at the local high schools and within the district community.
- School of Guidance and Counseling: The School of Guidance and Counseling provides academic advisement and counseling to students. The counselors also teach a multitude of courses that assist the student in identifying an academic and career path. The Advanced Technology and Education Park has a part-time advisor who assists students on site.
- Student Development: The Student Development office promotes student leadership through the associated student government and clubs, and provides for on-campus educational, social, and cultural activities. It also oversees the Bookstore and Cafeteria.
- Veterans Program: The Veterans Program provides assistance that will help veterans attain their educational goals and assimilate into civilian life.

All of the support service areas are committed to improving the quality and delivery of student services. To that end, the programs and departments embrace student learning outcomes and student services outcomes as a means of chronicling and assessing the effectiveness of the different service areas.

Each department within Student Services has developed student learning outcomes or student services outcomes, and some have progressed through several cycles of assessment. Within the Student Services Council, student learning outcomes are regularly discussed. The student learning outcomes and student services outcomes are located within the *Program Reviews*[IIB-8] and the current student learning outcomes and student services outcomes are available for viewing on the Irvine Valley College website at: *http://www.ivc.edu/pages/facultystaff.aspx* [IIB-9]

In addition to measuring outcomes through student learning outcomes and student services outcomes, the division of Student Services utilizes other measurements as well. In April 2009, the categorical programs had a Student Services *Program Review* and Technical Assistance Site Visit. The team noted six commendations and six recommendations. Overall, the team commended the dedication of Student Services administrators, staff and faculty for "exceeding expectations in providing services and support to students without the benefit of enough staffing to meet the needs of the growing student population and community serviced."[IIB-10]

They also listed six general recommendations:

- Consider adding a Director of Support Services to be represented on the Strategic Planning Oversight and Budget Development Committee (completed)
- Continue to work on the development of student learning outcomes specific to individually measureable program outcomes (in progress)
- Continue plans to include measureable office and program delivery space to accommodate the increase in services mirrored by the increase in student enrollment (in progress)
- Provide and improve signage throughout the college community identifying Student Support Services (in progress)
- Ensure that the program staff has the opportunity and understanding and training needed to review data about the students served (ongoing)
- Continue to work on ways to streamline and enhance reporting areas such as Matriculation, Orientation and Assessment (notable advancements in this area)

Again in April 2009, the College conducted a *Student Satisfaction Survey*. Overall, the more than 1,000 student respondents reported high levels of satisfaction with each of the services queried. In fact, more than two-thirds of the students were either "Very satisfied" or "Somewhat satisfied."

The *2009 Student Satisfaction Survey* also allowed respondents to rate the level of improvement for programs and services. Forty-two percent of the surveyed students reported that the programs and services are "getting better." About 38 percent of the respondents think that the programs and services are "staying the same" and three percent think that they are "getting worse".

In addition to the formal assessment methods, students can write anonymously about any concern and deposit their comments in boxes located at strategic places throughout the Student Services building. These comments are regularly reviewed and distributed to the managers, who in turn attempt to address the student concerns.[IIB-11]

Self Evaluation

There are two prevailing concerns within student services: budget cuts and staff shortages. The most demanding of the two is the budgetary cuts to the categorical programs. Unfortunately, the budgetary reductions in the 2009-2010 academic year could not have occurred at a worse time. Over the past two years, the College has experienced an unprecedented 26 percent increase in Full Time Equivalent Students and a 20 percent increase in headcount.[IIB-12] This has greatly impacted the services areas because there has not been a proportionate growth in staffing. In fact, several departments have actually experienced a decrease in staffing, even before the budgetary cuts were announced.

An April 2009 college-wide *Employee Satisfaction Survey* indicated that student services classified staff felt somewhat more dissatisfied than other staff across the campus. Though the

difference was minimal, it was measurable. As a follow-up to this survey, an informal poll was conducted exclusively within student services in July 2009.[IIB-13] This classified-to-classified effort intentionally did not involve administration in order to encourage full participation of the classified staff. From distribution to collection to tabulation, classified staff conducted the study. There were 42 respondents, in contrast to the 17 who reported having responded to the campus wide survey.

The results of the July 2009 informal poll indicated that overall, staff feel valued for their work. 71 percent of the staff "strongly agreed", "agreed" or "moderately agreed" with the statement, "I feel valued for the work I do". Twelve percent of the staff disagreed with the statement. Moreover, in response to the point, "My supervisor sets reasonable goals", 86 percent of the staff "strongly agreed", "agreed" or "moderately agreed". Only two percent of the respondents disagreed.

There was clear frustration, however, when responding to statements about funding and staffing. To the query, "My unit has the funding it needs," 57 percent of the staff "strongly agreed", "agreed" or "moderately agreed" and 36 percent did not agree. On the next point, "My unit has the staffing it needs" 55 percent "strongly agreed", "agreed" or "moderately agreed" with the statement and 40 percent disagreed.

According to the informal poll, with respect to the campus wide-environment, 14 percent of the staff believes it has improved, 36 percent believe it has stayed the same, and 33 percent believe it has deteriorated. The primary reason given for the deterioration, by those taking this poll, was under-staffing in the departments because vacancies had not been filled in a reasonable timeframe.

In response to the survey, four management interventions were initiated:

1. Monthly student services meetings were established (in addition to the Student Services Council, and the departmental meetings);

2. Meetings with Human Resources staff were intensified to help expedite the hiring process for vacant positions;

3. An electronic newsletter[IIB-14] was created to regularly update staff about student services developments; and

4. Meetings with management about modernization of the student services area were initiated.

The monthly student services meetings have mitigated staff anxiety about the security of their jobs. They have been assured that if the budget cuts become more severe, management will concertedly attempt to transfer staff to like positions rather than resort to formal layoffs. The increased communication and transparency about the budget has engaged the staff and elicited their determination to find creative solutions to this pressing problem. Through the intervention efforts, staff have become active participants in the discussion, and morale has increased. Even

with the pressures of budget cuts to the categorical programs, staff feel more engaged with the process and more supported by management.[IIB-15]

To address the shortfall in categorical funds, the Vice President of Student Services was asked to look afresh at the entire division and provide a report on methods to reduce costs while protecting essential student services.[IIB-16] The report describes the establishment of a One-Stop center for student supportive programs that could also reduce budgetary demands. After review by the Chancellor, the College President, the Director of Facilities and Maintenance, the College Director of Fiscal Services, and interested Student Services Managers, the project was approved.

The budgetary constraints within Student Services have had a profound effect on the division as a whole. Fortunately, the staff are not only very qualified, they are deeply committed to student success. It is because of this commitment, that the division has been able to ride the waves of budgetary cuts while maintaining the quality of its services.

Every manager has been tasked with the responsibility of identifying ways in which to maximize key services while embracing efficiency. In some instances, this pressure has led to changes in how the departments are constituted (i.e., Supportive Services, Matriculation), while in other instances, departments have uncovered operational efficiencies that have eased the burdens on staff (i.e., Admissions and Records, Financial Aid). Additionally, the District assigned departments the task of reviewing their operation with the goal of added efficiencies to better serve students. This study pointed out the need for additional personnel to adequately serve students at the Advanced Technology and Education Park.[IIB-17]

Planning Agenda

1. The college's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number three. By October 2012, the College will meet the Accreditation Commission's proficiency criteria for student learning outcome assessment by developing a comprehensive timeline for robust student learning/administrative unit outcomes and authentic assessments in courses, programs, degrees, and certificates as well as student services programs and administrative unit services.

   Through the *Annual Program Review Process*, academic programs, student services programs, and administrative units will develop authentic assessments that will further align planning, evaluation, and program improvement with college decision-making purposefully directed toward improving student learning.

Standard II.B.1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Student services staff are committed to providing quality services to the students. Through regular *Program Review*s, ongoing student learning outcomes and student services outcomes measurements, and the campus wide *Student Satisfaction Survey*, the effectiveness of the service areas are monitored and addressed. Managers meet bi-weekly to discuss any concerns related to support services and to review department and college measurements. Staff are focused on continuous quality improvement. The Dean of Instruction and Student Services at the Advanced Technology and Education Park meets occasionally with the Vice President of Student Services, is provided the Student Services Council meeting agenda, and sometimes attends the meetings.

The Admissions and Records department addresses the needs of the College's diverse community and workforce by providing services in several modes: online, in-person, and by telephone. In keeping with the *College Goals*, the department strives to expand and sustain administrative technology to deliver exemplary service. To that end, the office also ensures that *Record Management Processes* are consistent with professional standards.

To ensure the quality of student support services and enhance achievement of the mission of the institution, the College has implemented an ongoing, systematic *Comprehensive Program Review Process* which is used to assess and improve both academic programs and student services. *Comprehensive Program Review* mirrors the College *Strategic Planning and Budget Development Process*. Academic programs and student services develop a *Program Mission Statement* or *Purpose* and *Program Objectives* which are specific, measurable, achievable, realistic, and time related. If applicable, the *Program Objectives* are related to the *College Goals*. For each *Program Objective*, corresponding strategies are developed for achieving the objective. Specific action(s), the responsible party, the estimated date of completion, the rationale, and any fiscal impact must be included in the review.[IIB-8]

Student services departments undergoing a *Comprehensive Program Review* include student learning outcomes specific to their area. The Student Learning Outcome Coordinators must review the learning outcomes and assure that each includes a feasible assessment plan. [IIB-8]

Program resource requests are directed to the appropriate College Strategic Planning Committee. In measuring program effectiveness, managers evaluate the resources (human, physical, and technological) used to promote student success. The Strategic Planning Oversight and Budget Development Committee directs all program recommendations for new facilities and technology to the Academic, Facilities, and Technology Planning Committee; recommendations for student success efforts are directed to the Student Success, Access and Matriculation Committee. [IIB-18]

In fall 2009, the President initiated discussion of an annual program review. The Vice President of Student Services submitted a *College Administrative Unit Review*[IIB-19] for the Office of the Vice President of Student Services soon thereafter. In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*.[IIB-20] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a mission statement/purpose, goals, objectives and strategies aligned with the College *Mission Statement.* Within the *Annual Program Review Process*, the Administrative offices will also develop mission statements, goals, objectives and strategies aligned with the College *Mission Statement*. Academic programs and student services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*.[IIB-21]

The Admissions and Records department underwent its *Program Review* during fall 2008.[IIB-22] The review identified student learning outcomes directly related to the service provided. Students were surveyed as to their ability to interact with the new *Student Information System - MySite*. The survey results reflect that 90 percent of the students indicated satisfaction and success in using *MySite*. The review also indicated that students were dissatisfied with the in-person and telephone services offered by the Admissions and Records office. Additionally, students wanted more online services. Because of this finding, several plans were put into place for improving the quality and mode of services offered.

Supplementing the *Program Review*, the *Student Satisfaction Survey* conducted in April 2009 indicated that 32 percent of the students were "Very satisfied" with Admissions and Records, 42 percent of the students were "Somewhat satisfied," eight percent of the students indicated that they were "Somewhat dissatisfied," while three percent were "Very dissatisfied," and 16 percent of the students did not respond.

Counseling services also ensures the quality of its service to students through regular *Program Review*, student learning outcomes, the *Student Satisfaction Survey* and other tracking mechanisms (i.e., *My Academic Plan*, assessments, state wide studies).
All counselors work with students to develop their personalized academic plan regardless of the service program (e.g., Extended Opportunity Programs and Services, Disabled Students Programs and Services, or General Counseling). The use of *My Academic Plan*, the electronic academic plan, ensures that counseling services are not duplicated, because the plan is available to all counselors immediately. More importantly, *My Academic Plan* empowers students to monitor their own progress. Once a student uses *My Academic Plan*, they can refer to their plan at any time for guidance and to assess their progress.

In the Career and Transfer Center, support staff are cross-trained so they can assist students who seek either career or transfer assistance. The center is focused on providing programs and services that educate students to think critically about career and academic goals. The goal of

the center is to provide resources for students to make informed career decisions and/or prepare students to transfer to the college or university of their choice.

Counselors provide career counseling as well as teach career exploration classes. They use a variety of assessments to assist students in examining their values, interests, personality characteristics and skills. The counselors and the Career Placement Officer also provide information on the current labor market. The center maintains full- and part-time job listings to help students find positions related to their academic and vocational goals. The career workshops were developed with student survey feedback from the Career Center student learning outcomes.[IIB-23] A complete listing of the Career Center services and workshops can be found on the Irvine Valley College website at: *http://www.ivc.edu/jobplacement/pages/services.aspx*. Students may sign-up for any of the transfer and career workshops online. [IIB-24]

The Career Center also includes transfer programs and activities that include day and evening career/transfer fairs, individual and group transfer counseling from Irvine Valley College and university representatives, and college and university campus tours. Transfer workshops and classroom presentations are also coordinated through the center and include topics such as Transfer Admissions Guarantee Programs, university applications, and educational planning through *My Academic Plan*.

Irvine Valley College has been very successful in transferring students. The February 27, 2008 report entitled *Brief Update on Transfer Rates for Irvine Valley College*[IIB-25] indicated that the Irvine Valley College transfer rate ranks first among area community colleges and ranks third among all California community colleges.

With the rapid growth in enrollment, there has been a notable increase in student demand for counseling appointments. To meet that need, the College allocated additional funds for group advising and group workshops through the *Strategic Planning and Budget Development Process.* A total of 4,449 students were served through the group workshops during the 2008-2009 academic year.[IIB-26] Workshop listings were advertised throughout the campus, within the College Studies courses, at the Orange County One-Stop in Irvine, the counseling homepage, and through peer-to-peer social networking through a student Facebook account.[27] Students were able to reserve their seating in-person in the counseling center and online.

The Financial Aid office provides financial resources to students who would otherwise be unable to pursue their educational and professional goals. Since the last accreditation visit, there have been a number of improvements in the services provided. The Financial Aid website was redesigned to include an interactive question and answer feature and a financial aid television segment was added to help students understand the process: *http://irvinevalley.financialaidtv.com/*.[IIB-28]

For the fall 2009 semester, the Financial Aid office launched the Irvine Valley College *Higher One Card.*[IIB-29] This unique system allows financial aid disbursements to be deposited directly into a student's bank account. This saves time and postage and eliminates the possibility of lost or stolen mail. Students are provided with free access Automated Teller Machines on campus.

Fall 2009 also marked the adoption of the *Scholarship Tracking and Review System* online scholarship application.[IIB-30] This program streamlines the process for students, donors, faculty and staff, selection committee members, and the Irvine Valley College Foundation. It allows the Financial Aid office to track awards more effectively and ensure timely distribution of funds.

Again in fall 2009, the Irvine Valley College Veterans Program was upgraded to the Western Association of Veteran Education Specialists Program.[IIB-31] This program allows financial aid staff to submit, process, and track veteran educational benefits from start to finish. The system allows staff to adjust awards as veteran status changes, keeping veterans in compliance and payment status current.

Like all the departments within Student Services, Financial Aid participates in *Program Review* and student learning outcomes.[IIB-32] Additionally, students are regularly surveyed about their satisfaction with each of the service areas. In April 2009, of those students who reported using services provided by the Financial Aid department, 51 percent were "Very satisfied" and an additional third were "Somewhat satisfied" (*2009 Student Satisfaction Survey*).

The Matriculation and Assessment Office provides services for between 13,000 and 15,000 students annually, with approximately 55,000 to 60,000 student contacts. The number varies according to semester and economic climate. Since the *2004 Accreditation Self-Study*, Irvine Valley College's Matriculation and Assessment Office has implemented many changes and improvements which address and exceed recommendations. When surveyed in April 2009, 47 percent of the students reported being "Very satisfied" and 39 percent "Somewhat satisfied" with assessment services (*2009 Student Satisfaction Survey*). This survey was taken before all the enhancements were launched, and yet the results were still very positive.

Matriculation staff are dedicated and focused on continually improving student access, meeting institutional goals and pioneering innovative processes that enhance student experience and success. In the College's on-going effort to embrace technology and with the renewed focus on continually adapting our programs and processes to better serve students, staff identified areas ripe for change and proceeded to implement those changes. The following are examples of changes and improvements that have been implemented.

In May 2009, Irvine Valley College launched computer-based assessment testing for English and Math placements. Both of these state-approved tests have been fully validated and are comparable with the paper and pencil versions. Irvine Valley College students no longer need to book appointment times to come to the College and take the tests. Instead, students are able to come in anytime Monday through Thursday between 8 a.m. and 3 p.m. for testing—a tremendous student benefit. Additionally, this process streamlines the assessment staff process of manually submitting student test results.

In June 2009, Irvine Valley College launched its *Online Orientation* website (*http://www.ivc.edu/orientation/guest.html*).[IIB-33] The *Online Orientation Development Process* was inclusive of student, faculty, staff, and administrative input, feedback, and approval. All

perspectives, concerns, and ideas were elicited with the resulting orientation reflecting the consensus of committee members. The *Online Orientation* allows all students to enjoy the same information about college services, procedures, and processes. The orientation is available at any time and can be accessed from any computer with internet access. Along with improved consistency of information presented to students, the range and depth of information has been greatly enhanced, providing students a more comprehensive overview of what Irvine Valley College has to offer. The orientation is fully accessible to those visually impaired.

Additionally, the *Online Orientation* creates accessibility that is critical to the online students as now they too can benefit from the orientation without an additional trip to Irvine Valley College to meet their matriculation requirements. Importantly, the *Online Orientation* also can be viewed by "guests" and used as an ongoing resource for student reference after they have completed the matriculation process [IIB-34]. Students accessing the *Online Orientation* to fulfill matriculation requirements respond to a minimum of one check on a learning quiz per section to strengthen and confirm their grasp of the information presented.[IIB-35]

In July 2009, Irvine Valley College incorporated student learning outcomes as a component of the *Online Orientation*. The student learning outcomes, titled *Knowledge Gap Assessment*, [IIB-36, IIB-37] requires students to respond to 32 student service area questions regarding their pre-orientation awareness of each area and then, at the end of the orientation, requires they again respond to the same questions. Using this tool, the increase in student awareness of resources, regulations, campus opportunities, policies, procedures, and student rights is measured. A database of these responses will be maintained. Additionally, the Assessment Office went through *Program Review* in December 2008, and followed through on establishing and assessing separate student learning outcomes.[IIB-38, IIB-39]

In September 2009 Irvine Valley College launched the *Online Advisement Program*.[IIB-40] The *Online Advisement Development Process* was inclusive of student, faculty, staff, and administrative input, feedback, and approval; all perspectives, concerns, and ideas were elicited with the resulting advisement reflecting the consensus of committee members. Counselors were particularly active and took responsibility in assuring accuracy of all course, catalog, transfer, and major requirements and processes. *Online Advisement* is available at any time from any computer with internet access. The media-based, self-guided *Online Advisement* provides students with an interactive tool to design their first-semester plan at Irvine Valley College based on their personal assessment test recommendations, identified educational goals, and personal interests. In addition to easy access, at any time, the program consistently provides a broad range and depth of information relating to class selection. For example, an interactive time management tool is available for students to use in order to determine how much time they realistically need to set aside for their classes and whether it is wise (based on their work schedule, family obligations, etc.) to take so many units.[IIB-34]

Further, one section of the *Online Advisement* emulates the district's online advisement tool , *My Academic Plan*. Student familiarity and use of *My Academic Plan* enhances their likelihood of accurately and efficiently selecting classes to meet their academic goals while effectively

streamlining their time spent at Irvine Valley College. *Online Advisement*'s bridge to *My Academic Plan* is a significant added value for Irvine Valley College students. The adoption of the *Online Advisement* tool has resulted in freeing up counselor time and improved automation of essential data collection and reporting.

The transition from the district-based *Alpha Operating System* to the district-based *Student Information System* has provided the opportunity for matriculation staff to revisit critical components of the matriculation process and help determine when, where, and how the information is gathered, stored, and reported. For example, students are now able to access all of their matriculation information on their *MySite* screen as well as access the *Online Orientation* and *Online Advisement* sessions.[IIB-41]

Regarding mandatory *Management Information System Matriculation Reporting,* significant strides have been taken towards capturing all student contacts required by the state. The *Scheduling and Reporting System* is widely used throughout Student Services to track and capture student contacts. The following briefly reflects on the implementation of the various *Scheduling and Reporting System* products currently in use at Irvine Valley College.

Scheduling and Reporting System - Grid[IIB-42] is a multi-user, multi-location scheduling program used by counseling and other offices that are automating their scheduling activities. *Scheduling and Reporting System - Grid* makes it easy to find and create schedules based on faculty and staff availability, schedule student appointments, print appointment receipts for students, view reports, and provide student contact data to the state. Currently, *Scheduling and Reporting System - Grid* is utilized in nine departments: Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services, the International Student Center, the Career Center, the Transfer Center, the Learning Center, the Assessment Office, and the Child Development Center.

Scheduling and Reporting System - Call[IIB-43] now provides students with both automated telephone and email reminders of their appointments.

Scheduling and Reporting System - Trak[IIB-44] allows students to self-register for several different services (i.e., workshops, drop-in appointments, and center resources). Students use the *Trak* computer kiosk located in the various service areas to sign-in for the service they would like to access. *Trak* provides staff with a full array of reports to document usage. *Trak* is also used in the Child Development Center for positive attendance record keeping. Positive attendance for Human Development Labs and Reading Labs also use *Trak* for capturing and reporting student attendance.

E-Scheduling and Reporting System[IIB-45] enables students to book advisement appointments, group counseling workshops, individual counseling appointments, and career workshops from any computer with internet access at any time. Students receive an automated telephone and email reminder the evening before their appointment or workshop.

Scheduling and Reporting System - Alrt[IIB-46, IIB-47, IIB-48] is an early intervention program that allows faculty to refer students to appropriate support services via email in an effort to enhance student chances of succeeding in their classes. *Scheduling and Reporting System - Alrt* was implemented fall 2009.

The International Student Program recruits, counsels and advises the international students who are on F1 visas. As of fall 2009, there were more than 400 international students enrolled at Irvine Valley College. Consistently, the College has attracted most of its international students from South Korea, United Arab Emirates, Japan, and China.[IIB-49]

International students require significantly more support than general population students. Some of the differences include the federally mandated *Student and Exchange Visitor Information System Reporting* and the preparation and issuance of immigration documents which does not just occur when international students begin their studies at Irvine Valley College, but every time they leave the country (going home for the holidays and summers) until the students transfer to another institution. Additionally, support is required when students need to renew their visas and when they need to obtain employment authorization documents required to pursue occupational training and/or internships.

The International Student Center is staffed with two full-time employees who manage all the special needs of the international students, including two mandatory workshops (Health Care and Health Insurance and an Immigration Orientation which informs students of their rights, responsibilities, and limitations in relation to their F-1 Visa status). The need for additional staff was addressed in the International Student Center's *Program Review* of December 2008.[IIB-49]

The Student Development Department houses the Associated Students of Irvine Valley College, which is the student governance group for the College. Students are able to round out their two-year college experience by participating in student government, clubs, co-curricular programs, and other events held throughout the year. Information about the Associated Students of Irvine Valley College is viewable online at: *http://www.ivc.edu/asivc/pages/default.aspx*.[IIB-50]

Students involved with Associated Students of Irvine Valley College commit to weekly meetings, committee participation, event planning and execution, formal reports to their constituents, high academic standards, budget development and allocation, and representing their fellow students in the *Strategic Planning and Budget Development Process*.

The College's co-curricular programs are the competitive programs directly linked to curriculum. There are seven active programs including intercollegiate sports. These programs require faculty advisors and students must be enrolled in a class that is directly related to the co-curricular program. All students who travel must also meet the eligibility guidelines established by the Associated Students of Irvine Valley College. The ability for the co-curricular programs to compete and bring recognition to Irvine Valley College is dependent upon funding that is provided to them from the Associated Students of Irvine Valley College.

The Associated Students of Irvine Valley College is the overall governance group for students, and in addition to co-curricular programs, the Associated Students of Irvine Valley College oversee the Inter-Club Council *http://www.ivc.edu/asivc/pages/icc.aspx* which monitors club activities.[IIB-51] Each club sends a representative to the twice-per-month Inter-Club Council meetings. The main requirement of a club is to have a faculty advisor. The advisor attends at least one official meeting a month, monitors the club budget, and accompanies the students on any trips. There are three student membership criteria: (1) a grade point average of 2.0 or above, (2) purchase of an Associated Student Government Activity Sticker, and (3) current enrollment in at least one class at Irvine Valley College (officers need 6 units).

Clubs may have a social, community service, educational, or religious mission. Some examples of Associated Students of Irvine Valley College clubs include:

- Business Leaders Society *http://www.ivc.edu/bls/pages/default.aspx*
- Green Team Alliance *http://www.ivcgreenteam.com/test.html*
- Young Engineers *http://www.ivc.edu/engineersclub/pages/home.aspx*
- Circle K *http://www.ivc.edu/circlek/pages/default.aspx*
- Phi Theta Kappa *http://www.ivc.edu/ptk/pages/default.aspx*

The Student Health and Wellness Center is another key component of student success. Its mission is to work "in partnership with students in their quest for optimal health."[IIB-52] Having health-related services available in an accessible, cost-effective, and convenient on-campus setting helps to ensure that students are better able to remain healthy and therefore reach their educational goals. The center provides nursing, medical and psychological services and over-the-counter medications free to students.

The range of health-related instruction that is done in the center encourages students to learn how to care for their bodies and their health. The center also provides a safe and confidential place for students when school or family life becomes too challenging.

The Supportive Services programs embrace the philosophy of a One-Stop Center where students can receive an array of supportive services in one place. Eligible categorically funded students are provided with a variety of services designed to recruit, integrate, retain, and successfully transition the college's at-risk student populations. These programs consist of categorically funded Disabled Students Programs and Services, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, California Work Opportunities and Responsibility to Kids, Temporary Assistance for Needy Families, and Foster Youth Programs. All of the aforementioned programs are managed by a full-time faculty member who supervises and coordinates this categorically funded operation. The Director of Supportive Services reports to the Dean of Counseling Services and the Vice President of Student Services. The clustering of the categorical programs under the umbrella of Supportive Services has afforded the College a successful approach in minimizing the duplication of services and maximizing limited resources.

Self Evaluation

The rapid growth in enrollment coupled with the unfilled positions within key Student Services departments has notably increased workload and decreased staff morale. To explain the situation to the college community, the Vice President of Student Services prepared a report for Fall 2009 Flex Week that compared student enrollment growth with staffing in the services areas.[IIB-53]

Concern about staffing was also raised by the Student Services Program Review and Technical Assistance Site Visit Team.[IIB-54] The team reported that the Student Services departments were notably understaffed and underfunded. The reasons for this are multiple, but most pressing has been the unfunded enrollment growth. Between summer 2007 and summer 2009 the College experienced a 39 percent growth in headcount; between fall 2007 and fall 2009, there was a 20 percent growth in headcount. Over the same two years, Disabled Students Programs and Services students increased by four percent, Extended Opportunity Programs and Services students increased by five percent, California Work Opportunities and Responsibilities to Kids students increased by nine percent, Matriculation increased by 11 percent, and Financial Aid processing of aid packages increased by 38 percent.[IIB-55]

The December 2006 School of Guidance and Counseling *Program Review*[IIB-56] cited the following department recommendation: to hire two full-time tenure-track counselors to replace retirees, and follow the Statewide Academic Senate recommendations for counselor/student ratio.[IIB-57] The local Academic Senate discussed how to comply with the Statewide Academic Senate recommendation for counselor/student ratio (1/900) and decided that a 1/1,000 counselor/student ratio was realistic given the fiscal challenges. This number excludes counselors in the categorical programs and also excludes students who are served in those departments.

In August 2009 two full-time generalist counselors were hired. There are now seven full-time counselors, one of whom serves as the Articulation Officer, with a 75 percent release time for that role. This is much below either the College's recommended number of counselors for the current student headcount, or the Statewide Academic Senate's recommended ratio of counselor to students.

The School of Guidance and Counseling is focused on continuing to expand and enhance the delivery of counseling services through the use of technology. Computers for the counselors were refreshed in 2008-2009, and 23-inch monitors were installed with articulated arms. This provided counselors with a professional, accessible and functional work site to better serve students.

The student demand for counseling curriculum is very high. Because of this, the School of Guidance and Counseling has one of the highest productivity rates in the College.[IIB-58] Online counseling curriculum has increased to address student interest in the counseling courses. Longitudinal data on the student success rates for College Studies courses and method of instruction (in-person and online courses) are being reviewed and evaluated for further online course expansion.[IIB-59]

Student feedback is one of the most important methods to determine student satisfaction. The *2009 Student Satisfaction Survey* noted that nearly half of the respondents were "Very satisfied" with the Counseling Center and another 39 percent were "Somewhat satisfied". Moreover, students ranked "Helpfulness of counselors" as the most important of the services offered in the Counseling Center. Regarding the Career and Transfer Center, 48 percent of the respondents indicated that they were "Very satisfied" and 40 percent reported that they were "Somewhat satisfied".

Two years before the campus-wide *2009 Student Satisfaction Survey*, the Career/Transfer Center conducted a study using student focus groups. The summary comments overall were positive and findings were incorporated into the daily routine of the center.[IIB-60] In addition to regular *Program Review*, student learning outcomes, [IIB-9] surveys and focus groups, student feedback is continually encouraged though the submission of *Student Comment Cards*[IIB-61] and post-surveys in College Studies courses.[IIB-62]

In December 2008 Irvine Valley College Assessment Services underwent *Program Review*.[IIB-63] Since that time, three of the four goals have been realized.

1. Providing ease of process for all students by scheduling orientations online, and educating students on locating assessment scores on *MySite*, and expanding sites for high school assessments. (Completed)
2. Adding security cameras in the Testing Center. (Completed) A monitor bank resides in the Assessment Office and is used to monitor student activity during assessment testing.
3. Working with District and College Information Technology staff to convert SC 240 to a computer-based assessment center where students can drop in at any time during the center's hours and take the assessments. (Completed)
4. Establishing a designated classroom for orientations, group advisement, and paper and pencil assessments. Launch of the *Online Orientation* and the *Online Advisement* components have mitigated the need for a dedicated space beyond the current computer-based assessment center (SC 240). However, English as a Second Language Testing and English as a Second Language Advisements and a limited number of "native" advisements still need a room.

In April 2009, the Student Services Program Review and Technical Assistance Site Visit Self-Evaluation Team visited Irvine Valley College. The self-evaluation report is publicly available on the College website.[IIB-64]

The team findings as relayed at the exit interview[IIB-65] were highly commendable. In the area of Matriculation they found the *College Tests for English Placement Validation Documentation Booklet*[IIB-66] and the *Management Information System Matriculation Data Element Reporting Spreadsheet*[IIB-67] worthy of high praise. The final report identified the *College Tests for English*

Placement Validation Process as "exemplary practice", "attesting to the enormous amount of work and effort by the designated English faculty and researcher."[IIB-68]

Translations of the *Online Orientation* in Farsi, Korean, Mandarin Chinese, and Spanish were planned for spring 2010. The translations would be a valuable enhancement of our student access goal as many Irvine Valley College students come from the identified cultures. Also, because the *Online Orientation* is available to the general public, there would have been notable opportunity for the international audience to learn about Irvine Valley College and our programs. The necessary resources to accomplish this project are being explored.

The Student Development Department has accomplished several of the stated goals and objectives, as well as refined the annual student learning outcomes, since completing the 2005 *Program Review*.[IIB-69]

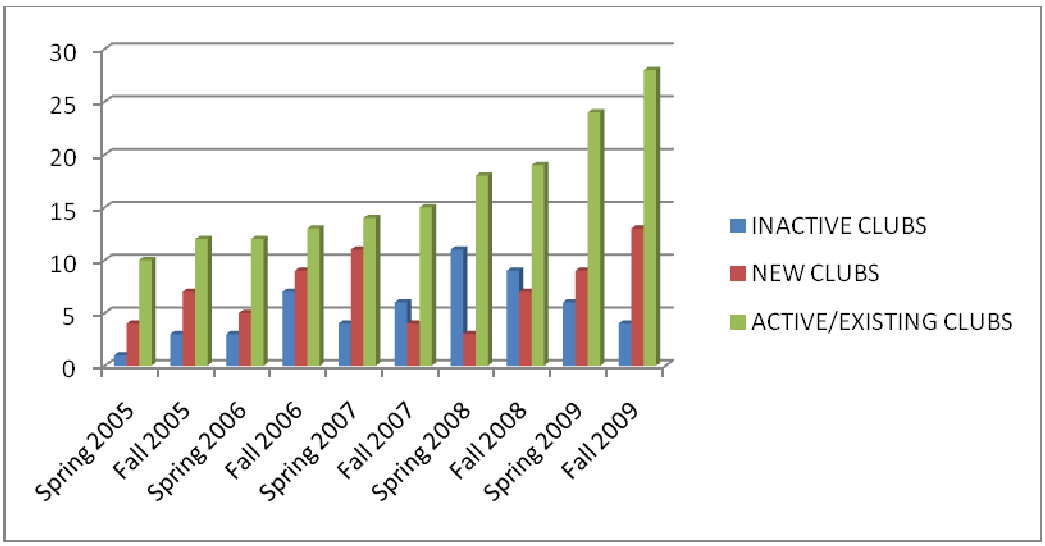
- First, there has been a major change with respect to photo identification. This service has been moved to Campus Police, which permits greater availability to students. Associated Students of Irvine Valley College is still responsible for the cost of the equipment, supplies, and maintenance agreement, but the hope is that the expense will shift to the general fund.
- Second, Associated Students of Irvine Valley College now posts its *Activity and Events Calendar* on their home page for the entire year, where it is regularly updated. *http://www.ivc.edu/asivc/pages/calendar.aspx*
- Third, Associated Students of Irvine Valley College recruits student leaders throughout the year and because of that, student engagement has grown consistently. For the 2008-2009 academic year, almost all positions were filled.
- Fourth, the Associated Student Body Activity Sticker sales have increased 100 percent since adding more benefits to the purchase. *http://www.ivc.edu/asivc/Documents/activityperks.pdf* Such benefits include a 10 percent discount in the Cafeteria, more amusement park tickets, and 10 Scantrons per semester.
- Fifth, the look and menu of the cafeteria have improved. The new vendor added awnings to give the area a café look and has had a major increase in sales because of the varied cultural menus.
- Sixth, Associated Students of Irvine Valley College Officers meet regularly with the deans, department chairs and other representatives in order to bring information back to Student Senate meetings to keep everyone informed. They are serving on Accreditation and Strategic Planning Committees to represent the student view in the *Strategic Planning and Budget Development Process*.
- Seventh, the Cyber-Bar port problem for computer use in the Cafeteria is resolved with the College's move to wireless networks. Students now use the Cyber-Bar as their computer station.

Over the past four years, there has been a remarkable growth in both the number of active clubs and the membership in the clubs. This evidence of student engagement complements the findings of the April 2009 *Student Satisfaction Survey*. Students were asked to rate their level of satisfaction with the student clubs and activities. One out of two student respondents indicated that they were "Very satisfied"; three out of ten respondents were "Somewhat satisfied". Moreover, students reported the highest level of satisfaction with student government and events (*2009 Student Satisfaction Survey*). Table 50 provides a current list of the student clubs, while Figure 22 illustrates the growth in clubs.

Table 50: Irvine Valley College Student Club List

List of Active Clubs -- Fall 2009	
Accounting Club	IVC Young Democrats
Administration of Justice/XTE	Japan Club
Asian Social Club	Math Club
Billiards Club	MeChA
Business Leaders Society	MTE (Making Transfer Easy)
Cheer Club	Muslin Student Association
Chess Club	Operation Smile
Chinese Club	Persian Club
Christian Club	Phi Theta Kappa Honor Society
Circle K International	Poetry Club
College Republicans	Political Science Club (MUN)
Comedy Club	Psi Beta (Psychology Students)
English Club	Russian Club
Gay/Straight Alliance	Veteran's Club
Geography Club	Video Gamers
Green Team Alliance	Young Engineers

Figure 22: Membership Growth of Student Clubs



Like all Student Services departments, the Student Health and Wellness Center participates in *Program Review*.[IIB-52] Moreover, it was assessed in the *2009 Student Satisfaction Survey*, and more than two-thirds of the respondents who indicated that they used the Student Health and Wellness Center were "Very satisfied". Nearly a quarter of the student respondents were "Somewhat satisfied", two percent were "Somewhat dissatisfied", and less than one percent reported that they were "Very dissatisfied."

The Supportive Services Programs are well aware of the need to continually monitor services provided to insure that both quality and appropriateness of services provided focus on the *College Mission* and *College Goals* and address the needs of students in a learning environment. In an effort to quantitatively and qualitatively evaluate these services, the Supportive Services Programs utilize a variety of evaluation tools that include exit interviews, statistical analysis of student persistence rates, completion of stated student goals, and pre- and post-tests of student learning outcomes.[IIB-70]

During the 2008-2009 academic year, Disabled Students Programs and Services served approximately 436 qualified students. The Program Review and Technical Assistance Site Team that visited in spring 2009 commended the office for its quality of services and the level of expertise provided to the College's disabled students. In addition, it was noted that access to assisted technology and the integration of disabled instructional programs was a unique and successful model that resulted in college-wide support. They pointed out that access to computer technology and printed materials in alternate formats were readily accessible and delivered in a timely manner.

The Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education and California Work Opportunities and Responsibility to Kids programs served 824 students during the 2008-2009 academic year. When the Program Review and Technical Assistance Site Team visited in April 2009, they commended the Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education and California Work Opportunities and Responsibility to Kids programs for providing above and beyond services to its students. Moreover, the 2009 *Student Satisfaction Survey* noted that 83 percent of Extended Opportunity Programs and Services students responded that they were "Very satisfied" while 15 percent indicated that they were "Somewhat satisfied" with the services. Among the students who indicated that they had used Disabled Students Programs and Services, 57 percent were "Very satisfied" and 39 percent reported that they were "Somewhat satisfied". Students who indicated that they use California Work Opportunities and Responsibility to Kids responded that 67 percent were "Very satisfied" and 20 percent were "Somewhat satisfied" (*2009 Student Satisfaction Survey*). All three programs demonstrate a high level of student satisfaction.

The California Work Opportunities and Responsibility to Kids /Temporary Assistance for Needy Families program served 56 students in the 2008-2009 academic year. All of the eligible California Work Opportunities and Responsibility to Kids students were successfully placed in work-study positions throughout the campus.

Though the Supportive Services Programs have been successful in serving the on-campus student populations, it has yet to address the support service needs of eligible categorically funded students who are enrolled at the Advanced Technology Education Park, an offsite location. Since the Advanced Technology Education Park site is adjacent to a homeless transition facility in Tustin, this proximity has impacted the demand for supportive services for the disadvantaged and disabled students.[IIB-71]

Planning Agenda

1. As expressed in comprehensive institutional planning agenda item number five, use existing college decision-making processes such as the Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Reviews, and the Classified/Full-Time Faculty Hiring Priority List Development Process to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Standard II. B.2.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- **a. General Information**
  - **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
  - **Educational Mission**
  - **Course, Program, and Degree Offerings**
  - **Academic Calendar and Program Length**
  - **Academic Freedom Statement**
  - **Available Student Financial Aid**
  - **Available Learning Resources**
  - **Names and Degrees of Administrators and Faculty**
  - **Names of Governing Board Members**
- **b. Requirements**
  - **Admissions**
  - **Student Fees and Other Financial Obligations**
  - **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or publications where other policies may be found

Descriptive Summary

The *College Catalog* is published annually and is made available in hard copy and online.[IIB-72]

To ensure that it is precise, accurate, current, and meets all requirements set by the pertinent Federal and State legislation, it is reviewed annually by department managers who are responsible for their respective sections. It is clearly organized and is easy to understand. The *College Catalog* accurately conveys information about the *District Vision, Mission and Goals* and the *College Vision, Mission and Goals.* The catalog also clearly details the descriptions of courses, their transferability to the University of California or California State University and the requirements for associate degrees and vocational certificates. The names of the Board of Trustees, district administrators, and the names and degrees of all the College's full-time administrators, managers, faculty and classified staff are published.

The *College Catalog* also contains descriptions of the all the Student Support Services available and the learning support centers (i.e. Computing Center, Learning Center, Media Resource Center and Writing Center). Additionally, detailed information regarding fees, refund policies, and financial aid is included.

The *College Catalog* is distributed throughout the campus. Students can purchase their own copy through the campus Bookstore, or they can go online and view the catalog. Additionally, the Outreach Office ensures that all the area high school counselors have copies of the *College Catalog* for use with high school students. If alternate media versions are needed by disabled students, the Disabled Students Programs and Services office can assist them.

Major academic policies are published in the *College Catalog* and *Class Schedule*, and they are available on the college website. All the board policies are available on the District's website. Student complaints or grievances are housed in three different offices: the Office of the Vice President of Instruction maintains the student grievance file, the Office of the Dean of Counseling monitors the disciplinary records, and Admissions and Records maintains files on all student petitions (e.g., grade changes and class drops).

Self Evaluation

The College thoroughly reviews all information published in the *College Catalog* annually. The contents of the *Class Schedule* are reviewed similarly three times per year. Both documents contain all the required information, which is consistently accurate and current.

Planning Agenda

None.

Standard II.B.3

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

a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

One of the *College Goals* is "to promote Irvine Valley College as an institution of higher education dedicated to student access and success."[IIB-1] Focusing on the first part of this goal (access), there are several key Support Service Offices providing student access. They include Outreach, Admissions and Records, Assessment, Financial Aid, Counseling, and Supportive Services. Comprehensive access for Irvine Valley College students begins with outreach and continues through the matriculation process.

A first step in enabling success is to determine a student's ability to succeed. This ability is measured in multiple ways: (1) through placement tests for college-level writing and mathematics courses, and assessments of language ability through the *English as a Second Language Assessment*, (2) through the "ability to benefit" test if the student does not have a high school diploma or General Educational Development, and wants to secure financial aid, and (3) through special testing in the office of Disabled Students Programs and Services.

The Admissions and Records office supports the admission process. Most students apply via the web using the *Statewide System Admissions Application*, but approximately one fourth still apply with paper applications. Most of these applicants are emeritus students. While prospective walk-in students are encouraged to electronically apply using the kiosk in the lobby of the student services building, many students dislike using the kiosks. Responsive to the student's preference, admissions staff will assist by accepting and processing the paper application. Also, there are plans to eventually replace the kiosk with personal computers.

For those who apply online, two emails are auto generated. The first acknowledges receipt of the admission application. The second acknowledges the acceptance of the admission application,

matriculation status, residency classification and any other registration requirements (i.e. concurrent K-12 permission, etc.).

Considerable support is also offered to both the Emeritus and Early College Programs, both off site. The Emeritus office works closely with both the off-site locations and the Admissions and Records office to facilitate emeritus students' admission and enrollment. The Admissions and Records office works very closely with high school officials to facilitate the admission and registration processes for students participating in the Early College Program.

All students may register for classes online using *MySite* which is available from 6am to 11 pm. In-person, phone and email support is offered in Admissions and Records during business hours, providing additional access for students.

The College also assures equitable access to all students through the matriculation advances discussed in the opening section of Standard IIB: computer-based assessments, online orientations, and online academic advisement. As mentioned earlier in this report, when the Student Services Program Review and Technical Assistance Site Team visited in spring 2009, they recognized the assessment process as exemplary.[IIB-68]

Similarly, Counseling assures equitable access by providing online counseling services that include educational counseling available at *www.ivc.edu/counseling*, and online College Studies courses. Counseling appointments can be made, changed or cancelled by students online or in person. Counselors are available for 30-minute appointments or drop-in during operational hours, which are Monday through Thursday from 8:00 am to 7:00 pm and on Fridays from 8:00 am to 12:00 pm.[IIB-73]

In an effort to extend counseling services to the community, counselors are scheduled weekly at the Orange County One-Stop at *www.oconestop.com*. The center services youth, older workers, people with disabilities, adults, dislocated workers, veterans, and Temporary Assistance for Needy Families recipients. During the 2008-2009 academic year Irvine Valley College conducted a number of workshops at the Orange County One-Stop, and according to the *Scheduling and Reporting System Summary Reports*, a total of 998 community members attended these workshops.[IIB-74]

The Early College Program also provides access. It was developed so that high school students could enroll in college courses on their high school campus, while simultaneously earning their high school diploma. In the 2007-2008 academic year, the College and Tustin Unified School District established an Early College Program whereby eligible high school students dual enroll in courses approved by the College and Tustin Unified School District. Students earn both high school and college credit according to the joint *Memorandum of Understanding* between Tustin Unified School District and Irvine Valley College.[IIB-75] In the 2009-2010 academic year the Early College Program expanded to include Saddleback Valley Unified School District at El Toro High School.[IIB-76]

The Financial Aid department addresses the need for access and application assistance for college financial aid by simplifying the application process and enhancing the department's visibility. Irvine Valley College financial aid staff help low-to-moderate-income families complete the *Free Application for Federal Student Aid*,[IIB-77] the federal application for financial aid. Families are then given an estimate of their eligibility for government aid as well as information about other aid options.[IIB-78] Individuals who received assistance with the *Free Application for Federal Student Aid* and information about aid options are substantially more likely to submit the aid application, enroll in college, and receive more financial aid. This suggests that simplification of the process and providing information is an effective way to improve college access. Providing aid eligibility information and assistance with the *Free Application for Federal Student Aid* form significantly affects *Free Application for Federal Student Aid* submission rates.

Financial Aid works closely with Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education in addressing the needs of underrepresented and at-risk students. Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education is structured to ensure student success. Through counseling, financial assistance, assistance from local service agencies, tutoring, book loans, the Emergency Loan Program and the Work Study Program, students are supported in their studies.

The Disabled Students Programs and Services office conducts an annual advisory meeting to assess the needs of the College's disabled student population and identify if there are any necessary additional services or barrier removals needed to ensure equitable access to all students regardless of physical, communicative, learning or psychological disabilities.[IIB-2] The Disabled Students Programs and Services function is to provide accommodations for the student's disability enabling the student to participate fully in the educational experience.

Self Evaluation

The student services managers meet twice per month, at which time concerns about access and comprehensiveness of services are discussed. Agenda and minutes chronicle the discussions and the recommendations for improvement.[IIB-6] A frequent concern has been limitations posed by vacant positions not being filled in a timely manner. This concern is currently being addressed by the South Orange County Community College District Human Resources Department.

A related concern to the staff vacancies is the added expectation of service at the Advanced Technology and Education Park. Though Student Services staff provide workshops at the campus and provide professional assistance as needed, the outreach to the Advanced Technology and Education Park places an added demand on the departments. The Advanced Technology and Education Park currently has a half-time advisor assigned to serve students at the site. Students are otherwise referred to the Irvine Valley College campus for assistance.

The Disabled Students Programs and Services office utilizes a variety of strategies as part of their continuous evaluation process to ensure student access. The student feedback loops include the following: Disabled Students Programs and Services comment cards, advisory groups and

annual meetings. In addition to student feedback, the program continually educates faculty on program services by hosting open houses, presenting at school meetings and providing Disabled Students Programs and Services updates through the Disabled Students Programs and Services website. [IIB-79]

Finally, over the past few years there have been notable advances in providing services online. This is particularly true of Matriculation. Students can take computer-based assessments on a walk-in basis, and they can do their orientation and their academic advisement online. Because of these advances, students have gained measurably in terms of access.

Planning Agenda

1. As expressed in comprehensive institutional planning agenda item number five, use existing college decision-making processes such as the Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Reviews, and the Classified/Full-Time Faculty Hiring Priority List Development Process to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Standard II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Irvine Valley College has five institutional educational goals. Of the five, there are two *College Goals* that specifically address personal and civic responsibility, as well as aesthetic awareness. These two goals have the following learning outcomes, which are expected to be attained by students completing an associate degree:

- Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual and performing art.
- Identify and recognize opportunities to participate in the creative arts as an artist, performer, observer or technician.
- Recognize the historic and cultural role of the creative arts in forming human experience.
- Identify and recognize opportunities to address civic and environmental needs.
- Promote physical and mental well-being, self-management, maturity, and ethical decision-making. [IIB-80]

Student Support Services addresses these learning outcomes through Associated Students of Irvine Valley College, Athletics, the School of Guidance and Counseling, and the Student Discipline Process. With respect to the first of these, Associated Students of Irvine Valley College provides multiple opportunities for students to engage in leadership roles, co-curricular programs and/or clubs that focus on civic and environmental needs, ethical decision-making, and

self-management. These opportunities were discussed in Standard II.B.1. Three examples of extra-curricular activities that encourage personal and civic responsibility include the Business Leaders Society, Chi Tau Epsilon (XTE), the American Criminal Justice Association Chapter, and Making Transfer Easy.

The Business Leaders Society creates close ties with the business community, providing essential opportunities for members and an appreciation of the American free enterprise system. The objectives of the society contain the following three items: to encourage business activity that demonstrates civic, social, and moral responsibility; to nurture competent, entrepreneurial, self-reliant, cooperative leadership in all business fields; and to foster high ethical standards in business.[IIB-81]

The criminal justice organization, Chi Tau Epsilon (XTE), has the motto, "committed to excellence", and it is dedicated to professionalism in the administration of justice and public safety. Locally, Chi Tau Epsilon (XTE) provides assistance to college activities such as commencement. Also, Chi Tau Epsilon (XTE) members are actively involved in community service activities such as volunteering time at shelters for abused women and children.[IIB-82]

Making Transfer Easy is a club for underrepresented and disadvantaged students. The club provides opportunities for culturally diverse, socio-economically disadvantaged, and other disenfranchised student groups. Specifically, Making Transfer Easy provides extra-curricular activities to facilitate student access and successful transfer to universities or the world of work.

For the past eight years, Making Transfer Easy has been hosting a College visit for local continuation high schools. The campus tours include presentations, testimonies of successful students, and a luncheon recognizing these potential students. Over a hundred high school students attend this annual event.

Making Transfer Easy also provides community service volunteer opportunities and activities designed to support disadvantaged and disenfranchised local families. Social gatherings and special events are offered throughout the year to familiarize students with local cultural and civic experiences. One of these events included a South Coast Repertory Theatre production for which tickets were donated through a local theatre access program. These types of events assist Making Transfer Easy students in better understanding the local culture and the opportunities that are available within the local communities.

Irvine Valley College's intercollegiate athletics program, as a member of both the California Community College Athletic Association and the Orange Empire Conference, is mandated to address student-athlete conduct, decorum, and accountability in order to participate and represent the College.[IIB-83] Intercollegiate athletics receives widespread public attention through print and electronic media due to the public nature of its offerings. As such, athletics has a responsibility to students in these programs and to the College to provide guidance and accountability as part of its operational philosophy.[IIB-84]

The College draws student-athletes from throughout Southern California and beyond, and from all socio-economic, racial, ethnic, and cultural demographics. Further, these student-athletes have been impressively earnest in their pursuit of academic and athletic opportunities and sincere in their development while representing the College. As part of the student-athletes' participation, they must complete an Athletic Orientation and Eligibility seminar prior to their season of sport.[IIB-85] At these seminars, which are conducted by the dean, all student-athletes receive information on how to maximize their academic and athletic experience at the College. Further, student-athletes are counseled on the responsibilities of representing the College, its students, the faculty and staff, and current and future alumni as part of athletic competition. Student athletes are provided access to a *Student-Athlete Manual* that includes all pertinent information on their activities and obligations, copies of all documents they are required to sign, and resources available to them from the College. The *Student-Athlete Manual* is maintained by the dean, reviewed annually, updated as circumstances require, and is available to student-athletes through the Irvine Valley College website as a printable .pdf file.[IIB-86] Like all service areas, athletics regularly participates in the *Program Review* process[IIB-87] in addition to its ongoing departmental evaluation.

Within the School of Guidance and Counseling, the curriculum is designed to enhance students' academic success and personal development. The emphasis in all courses is on teaching processes and skills that students can apply in all facets of their lives. These include self-evaluation, decision making, goal setting and planning, personal awareness, interpersonal communication, and effective self-management.[IIB-88]

The College's *Disciplinary Process* also encourages personal and civic responsibility. Student rights and responsibilities are published in the *College Catalog* and on the college website.[IIB-89] Similarly, the *Code of Conduct* is published in the *College Catalog* and on the college website.[IIB-90] At all disciplinary meetings, the dean discusses the student's *Rights and Responsibilities* as well as reviews the *Code of Conduct*.

The South Orange County Community College District Board Policy 5401[IIB-91] and the accompanying Administrative Regulation[IIB-92] on Student Conduct clearly explain the district's expectations:

> Students are expected to conduct themselves with respect for the right of all members of the college community to teach and learn in a safe and academically stimulating environment. Students shall be held responsible for observing rules and regulations for student conduct promulgated under the authority of this policy by the Board of Trustee's or the district's administration. Violation of such rules shall constitute good cause for imposition of disciplinary action as provided in rules and regulations (Calif. Ed. Code, Section 66300).

Self Evaluation

The College provides many opportunities for students to develop and enhance their understanding of and engagement in personal and civic responsibility. Even when a student violates the Irvine Valley College Student *Code of Conduct*, the Dean of Counseling Services works with each student to develop a *Student Enrollment Contract* which clearly specifies behavior expectations as well as consequences for any future violations.
The student learning outcomes and student services outcomes for the Dean of Counseling Services include the following:

- Students will know the *Student Code of Conduct* and take responsibility for their campus conduct.
- Faculty directing students to the *Disciplinary Process* will be informed of the range of disciplinary actions and will be shown the Administrative Regulation 5401 that guides the Student Disciplinary Process.

The College is rich with opportunity for students to pursue intellectual, aesthetic, and personal development. Throughout the year, students and the public can enjoy chamber music concerts, theatrical performances, dance ensembles, musical showcases, orchestral concerts, master chorale and choruses, wind symphonies, jazz ensembles, as well as juried student exhibitions and much more.

Underscoring the efforts of individual departments and student government is the regular college-wide dialogue that occurs on the *College Mission* and *College Goals*. At these meetings, participants focus on what constitutes a good learning environment.[IIB-93]

Planning Agenda

None.

Standard II.B.3.c.

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling Department provides educational, career and personal counseling to support student development and success. The mission of the department is to help students clarify their needs, make decisions, set goals, and deal effectively with personal obstacles.[IIB-56] The department consists of seven full-time tenure track generalist counselors, one of whom serves as the College's Articulation Officer. In addition, the department employs approximately fifteen adjunct counseling faculty. All of the full-time tenure-track counselors serve on college-wide committees such as the Academic Senate, Academic Affairs, Curriculum, General Education, Honors, Student Success/Access and Matriculation, Marketing and Outreach, Technology and Distance Education, Institutional Effectiveness, Bookstore Task Force, Cafeteria Task Force,

District Technology, Sabbatical Leave, and District Resource Allocation Committees.[IIB-94] The counseling faculty also participate in hiring and Tenure Review committees as needed.

Additional counseling services are also available through Supportive Services, which include the Extended Opportunity Programs and Services and the Disabled Students Programs and Services. Extended Opportunity Programs and Services has three full-time counseling faculty. In addition to the full-time Supportive Services Counselors, Disabled Students Programs and Services employs one adjunct counselor and a full-time Disabled Students Programs and Services Counselor was hired in spring of 2010. The Director of Supportive Services is also a counselor.

Probationary faculty are evaluated annually for the first four years and tenured faculty are evaluated every two years. The *Counseling Faculty Performance Evaluation Review Process* incorporates teaching as well as counseling activities.[IIB-95] District Human Resources notifies the Vice President of Student Services and Dean of Counseling of the faculty evaluation due dates.

The Transfer Center, Articulation, Supportive Services and Matriculation are evaluated by external entities, such as the Chancellor's Office for the California Community Colleges, which requires annual budget review and/or evaluation of program services.

The counseling team provides comprehensive counseling services to our students. To increase campus awareness of the role of counseling, other departments are invited to the school meetings and conversely, counselors attend other department meetings. To complement the campus outreach efforts, counseling has an Open House during the fall and spring flex weeks. The full-time counseling faculty meet weekly to review and evaluate policies, procedures, and services that impact counseling services.

Counselors work directly with students, either online or in person, to assist them in making informed decisions related to their educational goals. They provide current information on course requirements, college policies and procedures, general education, transfer, careers, and course-to-course articulation. The counseling center website contains information on counseling services, online education counseling, guidance and counseling courses, a listing of administration and faculty, frequently asked questions, and a link to individual counseling appointment scheduling.[IIB-73]

Counseling faculty collaborate with other departments in developing student success strategies such as the College Success Learning Community, which brings together Counseling, Math, and Reading disciplines through a basic skills grant[IIB-96] which was funded for the 2009-2010 academic year. Moreover, the online matriculation advancements are the result of collaboration between Counseling and members of the Student Success/Access and Matriculation Committee.

The School of Guidance and Counseling's curriculum includes six College Studies courses and three Women's Studies courses.[IIB-97] Courses are taught on campus, online, and on-site at three high schools as part of the Early College Program.

The Early College Program, which launched in fall 2007 at Beckman High School and now has extended to Tustin High School and El Toro High School, begins with two College Studies classes. Students learn the basics of how to be successful in college and also learn about their particular learning styles as related to career paths. The success rates of the early college students compared with new students in general is notably higher.[IIB-98]

The Supportive Services Department sponsors a Summer Readiness Program that includes two College Studies courses: CSTU 1 and CSTU 10. The students in this program are transitioning from high school to college. They are first generation, underrepresented, educationally and economically disadvantaged. The cohorts have resulted in high retention rates and high success rates.[IIB-99]

New and reentry students are encouraged to enroll in College Studies courses such as CSTU 1 (Academic Planning) and CSTU 10 (Introduction to College Study Skills). CSTU 1 introduces students to important college success strategies and assists students in the process of developing a comprehensive educational plan. Students learn such basics as study skills and time management, and they become aware of the resources available to them to become successful. CSTU 10 covers college survival strategies for academic, career and personal success. Like CSTU I, it includes academic study skills and critical thinking strategies. Importantly, student learning outcomes are integral to the course. Both College Studies courses include assessment of learning styles. Studies have shown that students taking these courses are more successful than students who do not.[IIB-100]

The International Students Department requires incoming international students to take a dedicated CSTU I course. This specialized cohort is provided extra attention in identifying academic goals and establishing strategies in reaching those goals. Students discover their unique learning styles while also becoming aware of College resources. Since launching this course in fall 2004, it has become a hallmark of success.[IIB-101]

The College Success Learning Community was launched in fall 2009 as a pilot. This partnership of three academic departments (Math, Reading and Counseling) provides basic skills students with an academic pathway that supports success. CSTU 10, Math 351, and Reading 370 were offered the first semester, to be followed by Math 353 and Writing 301. The student cohort is provided extra attention, including a dedicated counselor. The program coordinator works closely with the college-success faculty to ensure that the program is meeting the needs of the students. When surveyed, 88 percent of the students rated the program as either "excellent" or "good"; 97 percent of the students responded "yes" to the question: "has the College Success Program been helpful in preparing you for college?" Preliminary student success rates have indicated this is a much needed intervention.[IIB-102]

In fall 2010, the Student Transition, Advisement, Resources and Training[IIB-103] project will be unveiled. This program addresses the English as a Second Language Advisement needs and the needs of the students who are veterans. The School of Guidance and Counseling will offer a CSTU1 course and provide specific counseling services geared to each population. With both

populations, additional counseling will allow for follow-up services, ensuring the students are receiving the support and resources needed for success.

Counseling faculty also assist with college-wide marketing and outreach efforts by participating in on-campus, community and high school outreach efforts. Moreover, they coordinate the Annual High School Counselors Conference at which all of the Irvine Valley College district high school counselors are invited to attend a half-day program on campus.

The School of Guidance and Counseling participates fully in the *Program Review* process.[IIB-56] As such, it regularly examines the effectiveness of counseling to support student development and success. Furthermore, each of the courses regularly assesses their effectiveness through student learning outcomes.

Irvine Valley College's counselors are very committed to the students they serve, and reflective of that commitment is their annual attendance at California State University and University of California conferences. The department also sponsors professional development opportunities on campus related to their responsibilities (i.e., Myers Briggs training).

Self Evaluation

The School of Guidance and Counseling is committed to ongoing improvement of its services. Through review of student success data in the College Studies courses (as cited above), it is clear that the curriculum leads to student success. Further, the College's high transfer rate[IIB-104] is a strong indicator of how counseling enhances student development and success.

In concert with other student services programs, Counseling is evaluated internally through *Program Review*, the *Employee Satisfaction Survey*, the *Student Services Classified Staff Poll*, the *Student Satisfaction Survey*, *Statistical Reports* from the *Scheduling and Reporting System*, and the development and assessment of student learning outcomes and student services outcomes. The internal evaluations reflect an overall high service satisfaction rating from students as the recipients of the services.

The *2009 Student Satisfaction Survey* reported that nearly half (53%) of the 648 respondents who confirmed usage of the Counseling Center rated their experience as "Very satisfied" and 32 percent rated their experience as "Somewhat satisfied". Approximately 10 percent reported that they were "Somewhat dissatisfied" and four percent were "Very dissatisfied". In terms of availability of counseling appointments, 39 percent of the respondents reported being "Very satisfied", 36 percent reported being "Somewhat satisfied"; and 23 percent reported being either "Somewhat" or "Very dissatisfied."

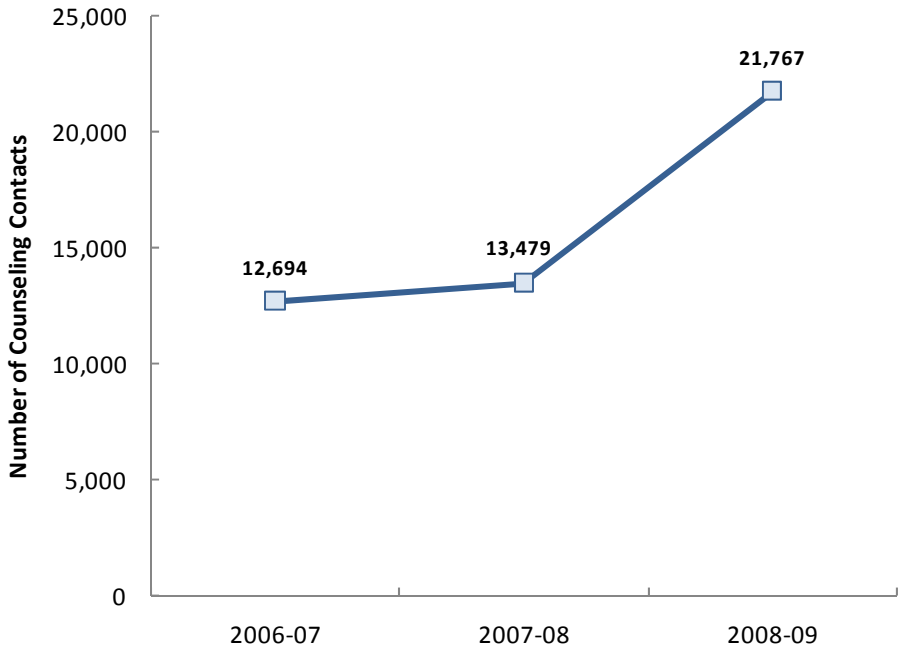
In a quantitative analysis of student contacts using the *Scheduling and Reporting System Reports*, it is clear that there have been dramatic annual increases in student contacts in all counselor-provided services over the past three years. This is reflective of the steep enrollment growth, which the College has experienced. Table 51 and Figure 23 chart the student contact growth in Counseling services.

Table 51: Student Contacts in Counseling Services, 2006 - 2009[IIB-105]

Counseling Services	2006-07	2007-08	2008-09
Individual Appointments	6,910	5,774*	7,694
Individual Drop-in Counseling	4,639	6,118	7,392
Student E-Mails to Counselors	508	840	1,046
Online Counseling	637	747	1,186
Group Workshops	N/A	N/A	4,449
Total	**12,694**	**13,479**	**21,767**

**Reflects a decrease in the number of counseling Full Time Equivalent Faculty for this year.*

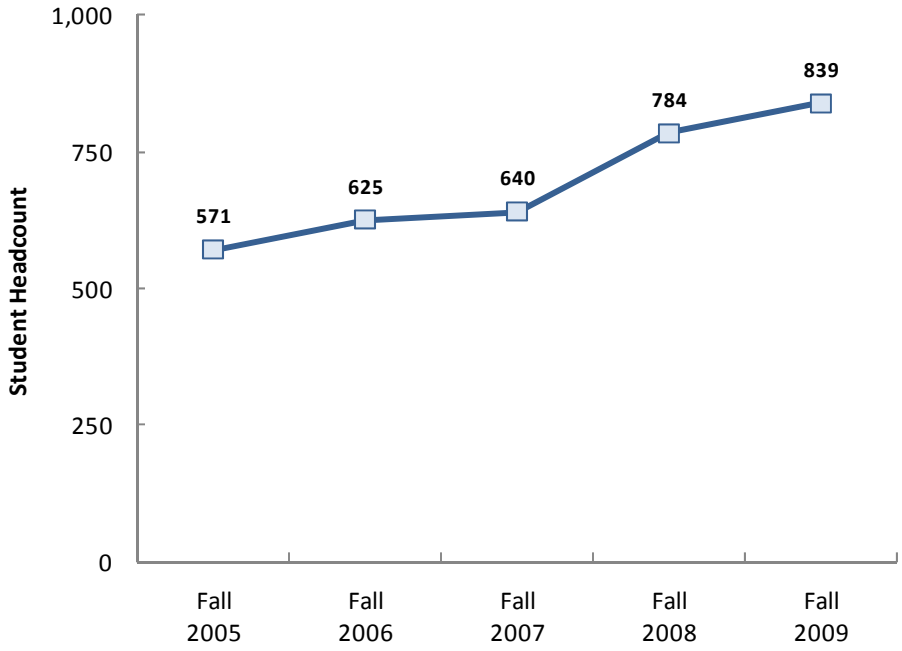
Figure 23: Student Contacts in Counseling, 2006 - 2009



Because of the enrollment growth and the commensurate increase in demand for counseling services, there is a need to hire additional counselors.

The counseling curriculum is reviewed and updated every five years. Currently College Studies 4, 10, 150 and Women's Studies 10 and 120 are scheduled for review. The student demand for counseling curriculum continues to increase and exceeds the campus-wide productivity standard of 525 Weekly Student Contact Hour/Full Time Equivalent Faculty. The productivity for fall 2007 was 599, and the productivity for fall 2008 was 595.[IIB-58] Figure 24 captures the headcount growth in the courses.

Figure 24: Student Headcount for Courses in the School of Guidance and Counseling



SOURCE: SOCCCD inFORM Datawarehouse.

In addition, the categorical programs of California Work Opportunities and Responsibility to Kids, Disabled Students Programs and Services, Extended Opportunity Programs and Services, Matriculation, and non-credit matriculation were also evaluated by a Student Services Program Review and Technical Assistance Site Visit Team in April 2009. Both the team exit interview and the formal report commended the College for its efforts, while also listing recommended changes.[IIB-65]

In preparation for the Program Review and Technical Assistance Site Visit, the Disabled Students Programs and Services program volunteered for a technical assistance visit from the Galvin Group on November 28, 2007.[IIB-106] For the most part, the Galvin Group provided an affirmation of the current operations and identified the Disabled Students Programs and Services exemplary practices in captioning and strict adherence to the oversight for the standards for electronic and information technology as cited in the Rehabilitation Act for Americans With Disabilities 508 compliance.

The counseling chair has developed individual as well as group training sessions for the adjunct counseling faculty. The adjunct counseling training includes job shadowing, review of forms,

service tracking and use of counseling technology. The purpose of the training sessions is to ensure quality control of the consistent delivery of counseling information and services. The training also serves to confirm and clarify information that counselors continually acquire as part of the counseling profession.

All full-time counseling faculty are encouraged to attend professional development opportunities on campus and those provided by other systems of post-secondary education. Full-time counseling faculty complete 42 hours of flex annually; some of those hours are accounted for in conference and regional meeting attendance.

Through the use of technology, the tracking of all counseling services is automated at the point of contact. The *Tracking Summary Reports* indicate the need to hire additional counseling faculty, as the current staffing cannot meet student demand. Additionally, the high course productivity and student waitlists reflect the need to increase on-campus and online course sections.

Planning Agenda

1. The college's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number five: use existing college decision-making processes such as the Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Reviews, and the Classified/Full-Time Faculty Hiring Priority List Development Process to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Standard II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

There are multiple ways in which the College supports and enhances student understanding and appreciation of diversity. Within Student Services, Associated Students of Irvine Valley College has a vital role. Campus clubs such as the Asian Social Club, the Chinese Club, the Japan Club, Movimiento Estudiantil Chicano de Aztlán (MEChA), the Persian Club, and the Russian Club provide a safe environment for students to explore and discuss issues of common interest and concern. Furthermore, they sponsor cultural fairs and events that educate the entire campus community.

The Associated Students of Irvine Valley College membership is very diverse and representative of the gamut of cultures populating the campus. With an ethnically diverse leadership, Associated Students of Irvine Valley College sponsor programs throughout the year that are culturally rich. One such example is the Multicultural Celebration. This major campus event engages all the clubs in both an educational and competitive manner.

For the Multicultural Celebration, clubs decorate their booths and compete for the best depiction of the country they have chosen to represent. The Associated Students of Irvine Valley College provide funding for clubs to purchase ethnic foods to share with the student population. Flags from around the world are displayed, ethnic music resounds, and cultural activities such as ethnic dance are showcased. The day is an impressive blend of cultural cuisine and performance art that attracts a huge number of student attendees and participants.

The Associated Students of Irvine Valley College also sponsor speakers who support the students' understanding of diversity. In spring 2010, for instance, the Associated Students of Irvine Valley College funded Azim Khamisa to speak on campus. Mr. Khamisa spoke about forgiveness, especially with respect to ethno-violence.[IIB-107] Other speakers have included Dr. Michael Shermer, Ray Bradbury, and VerNon Van.

The College also has a very engaged international student population and many are active members in Associated Students of Irvine Valley College. Additionally, the Kaplan Language Program is located on the campus. Associated Students of Irvine Valley College and Kaplan formed a partnership several years ago to allow students who are enrolled in the program to participate in the clubs. Kaplan students bring a worldview that enriches the understanding of cultural differences. Moreover, since the Kaplan students are here without family, they develop strong bonds with their classmates and club members.

The importance of diversity on any campus cannot be overemphasized, and a key to college success is linked to a student's connection through extracurricular activities outside the classroom. Students who are actively involved with the campus and community extend the learning process to include civic responsibility. Members of the Model United Nations co-curricular program represent world issues through competition at conferences. This experience for students to research and defend controversial points of view of other countries enhances student understanding and appreciation of diversity.

The Cafeteria supports ethnic appreciation through a menu that accommodates Asian, Middle Eastern and Latino food palates. With the prior vendor, students complained about the restrictive menu. With the menu changes instituted by the current vendor, students are now pleased with the selection and customer traffic has notably increased.

Recognizing the multiplicity of challenges inherent in diversity (i.e., age, ability, culture, and language), Student Services has focused on identifying barriers and removing them when possible. With respect to the disabled population, care is taken to identify and remove architectural barriers, as well as provide needed support to students requiring accommodations. The campus is educated about the special needs of this population during the Disability Awareness Week. The spring 2010 video *Inspiration on Wheels* was shared campus wide: *http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=a64de4fb917340df85ef8229cc4bf642*

To address language barriers, Student Services strives to hire staff who are bi-lingual. In particular, fluency in Farsi, Chinese, Korean and Spanish are much in demand. Most of the departments have employees who are fluent in one or more of these languages, and staff assist wherever there is a need.

Self Evaluation

Irvine Valley College has a very diverse student body. Within Student Services, staff are alert to ways to improve, enhance and otherwise support understanding about our diversity. Individual departments (i.e., Admissions and Records, Counseling, Supportive Services) provide training to their staff that address issues related to diversity. Through the *Program Review* process, departments analyze the effectiveness of their interventions, programs and services.

At the Annual Student Services Retreat, topics related to individual differences are regularly included. In 2009 the focus was veteran students. The agenda included a social worker from Camp Pendleton, who spoke about post-traumatic stress and how to recognize and respond to the symptoms. Possible interventions were explained and resources were identified. Staff also watched a film, which highlighted the challenges these returning veterans face.

Planning Agenda

None.

Standard II.B.3.e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Students apply to Irvine Valley College through *California Community College Apply* and in person. The process is free of biases. The admissions process is shared with Saddleback College. The college to which the student applies determines that student's college of record. The Admissions and Records Directors and College Registrars review the admissions and registration processes every semester to ensure equity and effectiveness. Moreover, through the District's Student Information System Committee and the Learning Services Coordinating Council, admissions and placement practices are regularly reviewed. Finally, through the District's Board Policy and Administrative Regulation Advisory Council, policies and regulations related to admissions and placement are reviewed and approved.

Irvine Valley College is dedicated to maintaining a diverse student population, and as such has a robust International Student program. The International Student Center is staffed with two full-time classified staff (a specialist and a technician) and supported by one part-time counselor. Currently, the program has approximately 400 international students. The admissions processes are reviewed annually. Historically, all students who were qualified and submitted appropriate application materials by the deadlines were admitted. However, with the limited staffing the

program has reached its maximum capacity of 400 students. While the same admissions process will be followed, when the maximum number of students is admitted for that admissions cycle, future admissions will be deferred until the next admissions cycle.

In terms of placement instruments, 2009 brought the *Validation Renewal* of the *English as a Second Language Writing Sample*.[IIB-108] Through the combined efforts of English as a Second Language faculty and college research staff the resulting *Validation Renewal* received full approval from the state and is now valid until 2015. Of particular note is the growth in Middle Eastern students, who often arrive with minimal formal English skills. This population has typically acquired good verbal skills, but because of having had no formal training in English, they have acquired only beginning or intermediate level reading and writing skills.
In 2009, the math assessment process transitioned from the Irvine Valley College's faculty-developed paper-and-pencil math assessment to a computer-based math assessment. The computer-based math assessment was thoroughly studied for comparability.[IIB-109]

The year 2006 brought the transition for English assessment from the *Descriptive Tests of Language Skills* to the *College Tests for English Placement* paper and pencil assessments and from the *College Tests for English Placement* paper and pencil assessment to the computer-based assessment. Outlined below are the steps taken which culminated in the validation and implementation of the *College Tests for English Placement* as the English assessment instrument for placement at Irvine Valley College:

- In November/December 2006 the English department decided to use the *College Tests for English Placement* as the assessment instrument for placement into the writing sequence at Irvine Valley College.
- During January 2007, the second week of classes, the *College Tests for English Placement* pilot was administered in 18 Writing sections representing a range of courses in the Writing curriculum: WR 2, WR 1, WR 201, and WR 301.

The process for meeting state required validation studies begins when instructors complete the item analysis for content validity as students complete the *College Tests for English Placement*.

- In February 2007 the *Consequential Validity Study of College Tests for English Placement* was launched. Faculty collected students' perceived placement appropriateness and skill levels, and compared the results against faculty perceived placement appropriateness and student skill levels.
- During the spring 2007, faculty conducted bias studies and the College Research and Planning Analyst created a method for determining disproportionate impact once the *College Tests for English Placement* was in place.
- On May 4, 2007 at a meeting of the Department of English, members of the English faculty, the Research Analyst, and the Irvine Valley College writing representative to the Matriculation Committee discussed data from the *Consequential Validity Study* and how to use that data to derive cut scores. The department asked the Research Analyst and the Writing representative to the Matriculation Committee to complete the process of establishing cut scores.

- During the week of May 14, 2007 the Research Analyst and the Writing representative to the Matriculation Committee completed the data analysis and submitted the cut score data to the English Department for review. The Research Analyst and the Writing representative to the Matriculation Committee drafted cut score formulas for District Information Technology. [IIB-110] These formulas included state-required multiple measures factors of self-reported reading for WR 1, WR 201, and WR 301 and self-reported reading and language used "most of the time" for WR 301.
- In January 2008 the English department administered its first *Departmental Diagnostic*. Results from this diagnostic essay administered on the first day of each writing class confirmed impressions that the *Descriptive Tests of Language Skills* was inappropriately placing students into courses in the writing sequence, particularly into WR 301 and WR 201. (40 percent of students were advised by English as a Second Language Reader to drop their current writing class and take the English as a Second Language Assessment; two percent of students were advised to remain in their current class and add an English as a Second Language class. Thirteen percent of students were advised by *English as a Second Language Reader* to drop their current writing class and take the English as a Second Language Assessment; one percent of students were advised to remain in their current class and add an English as a Second Language class.)
- In March 2008 the Assessment Center began administering the paper-and-pencil *College Tests for English Placement*.

The Office of Research, Planning and Accreditation compiled the data from the *Consequential Validity Survey* in March 2009.[IIB-111]

Self Evaluation

The District is in year four of a planned four-year student information system conversion. Rather than purchasing an off-the-shelf product, the District elected to build a custom system. District Information Technology contracted with a third-party company to complete the design analysis from the existing legacy database and code the new product. Unfortunately, the design analysis did not include discussing business processes and functionality with the users/data owners. Additionally, another significant challenge has been thoroughly testing the system given the extreme staffing shortages experienced in Student Services and the testing timelines. Often testing timelines established by the third-party company conflicted with peak service times further impeding adequate testing.

Adding additional challenges, the prolonged conversion timeline required data to be pumped between the legacy system and the new student system. While the process was to be seamless to the student, it often was not. Pumping student data from one system to another has adversely impacted many students from registering in a timely manner. The Admissions and Records staff was extraordinarily responsive and often worked with other Student Service offices, the Bursar's Office, faculty, and the offices of Instruction and Information Technology on the students' behalf to minimize if not totally eliminate any adverse affects to students.

After every registration cycle, the Office of Admissions and Records reviews its processes and any significant issues. Forms and processes are continually reviewed for improvement. Prior to each registration cycle, the lead staff and management conduct a training session with front-counter and telephone staff to review processes.[IIB-112]

Irvine Valley College provides assessments in English, English as a Second Language, and Math. Each area assessed is held to a high and exacting standard overseen by subject-area faculty, related schools, college research staff, and the Student Success/Access and Matriculation Committee. Each of the three areas of assessment have highly committed faculty determined to assist in the proper placement of students in their respective subjects. To achieve this goal, placement instruments are evaluated by the following means:

- *Content Validity Study*: The *Content Validity Study* requires that discipline faculty determine the extent to which individual questions on a test instrument match requisite and pre-requisite skills for a course.
- *Consequential Validity Study*: The *Consequential Validity Study* requires that students and faculty indicate perceived course placement appropriateness. The minimum acceptable level is 70 percent.
- *Reliability Data*: This evaluation standard requires that the test publisher or the individual college demonstrate that repeated test admissions produce comparable test results.
- *Bias Study*: This evaluation standard requires that the publisher or the College demonstrate that the test does not exhibit bias with regard to age, gender, or racial/ethnic bias. In the case of *College Tests for English Placement* bias studies were conducted by both the College and the publisher.
- *Cut Scores Data*: Although empirical studies are not required for state validation, Irvine Valley College's English Department uses empirical studies to determine cut scores. Cut scores are based on the results of the *Consequential Validity* study of perceived student and faculty placement appropriateness. The term "cut score" refers to the cutoff score assigned to each course level in the writing sequence.
- *Disproportionate Impact Study*: The College monitors and addresses the ways a test may disproportionately impact groups of students (gender, race/ethnicity, etc.). *Disproportionate Impact Studies* require that colleges divide the minority percent placement rate by the majority percent placement rate. If this ratio is less than 80%, then there is evidence of disproportionate impact. First-time validations require only a plan for assessing disproportionate Americans with Disabilities Act accommodations.
- *Descriptive Information*: This evaluation standard requires that the College describe accommodations available to special needs students. Historically, Disabled Students Programs and Services faculty have completed this description.

In addition to all the above areas addressed in assuring appropriate recommended placement of students, English and English as a Second Language faculty have implemented the *Departmental Diagnostic,* an advisory first-day essay administered in all writing classes. This diagnostic provides valuable on-going feedback from both students and faculty regarding appropriateness of

placement. Math faculty have spent tremendous energy developing Irvine Valley College's in-house *Math Assessment Instrument* and overseeing its transition from paper-and-pencil format to the computer-based format now in use. Reassigned time is provided to an English professor and a Math professor to allow for focused attention on these efforts.

The results of Irvine Valley College's commitment to meeting the state-mandated assessment evaluation coupled with the faculty's high regard for appropriate placement to enable student success, has resulted in highly successful placements as evidenced by the *Consequential Validity Study: College Tests for English Placement Writing Placements* of fall 2008.

Planning Agenda

None.

Standard II.B.3.f.

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

Descriptive Summary

South Orange County Community College District Board Policy 3008 (Records Retention and Destruction)[IIB-113] directs that the Chancellor establish administrative procedures to assure the retention and destruction of records that include but are not limited to student records, employment records and financial records. The Vice Chancellor of Human Resources was tasked in September 2009 to update the administrative regulation pertaining to retention and destruction of records. He established a district wide task force to review all document retention practices as a prelude to establishing a district regulation. This project was completed in December 2009.

Within Student Services, records are kept securely and confidentially per Title 5 and federal regulations.

The Office of Admissions and Records is responsible for admissions, enrollment, and transcript data in two systems, the *District Student Information System Database* and *WebExtender*, the onsite imaging system. The primary location for student records for Irvine Valley College and Saddleback College is the *District Student Information System Database*. District Information Technology backs this system up nightly. They also perform a separate backup each Sunday and this backup is electronically and securely transferred to a storage facility on the East Coast. These backups are retained for two months. For the most part, access to the system is based on an employee's job description, which is designated based on the responsibilities of that position. Occasionally, if additional access is necessary, additional access may be granted with the approval of the appropriate manager. However, throughout the course of the student system conversion, it has been discovered by the Office of Admissions and Records that some staff may

have access to information that may not be appropriate for their assigned responsibility. The Colleges' Admissions and Records offices have requested from District Information Technology a comprehensive review of the security structure.

Physical documents accepted by the Office of Admissions and Records are imaged on site. Employees are granted access through the assignment of a user name and password by the Office of Admissions and Records. The various documents imaged are assigned a document type. The level of access (which document types) has been predetermined based upon the employee's job description, for which there would be a legitimate educational interest expected for a person with specific responsibilities. This system is completely backed up monthly by Campus Information Technology. Differential backups occur nightly. The backups are stored in another building on campus. While offsite storage has been discussed, this data is not currently backed up offsite. Campus Information Technology plans to purchase a fireproof safe in the future to store critical backups.

The Financial Aid Office must keep records that substantiate the eligibility of its students for state financial aid funds. The General Education Provisions Act requires Irvine Valley College to keep student records for three years. For each student who receives state financial aid funds, Irvine Valley College Financial Aid must keep records of:

- The student's admission to and enrollment status at the school
- The student's program of study and the courses in which he or she is enrolled
- The student's academic progress
- All financial aid the student receives (and a financial aid transcript for a transfer student)
- Refunds due or paid and the source to which they are paid (to the student, the state financial aid programs, or the Federal Family Education Loan lenders)
- Required certifications signed by the student, and any documents used to document the student's eligibility status

The Student Health and Wellness Center maintains records in accordance with standard medical practice. These records include medical charts, psychological charts, immunization records, and tuberculosis test records. All these records are currently in paper form.

The medical charts are kept in alphabetical order in a locked cabinet inside the locked Health Center Office. Psychological charts are kept in a locked cabinet in the locked psychologist's office, and are not kept with medical records. Immunization records are kept in a file box inside a locked cabinet, and tuberculosis test records are kept in the locked chart drawer.

It is the policy of the Health and Wellness Center to keep medical and psychological charts for 10 years after the student was last seen in the center. Old charts are kept by the year last seen in boxes in a locked cabinet in the Health Center. Immunization records and tuberculosis test records are kept for 10 years. These are also kept in boxes in a locked cabinet in the Health Center.

Release of medical records to the student or an outside agency requires written permission from the student to release named records to a specific place (e.g., to self, or other health care provider). The center has a form for this purpose, and it must be signed and dated before records can be released. Records can be given in person, mailed or faxed to the entity requested by the student. Records can also be released if a subpoena is received that specifically requests medical records. Similarly, psychological records can be released if a subpoena is received. The request must be requested separately from medical records.

Release of psychological records also requires a signed release by the student, but a case summary, not the full record, is what is released to the student. Records can only be released to an outside entity without student permission by a court order, and then only a case summary is sent unless the full record is needed for specific and specified legal reasons.

The Supportive Services Programs are responsible for maintaining confidential documentation required for determining eligibility for the Disabled Students Programs and Services, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education, California Work Opportunities and Responsibility to Kids, Temporary Assistance for Needy Families and Foster Youth Programs. These confidential documents and student records are maintained in a secure environment per South Orange County Community College District Board Policy 3008 (Records Retention and Destruction), Title 5 and federal regulations regarding student records. Discussions are underway to digitize these student documents with restricted access. Currently, all documents are kept in locked file cabinets with strict protocol on access and dissemination of information on an "as needed" basis.

All student records are maintained for a three-year period in accordance with the California Community College Chancellor's Office guidelines and are subject to audit review during this period. The appropriate protocol procedure for purging outdated files requires that all documents be destroyed using a shredder prior to disposal.

In terms of student discipline, all reported violations of the *Student Code of Conduct* as well as the *Student Enrollment Contracts* are maintained in a locked file cabinet in a secure location in the Office of the Dean of Counseling Services. In accordance with federal law (Family Educational Rights and Privacy Act), the information contained in the discipline files cannot be released to specific groups or individuals without the student's written consent. The *Student Discipline Records* are kept separate from and are not included with the student's academic records.

Self Evaluation

The College maintains its student records securely and confidentially. With respect to release of medical or psychological files, a subpoena is required. The district has an administrative regulation dealing specifically with the maintenance and release of student records.[IIB-114]

The American Association of Collegiate Registrars, the national professional organization for registrars and admissions officers, recommends procedures for maintaining machine-readable

records. The American Association of Collegiate Registrars recommends that records offices "keep track of all access to the system and all changes made to records in the system (audit tails). Each system should be monitored regularly for unauthorized access or alteration of records."[IIB-115] In the *Student Informational System Database* an audit trail was developed. An enhancement request has been submitted to District Information Technology in order to generate a report of all changes, authors, and supporting backup.

Admissions and Records staff continue to work with District Information Technology to ensure the security, privacy and integrity of the records by continuing to limit access to only those who have a legitimate educational interest in accessing information and updating information in alignment with their professional responsibilities.

The Admissions and Records office continues to pursue appropriate auditing methods to maintain the integrity of all student records.

Planning Agenda

None.

Standard II.B.4

The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student Support Services are regularly evaluated through a multitude of methods. As previously documented in Standard II.B.4., all programs participate in the *Program Review* process, including the Office of the Vice President of Student Services. The *Program Reviews* are incorporated into the *Strategic Planning and Budget Development Process* for campus-wide and budgetary consideration and prioritization.[IIA-8]

Additionally, Student Support Services are evaluated through the annual *Student Satisfaction Survey*, and the departmental student learning outcomes or student services outcomes. Categorical programs undergo external and internal evaluations. The external evaluations include the California Community College Chancellor's Office Annual Plans/Reports for Disabled Students Programs and Services, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, California Work Opportunities and Responsibility to Kids, Temporary Assistance for Needy Families, local advisory committee meetings comprised of county-wide representation of appropriate agencies and stakeholders, and the Student Services Program Review and Technical Assistance Site Visit.

The current student learning outcomes and student services outcomes for the Division of Student Services are located on the college website.[IIB-9] The learning outcomes are reviewed regularly

by the student services management team and updated as progress is made in measuring the outcomes. With each new endeavor, student learning outcomes and student services outcomes are incorporated. One such example is the newly released *Online Orientation* student learning outcomes component, Knowledge Gap. A snapshot of this new component is available on the web page mentioned above.

When the *Online Orientation* was launched in 2009, students no longer needed to come to campus to attend orientation. Instead, they could attend orientation at any time as long as they had access to a computer. To capture the effectiveness of student learning, appropriate outcomes were identified and entitled *Knowledge Gap Assessment*.[IIB-36, IIB-37] This built-in student learning outcomes measurement requires students to respond to 32 student service area questions regarding their pre-orientation awareness of services areas and then, at the end of the orientation, requires they again respond to the same questions. Using this tool, the increase in student awareness of resources, regulations, campus opportunities, policies, procedures, and student rights is measured.

As an example of how the institution uses the results of the evaluation processes, Admissions and Records reviewed their student learning outcomes during the last *Program Review* cycle. After reviewing feedback from students and after considering the general objectives of the office, the student learning outcomes were changed to student services outcomes. Admissions and Records has requested assistance from the Office of Research, Planning and Accreditation to re-survey students during spring 2010 registration to determine if steps taken during the 2008-2009 year were effective toward meeting the student services outcomes.[IIB-9]

Self Evaluation

Student Services has always been data-driven, because key processes require such review (i.e., Admissions and Records, Assessment, Disabled Students Programs and Services, Extended Opportunity Programs and Services, Financial Aid and Transfer). Most of the departments are mandated to submit detailed reports to the state and or the federal government. Incorporating this information into the *Program Review* process has added validation to the long standing process, and merged student learning with student data.

California's *Management Information System Reporting* is a significant data reporting requirement. This is the data by which the *Accountability Reporting for Community College* reporting is completed. Historically, the data has been reported by Information Technology with little feedback from the campus. Recognizing the significance of this data and its impact on statewide decision making, Information Technology has been working with the campus to establish "Data Owners" who are responsible for the accuracy of the data.

The goals for the Student Services departments underscore the determination to provide continually better and more efficient services to the student body and the College as a whole. The 2009 *Student Services Efficiency Study*[IIB-17] identified a number of improvements that would assist students. For instance, Admissions and Records would like to purchase *E-Tran* to electronically submit academic transcripts; several offices would like scanners to evolve into

paperless offices; the Financial Aid Office and the Supportive Services Offices expressed the need to hire staff to serve the growing Advanced Technology and Education Park population; the Assessment Office suggested providing extended testing hours through the adoption of portable testing software. All of the recommendations support continuous improvement in the services provided.

Planning Agenda

None.

Evidence: Standard II. B

IIB-1 Irvine Valley College Vision, Mission, and Goals
IIB-2 Disabled Students Programs Student Architectural Barrier Removal Committee Report
IIB-3 Disabled Students Programs and Services Spreadsheet On Barriers/Obstacles
IIB-4 Multilingual Directory
IIB-5 Studentized Applicant Characteristics Report
IIB-6 Student Services Council Meeting Agenda and Minutes (2-23-10)
Student Services Council Meetings Agenda and Minutes:
http://intranet.ivc.edu/sscouncil/Shared%20Documents/Forms/AllItems.aspx
IIB-7 Student Success/Access and Matriculation Committee Meeting Agenda and Minutes (9-15-09)
Student Success/Access and Matriculation Committee Meeting Agenda and Minutes:
http://www.ivc.edu/CollegePlanning/ssamc/pages/default.aspx
IIB-8 Student Services Program Review Template (Adopted 8-7-07 updated 10-20-08)
IIB-9 Student Services Student Learning Outcomes
IIB-10 Student Services Program Review and Technical Assistance Report, p. 3.
IIB-11 Student Services Suggestion Box Submissions (9-11-08)
Student Services Suggestion Box Submissions (3-30-09)
Student Services Suggestion Box Submissions (7-27-09)
IIB-12 SOCCCD inFORM Data Warehouse Overview March 2010
IIB-13 Student Services Classified Staff Survey and Interventions
IIB-14 Student Services Newsletter, April 2010
Student Services Newsletter Website:
http://www.ivc.edu/offices/pages/StudentServicesNewsletters.aspx
IIB-15 Student Services Divisional Meeting
IIB-16 The Hub: Student Services at Irvine Valley College
IIB-17 2009 Draft Efficiency Report (11-24-09)
IIB-18 Strategic Planning Committee Charts-Membership, Reporting Responsibilities (March 2010)
IIB-19 College Administrative Unit Program Review for the Office of the Vice President of Student Services (11-9-09)
IIB-20 Institutional Effectiveness Committee Meeting Minutes (1-25-10)
Academic Senate Meeting Minutes (4-1-10)
Instructional Council Meeting Agenda (4-23-10)
IIB-21 Draft Annual Program Review Template (5-7-10)
Draft Annual Program Review Process (5-7-10)
Sample: InFORM Data Warehouse Program Review Data (7-15-10)
IIB-22 Program Review: Admissions and Records, December 2008
IIB-23 Student Learning Outcomes: Career/Transfer Center

IIB-24 Career Center Services and Workshops
IIB-25 Brief Update on Transfer Rates
IIB-26 Strategic Planning Strategy Regarding Group Counseling
IIB-27 Irvine Valley College Facebook Page Screen Shot
Irvine Valley College Facebook Page: *www.facebook.com/home.php?#/group.php?gid=2513716160andref=ts*
IIB-28 Financial Aid Website: *http://irvinevalley.financialaidtv.com/*
IIB-29 Higher One Card Website: *http://www.learnaboutone.com/index.php?id=150*
IIB-30 Scholarship Tracking and Review System
IIB-31 The Western Association of Veteran Education Specialists Program: *http://www.uswaves.org/*
IIB-32 Program Review: Financial Aid
IIB-33 Irvine Valley College Online Orientation Website: *http://www.ivc.edu/orientation/guest.html*
Online Orientation Website Development Document
IIB-34 Irvine Valley College 2009/2010 Catalog, p. 23
Irvine Valley College 2009/2010 Catalog, p. 66
IIB-35 Check on Question Analysis
IIB-36 Knowledge Gap Assessment Pre- and Post-Quiz
IIB-37 Knowledge Gap Response Analysis
IIB-38 Student Services Outcome - Assessment
IIB-39 Assessment Center: Condensed Item Analysis Report
IIB-40 Online Advisement Document
IIB-41 Counseling and Matriculation ALPHA to Student Information System Documentation
MySite Student Page Showing Online Advisement and Online Orientation Options
IIB-42 Scheduling And Reporting System-Grid Documentation
IIB-43 Scheduling And Reporting System -CALL Documentation
IIB-44 Scheduling And Reporting System -TRAK Documentation
IIB-45 E- Scheduling And Reporting System Documentation
IIB-46 Scheduling And Reporting System -ALRT Documentation
IIB-47 Scheduling And Reporting System -ALRT Descriptive Documentation
IIB-48 Scheduling And Reporting System-ALRT Basic Skills as a Foundation for Student Success / Effective Practice D.9 Documentation
IIB-49 Program Review: International Student Center, December 2008
IIB-50 Associated Students of Irvine Valley College Website Screen Shot
IIB-51 Associated Students of Irvine Valley College Inter-Club Council Website Screen Shot
IIB-52 Program Review: Student Health and Wellness Center
IIB-53 Fall 2009 Faculty Professional Development Week Presentation

IIB-54 Student Services Program Review and Technical Assistance Report, p. 13.
IIB-55 Student Services Meeting Presentation: Irvine Valley College's Student Growth (10-30-09)
IIB-56 School of Guidance and Counseling Program Review 2006-2007
IIB-57 Statewide Academic Senate Position Paper on Standards of Practice for California Community College Counseling Faculty and Programs (Fall 2008)
Consultation Council Task Force on Counseling – The Academic Senate for California Community Colleges (Spring 2003)
IIB-58 School of Guidance and Counseling Productivity Rate
IIB-59 School of Guidance and Counseling Longitudinal Data
IIB-60 2007 Career Center Focus Group Results
IIB-61 Blank Student Comment Card
IIB-62 College Studies Courses Post Survey
IIB-63 Assessment Center Program Review 2008-2009
IIB-64 2008 Student Services Program Review and Technical Assistance Site Visit Self-Evaluation Report: *http://www.ivc.edu/pages/facultystaff.aspx*
IIB-65 Student Services Program Review and Technical Assistance Site Visit Summary Report, April 2009
2009 Technical Site Visit Self-Evaluation Exit Interview Congratulatory Email from Dr. Roquemore, President of Irvine Valley College
IIB-66 College Tests for English Placement Validation
IIB-67 Management Information System Matriculation Data Element Reporting Committee Worksheet
IIB-68 Student Services Program Review and Technical Assistance Report, p. 15.
IIB-69 Student Development Program Review 2004-2005
IIB-70 Supportive Services Evaluation Data
IIB-71 Village of Hope – Advanced Technology and Education Park Report
IIB-72 Irvine Valley College Online Catalog: *http://www.ivc.edu/schedule/pages/default.aspx*
IIB-73 Online Counseling Services Webpage: *www.ivc.edu/counseling*
IIB-74 Orange County One Stop Scheduling And Reporting System Report
IIB-75 Memorandum of Understanding Between Tustin Unified School District and Irvine Valley College
IIB-76 Memorandum of Understanding Between Saddleback Valley Unified School District and Irvine Valley College El Toro Early College Program
IIB-77 Free Application for Federal Student Aid
IIB-78 Financial Aid Programs Website
IIB-79 Disabled Students Programs and Services Website: *http://www.ivc.edu/DSPandS/pages/default.aspx*

IIB-80 Irvine Valley College Catalog 2009/2010, p. 7
IIB-81 Irvine Valley College Business Leaders Society Website: *http://www.ivc.edu/bls/pages/default.aspx*
IIB-82 Irvine Valley College Chi Tau Epsilon Website: *http://www.ivc.edu/xte/pages/default.aspx*
IIB-83 Irvine Valley College Athletics Website: *www.ivc.edu/athletics/pages/default.aspx*
California Community College Athletic Association: *http://www.coasports.org/coa_board.asp*
Orange Empire Conference Website: *http://www.oecsports.com/*
South Orange County Community College District Athletic Code of Conduct
IIB-84 Athletics and College Recruiting: What Players and Parents Need to Know: *http://www.ivc.edu/athletics/Documents/IVCSeminarmaterials.pdf*
IIB-85 Irvine Valley College Athletic Orientation Slides
IIB-86 Irvine Valley College Student-Athlete Handbook: *http://www.ivc.edu/athletics/Documents/2009_2010_Student_Athlete_Handbook.pdf*
IIB-87 Student Athletes as a Learning Community – 2008 Irvine Valley College Program Review
IIB-88 College Studies 10 Syllabus
IIB-89 Irvine Valley College Catalog 2009/2010, pp. 87-89
Student Rights and Responsibilities Website: *http://www.ivc.edu/policies/pages/rights.aspx*
IIB-90 Irvine Valley College Catalog 2009/2010, pp. 90-92
Code of Conduct Website: *http://www.ivc.edu/POLICIES/pages/conduct.aspx*
IIB-91 Board Policy 5401 Student Conduct (4-26-99)
IIB-92 Administrative Regulation 5401 Student Conduct (7-9-09)
IIB-93 Strategic Planning Oversight and Budget Development Committee Meeting Minutes (6-20-08)
IIB-94 Committee Assignments for Counselors
IIB-95 Faculty Performance Evaluation
IIB-96 College Success Basic Skills Grant Proposal
IIB-97 Counseling Courses Website: *www.ivc.edu/counseling/pages/courses.aspx*
IIB-98 Success Rates of Early College Students
IIB-99 Summer Bridge Program
IIB-100 Success Rates of Students Taking College Studies Courses
IIB-101 International Students Success Rates
IIB-102 College Success Learning Community Preliminary Data
IIB-103 Project Student Transition Advisement Resources and Training Basic Skills Proposal
IIB-104 Irvine Valley College Transfer Rates

IIB-105 Scheduling And Reporting System Report of Counseling Contacts
IIB-106 Disabled Students Programs and Services Galvin Group
IIB-107 Guest Speaker Azim Khamisa: Peace, Forgiveness, and Freedom
IIB-108 English as a Second Language Writing Instrument Renewal Validation Document
English as a Second Language Writing Instrument Renewal Validation State Approval Document
IIB-109 Computer Based Math Assessment Validation Study
IIB-110 College Tests for English Placement Cut Scores
IIB-111 College Tests for English Placement Consequential Validity Study, 2008 - 2009
IIB-112 Admissions and Records Staff Training Schedule and Agenda
IIB-113 Board Policy 3008 Records Retention and Destruction (7-28-08)
IIB-114 Administrative Regulation 3008 Record Retention and Destruction (2-22-10)
IIB-115 American Association of Collegiate Registrars and Admissions Officers' Retention of Records, p. 27

Standard II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning Centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Library

The Irvine Valley College Library is strategically situated to provide all students, faculty, staff, administrators, and visitors with effective and equitable access to a teaching-learning environment that supports a 70,000-volume book collection, 18,000 electronic books, 230 periodical titles, four daily newspapers, and 8 indexes to scholarly journals. Other holdings include 4,300 music CDs, 3,400 videos, 495 DVDs, nine disassembled skeletons and heads, two full-size skeletons, three musculatures, two plastic brains, one plastic heart muscle, one arm muscle set, eight rock kits, one molecular chemistry set, one electronic circuit board, eight calculators, and 25 directional compasses. In addition, the Library houses 100 computers that access 16 online databases (Lexis-Nexis, ProQuest, Facts.com, Gale Literary, etc.), the internet, e-mail, and Blackboard. Duplicating services offer four black and white photocopiers, one color photocopier, two computer printers and one color printer, all intrinsic to the College's teaching and public services mission. Collaborative efforts between reference, bibliographic instruction, circulation, audio-visual, reserves, interlibrary loan, periodicals, and cataloging departments of the Library offer informational collections designed to produce a depth of scholarly research that directly reinforces classroom academic study and educational performance. In order to service the educational needs of its approximately 300 faculty and over 15,000 students, [IIC-1] the Library is partnering with other academic departments through the establishment of the Library Resources and Access Work Group to ensure its library collections reflect a wide array of disciplines as well as support the *Curriculum Process*. Furthermore, the Library chair reviews and signs off on all new or revised course and program development requests to guarantee library resources are available to support curriculum.

Learning Center

The Learning Center, located in Library 100B, offers students a personal approach to academic success through independent study, individualized tutoring, and alternative modes of instruction. This program is designed to assist Irvine Valley College students currently enrolled in Math, English as a Second Language, English (Reading and Writing), Economics, Biology, Chemistry, Physics, History, Political Science, Psychology, Philosophy, Foreign Languages (French, Spanish, Chinese, and Japanese), Computer Science, Accounting, Business, and Music. The Learning Center offers one hour of tutoring per subject per week in these subject areas.

During fall and spring semesters, the Learning Center is open Monday through Friday from 8:00 a.m. to 5:00 p.m. and in the summer, 9:00 a.m. to 5:00 p.m. Monday through Thursday. The Center is closed on Friday and Saturday. The Learning Center assists approximately 400 students and provides an average of 7,500 tutoring hours per semester. The Learning Center utilizes 40 active tutors out of a registered base of 65. The current tutoring program is available at no cost to the students on a non-credit basis, open-entry/open-exit, and offers tutoring through the following models:

- One-on-one tutoring
- Walk-in tutoring (available in English/English as a Second Language, Math, Accounting and Biology for students seeking immediate help)
- Online tutoring (a new Math, English, and English as a Second Language pilot program)
- Japanese supplemental instruction tutoring (a group tutoring program for students enrolled in Japanese courses)

In order to schedule an appointment, a student must:

- Enroll in Supervised Tutoring, TU 301
- Submit a referral form (available online) signed by an instructor or counselor
- Complete a tutor request form (available online)

To be certified as a peer tutor, students must be advanced in the subject areas being taught, recommended by the discipline faculty, and trained in tutoring techniques. Training includes taking and passing Tutoring 100, the Fundamentals of Peer Tutoring, a two-unit class which includes 32 hours of required volunteer, supervised tutoring during the semester. The course provides practical skills for tutoring, including the study of learning anxieties and study habits and techniques for improving students' success. Upon completion of the class, students are eligible to be hired as peer tutors in the Learning Center.

The tutoring program plays a crucial role in student success and degree completion. The program assists students in achieving academic success, retains students who would otherwise drop a class, and promotes self-confidence and independent active learning. The Learning Center recognizes students as unique learners who have the potential for continued educational growth. Students are encouraged to become self-directed and independent as they pursue their educational endeavors.

Math Success Center

The Math Success Center provides no cost, drop-in tutoring to students enrolled in any Mathematics course at the college. To accomplish its goal to provide quality tutoring to the greatest number of students, the Math Success Center offers drop-in tutoring fall and spring semesters, Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday and Saturday from 8:00 a.m. to 2:00 p.m. During the summer sessions, the Math Success Center is open Monday through Thursday from 8:00 a.m. to 6:00 p.m.

In summer 2008, the Mathematics department assumed the management of the Math Success Center. Since then, the demand for drop-in tutoring has increased. During the 2008-2009 academic year, 1,477 students signed for tutoring. [IIC-2] In order to meet the increasing demand for Mathematics tutoring, the Math Success Center moved to B363during summer 2009 giving students access to computers for online, mediated and traditional Mathematics courses, and to access Maple, the computer algebra system supported by the College.

A full-time Mathematics instructor directs the day-to-day activities of the Math Success Center. Drop-in tutoring is provided mostly by trained tutors who have been recommended by faculty in the department and have either taken Tutoring 100 or have gone through the adopted training and evaluation process. Since fall 2009, instructors are assigned to staff the Math Success Center throughout the week.

Writing Center

The Writing Center (named the Humanities Center until 2008) is an instructional unit of the School of Humanities and Languages, managed by the English department, located in B353 and staffed by full and adjunct instructors of English. The Writing Center is dedicated to the values common to humanistic fields and methods, in particular to the mastery of reading and writing as fundamental means of inquiry. These skills serve members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and/or pursue lifelong learning.

The Writing Center provides two Writing Center courses: Writing 180 and Writing 280, both titled Writing Conference, a 0.5-unit course that allows students to meet in conference with English writing instructors. Writing 280 is the co-requisite course for the basic skills writing course, Writing 301, and for the pre-college writing course, Writing 201. In accordance with California Education Code guidelines, credit in Writing 280 requires that students spend twenty-four hours per academic term in the Writing Center, as well as fulfill a departmental and curricular requirement to participate in designated conferences with Writing 280 instructors. Writing 180 is an open-entry version of the writing conference that allows students enrolled in one or more of twenty-four designated courses to enroll in Writing 180 in order to receive assistance from English instructors with their writing assignments. These students must fulfill twenty-four hours in the Writing Center in order to receive credit.

At the beginning of the fall and spring semesters, approximately 1,000 students enroll in the Writing Conference. As the semester progresses, there is attrition in the co-requisite Writing 280 sections as students drop out of their writing courses. Enrollment in Writing 180, however, increases as the semester progresses and students seek assistance with their assignments. By the end of a semester, approximately 800 students are enrolled in WR 180 and WR 280.

The Writing Center is supervised by a member of the English faculty who is compensated by a stipend. The Writing Center Director coordinates the services, procedures, schedules, and resources of the Writing Center with the needs of the writing program; responds to student needs for coordinated instruction based on curricular guidelines that link the lecture courses with the conference courses; promotes Writing Center services through *Class Schedule* advertisements, e-mails, and the distribution of 2,000 fliers per semester; and trains, hires and supervises student aides who staff the Writing Center desk. The Director also provides an annual written assessment of the use and needs of the Writing Center to the dean.

Reading Center

Located in B382, the Reading Center teaches reading techniques and strategies to students enrolled in reading courses, Writing 201 and 301, advanced English as a Second Language courses, English Special Services Reading and Writing courses, Psychology 1, and History 1. Improved reading skills lead to student success and learning in all content areas. Students are provided with activities on an independent, self-paced basis to improve and develop reading competencies such as comprehension strategies, vocabulary development, textbook reading, study skills, and critical reading and thinking skills. Activities are offered in multiple formats such as computer programs, audiotapes, and paper and pencil activities, and reach a diverse population of learners. To be accessible to students with learning and physical disabilities, the Reading Center is equipped with an adjustable table and specialized computer mouse and text book scanning device. Students spend a minimum of twenty-four hours per semester in the Reading Center during open hours working on a prescribed set of activities that cover all areas of reading and earn 0.5 units.

Activity lists match and support students enrolled in Basic Skills Reading, English as a Second Language, and English Special Services courses with distinct sets of activities that support their classroom curricula[IIC-3]. In addition, students receive support in their learning through the collaboration and ongoing *Curriculum Review* between instructors and staff. The Reading Center is open Monday through Thursday from 8:30 a.m. to 7:00 p.m. in the fall and spring semesters. During fall 2009, there were over 200 students enrolled in the Reading Center. Staff includes a part-time instructional assistant, a student aide, and a full-time instructor.

Campus Computer Labs

There are currently 575 computers or more available for student use in various locations throughout the campus. There are twenty computer labs, three of which are open labs and seventeen that are designed to support specific programs. The open labs contain 200 computers. Some of the labs are associated with various programs, including one lab in the Career and

Assessment Center and another lab designated for the Disabled Students Programs and Services. Throughout the College, centrally located computer workstations are available for students to access college services available on the web. All computer labs are equipped with the necessary software and hardware to meet the needs of disabled students. Additionally, Irvine Valley College provides wireless access for students to use personal laptop computers to access online resources.

Self Evaluation

Library

The Library meets this standard. The Irvine Valley College library provides and supports student and faculty access to adequate books, periodicals, media, and other collections consistent with the 2008 library data report published by the National Center for Education Statistics, [IIC-4] the federal agency responsible for collecting and analyzing data related to American education.

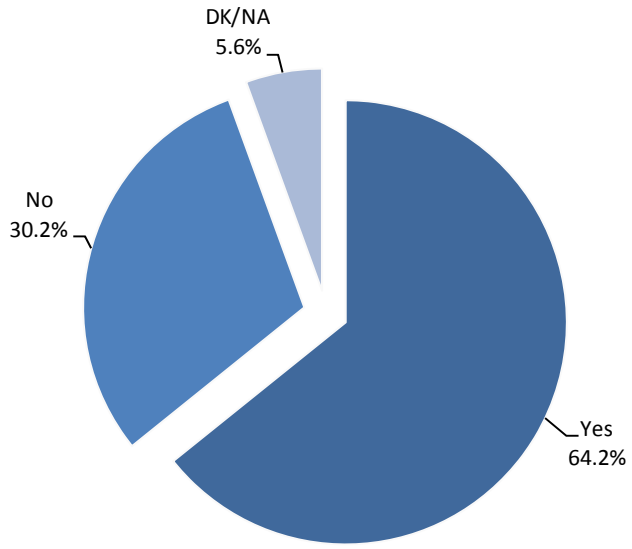
The Irvine Valley College Library is the first campus unit to respond to student inquiries regarding information retrieval and literacy and database research technology. Serving upwards of 15,000 students, the college librarians teach students research strategies and critical thinking skills that lead to independent inquiry. Although the Library's budget has been affected by the California economy, the librarians work diligently to provide quality reference service with the print and non-print resources at hand. According to a study on library information resources entitled *Evaluation Research: An Overview*:

> [Inference] can be made that evaluation has to do with understanding library systems, from library collections, reference transactions, operations, resources, and services. Academics in the field of library and information science have increasingly recognized the significance of assessing library services. Evaluation should contribute to an organization's planning efforts, provide useful, systematically collected data, be ongoing and provide a means of continual monitoring, diagnosis, and change. Such measures focus on library effectiveness. Examples of performance/output measures include use of facilities and equipment, circulation of materials, reference service use, subject search success, and availability of materials. (Powell, 2006; pages 2, 3, & 4)[IIC-5]

Based on this research study and in order to provide students the most current resources appropriate to College-level courses, library collections must be fluid to meet ever-changing academic teaching and course trends. The basis for acquiring current library materials are the reference questions posed by students and faculty as evidenced in the *Reference Desk Statistical Report.* [IIC-6] This interaction between librarian and inquirer, called the reference interview, is a core factor in selecting new titles, and though some collections may be outdated, many are reprinted and considered classics and should not interfere with students' ability to locate needed resources. Every effort should be made to replace out-of-print titles with digital materials where applicable as evidenced by the Library's plan to conduct a major inventory of its holdings. Maintaining current library collections is a form of service that directly impacts classroom instruction as further substantiated by the *2009 Student Satisfaction Survey* in which students

were asked whether or not they used programs and services offered by the Library. As indicated in Figure 25, nearly two-thirds of student respondents reported that they have used a library program or service.

Figure 25: Student Use of Library Services



In assessing the Library's staffing issues, a shortage of professional staff comes at a time when California is financially strapped while student enrollment continues to grow. In the last year, the College addressed the need for additional library staffing by adding four part-time classified staff positions and supported the Library's request for additional part-time faculty.

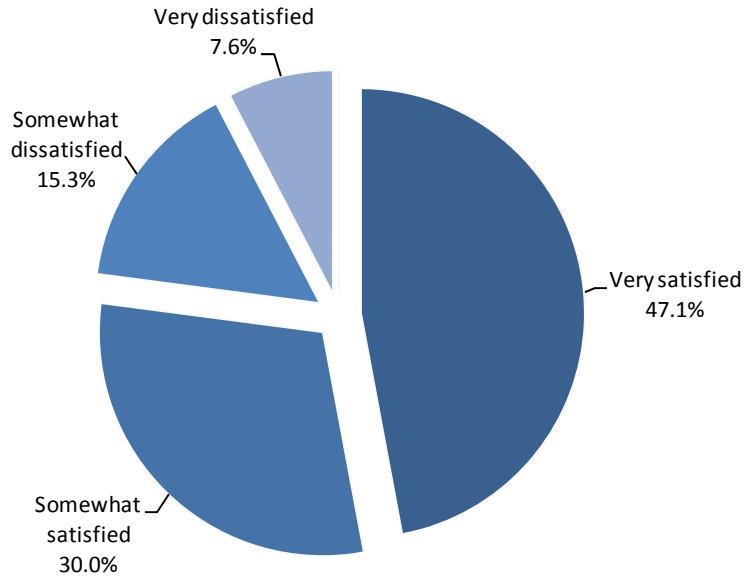
Further evidence of heavy student library usage is demonstrated by the Library's spring *2010 Circulation Statistical Report*, a compilation of user numbers covering the circulation, periodicals, reserves, and interlibrary loan service areas. [IIC-7] In addition, a review of online database usage indicates a greater number of searches come from students enrolled in Humanities, Social and Behavioral Sciences, and Fine Arts courses. Usage data is collected each time students log on and search a database. Summary statistics for the 2008-2009 academic year reveal Irvine Valley College students searched Lexis-Nexis 119,126 times, ProQuest 114,000 times, and the Encyclopedia Britannica 6,374 times.[IIC-8] Clearly, these high usage figures attest that the Library's online databases are more than sufficient to meet student research needs. Another example that the Library provides sufficient resources is to examine the amount of funding other community colleges spend on library collections. In a telephone survey of Region 8 libraries entitled *College Library Budgets by Categories* [IIC-9] conducted by the Irvine Valley College library academic chair in 2006, Deans or Directors spoke candidly about their library budgets and expenditures. Information collected from this telephone survey showed Irvine Valley College Library's book budget was far less than most of the colleges surveyed, but significantly higher for periodical subscription costs.

Learning Center

The Learning Center meets this standard. In spring 2009, the Learning Center moved from open, shared space with the Library into a renovated enclosed space to meet the increased demand for tutoring services and to enhance the quality of the tutoring environment. The enclosed space contains cubicles and study rooms for peer tutoring sessions and allows the staff to coordinate tutoring appointments, maintain procedures, and offer an environment more conducive to student and tutor interaction.

According to the *2009 Student Satisfaction Survey*, nearly one in five of student respondents (19.3%) reported taking advantage of the tutoring services at Irvine Valley College. Three-fourths of respondents (77.1%) who have used the Learning Center indicated that they were satisfied with the overall performance of the Learning Center in providing services ("Very satisfied": 47.1%; "Somewhat satisfied": 30%). About 23 percent of survey respondents reported that they were either "Somewhat dissatisfied" (15.3%) or "Very dissatisfied" (7.6%) with the job the Learning Center was doing to provide services.

Figure 26: Student Satisfaction with the Learning Center



Math Success Center

The Math Success Center meets this standard. With the decision to return management of the Math Success Center to the Mathematics department in spring 2008, the College provided the necessary support to the Math Success Center Coordinator to train and hire tutors, to expand hours of operation, and to move to a larger facility in building B300. An impressive 93 percent of students that completed the Math Success Center survey [IIC-10] in spring 2009 were satisfied with the tutoring received at the Center, with 66 percent being very satisfied. No student reported dissatisfaction with the tutoring received.

In its new location, the Center has room to grow and will be able to accommodate an increased number of students. With the addition of ten more computers, the Math Success Center doubled the number of stations available for students' use and the Math Success Center Coordinator plans to utilize the campus *Strategic Planning and Budget Development Process* to request additional furniture and technology equipment.

Writing Center

The College meets this standard. In 2008, the Writing Center was moved to its present location in B353 during a renovation of building A300. In the new location, the Writing Center has room for approximately sixty students, is furnished with conference tables and chairs, computers, a vendor-operated printer, the office of the Writing Center Director, and a central desk, staffed by student aides, where students check in. In addition to computers that are equipped with wireless internet access and a word processing program, there are also texts related to the aspects of writing taught in the Writing Program, an Oxford English Dictionary, atlas, and other reference texts available to students.

In order to meet the increasing demand for one-on-one conferencing, the Writing Center hours were extended to include Friday mornings, Monday and Thursday evening extended hours, as well as doubling the number of instructors during peak hours, Monday through Thursday from 11:30 a.m. until 2:30 p.m.

The Writing Center can accommodate up to 60 students. Monitoring students as they check in to use the equipment and services, recording hours and conferences, facilitating the wait list at the desk so that instructor conferences move along smoothly and efficiently, implementing Writing Center policies for usage and behavior, and assisting students who need help with printing and computing are responsibilities that have become too extensive for part-time student aides. The Writing Center will continue to evaluate the needs of students it serves and work with the Dean of Humanities and Languages and the Office of Instruction to participate in the *Strategic Planning and Budget Development Process* to address the ongoing needs for staff and space.

Reading Center

The Reading Center meets this standard. Enrollment in the center has increased over the last several years as students are encouraged by reading staff and faculty to enroll in the Reading Center. In 2008, the Reading Center moved to a new, larger location in order to accommodate the growing student demand. Staff offers group orientations that help students understand the Reading Center's procedures and train them on the use of materials such as reading software. The Reading Center continues to evaluate and order new materials that help students improve their reading skills.

In spring 2009, the Reading Center added two student aides for a total of seventeen hours a week to help meet student needs. More hours are being added in spring 2010.

Campus Computer Labs

The Campus Computer Labs meet this standard. The College has seventeen computer labs targeted to support specific programs. The *2009 Student Satisfaction Survey* showed that 67 percent of the respondents were "Very satisfied" and 27 percent were "Somewhat satisfied with the "wireless network access," whereas 49 percent were "Very satisfied" and 33 percent were "Somewhat satisfied" with the "availability of computers when you need them."

Overall, respondents who indicated that they have used the computer labs reported a high level of satisfaction. About six out of ten students (61.2%) were "Very satisfied" with the computer labs and another third (33.3%) indicated that they were "Somewhat satisfied." Only five percent of surveyed students who have used the computer labs (5.3%) reported that they were either "Somewhat dissatisfied" (4.3%) or "Very dissatisfied" (1.0%).

Technology Services is responsible for all computer labs, and the technology in the labs is replaced on a regular basis. Each year the oldest machines on campus are identified, and the costs for the replacement equipment are calculated. Working through the Office of Fiscal Services and the District Offices monies are allocated through a Basic Aid grant to fund technology refreshes and upgrades.

Planning Agenda

Library

None.

Learning Center

None.

Math Success Center

None.

Writing Center

None.

Reading Center

None.

Campus Computer Labs

None.

Standard II. C.1.a

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

Descriptive Summary

Library

Built in July 1997, the Irvine Valley College Library's two-story 35,000-square-foot facility is designed to provide informational services to its constituents. Librarians play a fundamental role in teaching and training students to develop the information literacy skills and competencies that help them use resources needed for intellectual and cultural pursuits. Instruction in and an understanding of research methodology teaches students the relationship between topic selection, descriptive inquiry, and scholarly analysis. These skills increase knowledge and unlock student academic potential.

Students needing information for homework, projects, and tests meet with reference librarians on a daily basis. Using a reference interview, librarians interact and question students to determine their specific academic needs. Reference interviews enable librarians to assess course requirements and help point the student towards research strategies that produce resources needed to complete assignments. In addition, frequent requests for the same research are an indicator for the Library to acquire and regularly update those informational materials most requested by students to satisfy such investigations.

To ensure library materials are scholarly and comprehensive, librarians are responsible for the selection, purchase, retention, and weeding of all authoritative material formats (e.g. non-print materials, periodicals, monographs, and databases) needed for college study. The library subscribes to the Association of College and Research Libraries, [IIC-11] which assists in evaluating its research collection.

Also to meet minimum requirements for library operations and to help library administrators make informed decisions, the Irvine Valley College Library created its own *Collection Development Policy* in 2004 [IIC-12] outlining what the Library purchases, catalogs, and maintains. The *Collection Development Policy* also defines the types and levels of resources, and suggests materials that are authoritative in scope, current or retrospective in content, peer reviewed, and examined for accuracy, costs, potential use, ease of use, redundancy, and durability.

Further criteria include the inherent quality and reputation of publishers and the importance of engaging students in meaningful dialogue using resources that project the consciousness of thought scholars bring to their research publications. To ensure library resources maintain current awareness and are relevant to academic programs, the highest priority is given to

university presses, i.e. University of California, University of Kansas, Oxford, University of North Carolina, and other academic institutions that meticulously publish definitive studies that impact curricula. In addition to university presses, other publication tools librarians use in material selection are (1) *Chronicle of Higher Education's Chronicle Review,* which evaluates published undergraduate works, and (2) *Choice: Current Reviews for Academic Libraries,* an essential collection development source that publishes reviews and comments on forthcoming scholarly titles.

Collectively, the Association of College and Research Libraries standards, the Irvine Valley College Library *Collection Development Policy*, university presses, and collection review publications help establish a broad understanding of material selection that is predicated upon relevant academic curricula that significantly contributes to the research canon of a Community College library. Moreover, participation in College committee meetings enables librarians to inform faculty of new programs, resources, and technologies used in libraries. This comprehensive process allows librarians to build collections that are contemporary, relevant, and scholarly. In addition, the establishment of the Library Resources and Access Work Group will provide a forum for instructional faculty/discipline area experts to have greater input into selecting and building library holdings.

The level of support from other departments to the College library has grown. In particular, Irvine Valley College's Associated Students donated 235 course textbooks to the Library Reserve Department, which significantly impacts student learning. Covering several disciplines, the textbook donation helps those students unable to purchase class materials as well as provide others with a copy in the event personal copies are lost. In addition, Disabled Students Programs and Services maintains three Kurzweil 3000 computer workstations with scanners, two closed-circuit televisions for magazine amplification, one portable Zoom-Ex camera, two small electronic portable magnifiers, and JAWS and Zoom-Tex software to support the visually impaired and learning disabled in their coursework. Also, the computer mouse can be switched to "joy-stick" equipment for the physically handicapped when needed.

Learning Center

The Learning Center plans to expand its online tutoring program starting in fall 2010. Additional supportive equipment is being requested through the *Strategic Planning and Budget Development Process*. The following equipment has been requested: tablet PC's, electronic whiteboard, portable electronic whiteboard, video camera/lights, earphone/microphones, large digital clocks, and PC input devices.

Math Success Center

The Math Success Center currently has 20 computers for student use. These computers are maintained by Technology Services. The College pays for the license for Maple, the computer algebra system used by the instructors in the Mathematics department. The vendor is responsible for maintaining the vendor-operated printer.

Writing Center

Approximately 1,500 square feet, the Writing Center contains fourteen conference tables with four chairs each, and 18 computers for student use. These computers are in use for the entire fifty-plus hours that the Writing Center is open each week. Student computers are connected to a printer that is serviced by a vendor.

Reading Center

The Reading Center has seventeen computers with a variety of reading improvement software for student use. Materials include pen and pencil activities and drill books to help students practice and learn not only individual reading skills, but also to read essays and materials by famous writers and historians and sample textbook materials.

Campus Computer Labs

There is one-on-one assistance for students who seek help with hardware and software issues in computer labs. Video tutorials for students and faculty are available online.

Self Evaluation

Library

The Library meets this standard. Using industry benchmarks as standards, the Library conducted its first *Program Review* [IIC-13] and identified Student Learning Outcomes in December 2006 to assess the effectiveness of its library collection. The Association of College Research Libraries provides guidelines benchmarking the quantity, quality, depth and variety of library resources for community colleges. The Irvine Valley College librarians adopted the Association of College Research Libraries guidelines to ensure that the quality of its library collection meets a broad range of interdisciplinary studies. Utilizing *Program Review* and Association of College Research Libraries standards, the Library can assess if it has sufficient depth and variety of materials to meet the learning needs of its students.

For example, Irvine Valley College's existing collection of 230 hardcopy magazine and journal periodical titles is well below the Association of College Research Libraries scale of 800 titles for two-year institutions having a similar number of full-time equivalent students. Additionally, there are other collection limits due to changes in the state's budget. To understand the Library's commitment to student education, a *Library Mission Statement* was written in 2004 and revised in 2010. It states:

> The Irvine Valley College Library is committed to supporting the College's mission as a caring community of learners by providing our students, faculty, and staff with a convenient and effective portal to a wide range of informational resources. This goal is achieved by maintaining an adaptive approach to providing responsive library services, relevant collections, and innovative

informational technologies, to meet the changing curriculum, research, professional, intellectual, creative and personal needs of the Irvine Valley College community.

In March 2010, the library developed a *Library Technology Plan*[IIC-14] that advances the library's direction beyond the scope of current technologies. Besides expanding the Library's electronic delivery services, it is imperative that library funding support a robust number of academic resources and electronic databases sufficient to teach the fundamentals of scholarly discourse and critical debate. In consultation with the Library Resources and Access Work Group (LRAWG), a work group of the Academic Senate, campus administrators, and positive responses from teaching faculty, effective fall 2010, the library updated and upgraded its database holdings.[IIC-15] Interest in new online databases has rekindled the need to examine other library service areas. The result is the Library has initiated three additional assessment tools to gauge the usefulness of its Reference programs. Also in fall 2010, the Library plans to implement a *Library Instructional Evaluation* [IIC-16] that assesses library student learning outcomes using the Library 10 class, instructor generated orientations, reference inquiries, circulation services, general library surveys, and the resumption of its *Library Skills Workshop* [IIC-17] program that was operational until 2008.

Further proof that the Library is meeting its goals by providing a wide variety of resources can be found in the 2009 *Student Satisfaction Survey* results. "Overall, student respondents reported high levels of satisfaction with each of the Library services tested in the survey. Students reported the highest level of satisfaction with the 'availability of online databases and resources' in which 61 percent of respondents were 'Very satisfied' with the availability of online databases and resources."

The Irvine Valley College Library's mission, vision and goals [IIC-18] are in accordance with the College *Mission Statement* by supporting an educational environment of shared governance, cutting edge technologies, traditional and online resources designed to offer students a multifaceted instructional program of life-long learning that assists in developing informational skills that encourage productive citizenship, pursuit of career opportunities, and a satisfying quality of life for the changing needs of a diverse community.

Learning Center

The Learning Center meets this standard. In order to serve the needs of the newly-implemented online tutoring program, the Learning Center has requested additional technology equipment through the *Strategic Planning and Budget Development Process.*

The Learning Center is scheduled for a *Comprehensive Program Review* in fall 2010. The Learning Center has established Student Learning Outcomes, including academic achievement, the promotion of retention rates and the development of independent learning strategies. The mission of the Learning Center is to enhance the quality of education in an atmosphere of mutual support by providing access to learning opportunities that promote student success and class retention, improve study skills, promote self-confidence and foster independent learning. These

goals are closely related to those of Irvine Valley College, particularly the College's commitment to successful and measurable student learning. According to the 2009 *Student Satisfaction Survey,* 77 percent of students expressed satisfaction with the services provided by the Learning Center.

Math Success Center

The Math Success Center meets this standard. The Math Success Center undergoes formal review as part of the scheduled *Comprehensive Program Review* of the Mathematics department. The Mathematics department relies on the Math Success Center Coordinator to evaluate the Math Success Center annually and make recommendations for improvement, if needed. The goal of the Center is to provide quality tutoring to as many students as possible. In order to accomplish this goal, the coordinator uses results of the *Math Success Center Survey*[IIC-10] as well as enrollment and attendance reports as part of the annual evaluation. The Coordinator also consults with the instructors and tutors staffing the Math Success Center when conducting the evaluation. After improvements are determined, the Mathematics department will use the *Strategic Planning and Budget Development Process* to obtain funding when needed. The Math Success Center Coordinator also looks for alternative solutions to improve services. For example, one of the comments made by students who completed the *Math Success Center Survey* in spring 2009 mentioned the need to have current copies of the textbooks and solution manuals as well as more reference books. The coordinator contacted the representatives of the publishing companies soliciting copies of textbooks and solution manuals and several mathematics instructors donated reference books to the Math Success Center.

Writing Center

The Writing Center meets this standard. During summer 2008, the Writing Center moved into B353 in an effort to accommodate the growing number of students supported in the program. At the same time, the computer labs for Business Sciences were moved to the new Business Science Technology and Innovation Center. The Vice President of Instruction saw these moves as an opportunity to devote the second floor of the B300 building to learning centers for writing, reading, math, English as a Second Language, and world languages. With the increasing student population, the Writing Conference program has already outgrown its current space. The Writing Center has submitted a *Strategy Form* through the college *Strategic Planning and Budget Development Process* requesting additional study space and electrical outlets in an effort to accommodate the burgeoning number of student users and laptop computers.

Writing 180, 280 and the Writing Conferences are conducted in the Writing Center. The courses are active in the College curriculum and address student learning outcomes which require students to "complete a minimum of twenty-four hours and participate in no fewer than four conferences in the Writing Center during which time English instructors reinforce the critical thinking/reading/writing skills as required by instructors of co-requisite courses." In a survey of students conducted in Fall 2008 for the English department's *Comprehensive Program Review*, 90 percent of the students responded "yes" to the question of whether "conferring with English instructors in the Writing conference helped me to gain confidence in my ability to write." Fifty-

one percent of those students indicated they would like to see Writing Center hours expanded to include evenings, and as a result, in fall 2009, the Writing Center increased evening hours.

Reading Center

The Reading Center meets this standard. Staff members have included popular novels in the collection to give away to students on a regular basis to increase the enjoyment and practice of reading. The Reading Center has established student learning outcomes to monitor student progress and help in the selection of materials. The software supports student learning outcomes by teaching and reinforcing all reading skills such as identifying the main idea, understanding organization of paragraphs, using correct grammar, developing vocabulary, using critical reading skills and phonetic awareness. The books in the Reading Center support the review and practice of these skills as well. In 2010 the Reading Center purchased the *Nelson Denny Reading Assessment*. In fall 2010, the Reading Center will test students at the beginning of the semester and at the end of the semester to monitor and assess the effectiveness of the materials in the reading program. The materials help students reach the *College Goal* to "prepare students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning."

Campus Computer Labs

The Campus Computer Labs meet this standard. The Director of Technology Services works with the College Technology and Distance Education Committee and the Academic Facilities, Technology and Planning Committee to identify, prioritize and fund the computer hardware, software and other technological infrastructure to support student learning in the Computer Labs. In Fall 2010, the *Technology Master Plan 2010-2015* will guide the evaluation and assessment of technology needs to support student learning.

Planning Agenda

Library

None.

Learning Center

None.

Math Success Center

None.

Writing Center

None.

Reading Center

None.

Campus Computer Labs

None.

Standard II. C.1.b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

The faculty librarians are committed to supporting course curriculum and academic study by offering a variety of instructional opportunities that teach students library research. Foremost is Library 10 (Introduction to Library Research),[IIC-19] a three-unit transferable course. To ensure this course addresses new trends in library instruction for university transfer, Library 10 is currently undergoing revision. Basic library instruction will still cover standard research materials, but advanced skills such as teaching subject synthesis, rational thinking, and electronic resource interaction will be incorporated to meet students' unique interests and abilities.

Other instructional programs that help students develop information competency skills include library orientations and workshops. Library orientations are teaching-learning sessions initiated by faculty in which classes visit the Library for demonstrations on the use of the online book catalog and databases. During the 2009-2010 academic year, the librarians conducted 73 library orientations serving 2,723 students from 13 different academic disciplines. Library workshops focus on developing participatory, constructive connections by providing tools, knowledge, and information that opens students' minds so they can identify specific content needed to achieve their goals.

The various instructional modes were purposely created to prepare and teach students library information competency. To achieve this aim, the students' main recourse to information literacy is through direct contact with the Library reference desk, staffed by librarians who answered approximately 11,915 reference questions in the 2009-2010 academic year.

Moreover, the forum by which librarians evaluate their teaching effectiveness, whether in a classroom setting or at the reference desk, is represented by the following list of measurable library student learning outcomes:

1. Students will define a research topic; identify authors, titles, subjects, and keywords as information competency skills paramount to effective search strategies.
2. Students will demonstrate use of information competency skills to select, locate, and differentiate sources from the online public access catalog and online databases.
3. Students will show proficiency in evaluating sources based on critical inquiry of authoritative, current, relevant, and peer-reviewed publications.

The library employs two certificated librarians knowledgeable and experienced in library and information work. Faculty librarians are encouraged to teach library research skills, develop new library curriculum, and actively participate in library conferences at both national and state levels that assist librarians in all aspects of the profession. For example, during the 2009-2010 academic year, the Department Chair attended an Open Source and Telecommunications and Technology Infrastructure Program (TTIP) Conference sponsored by the Council of Chief Librarians in Ontario, California on October 8, 2009 and another reference librarian attended a TechEd Conference on Technology in Pasadena, California on April 11-13, 2010. Attendance at such conferences, creating new courses, and teaching research competencies gives librarians the opportunity for reciprocal learning of new resources and trends in librarianship, crucial to understanding the research needs of Irvine Valley College students.

Learning Center

Not Applicable.

Math Success Center

Not Applicable.

Writing Center

During conferences, instructors may assist students at computer stations in accessing such resources as library databases, in evaluating the credibility and soundness of electronic sources, and in using documentation styles.

Reading Center

Staff is available to work with students on how to use the software in the Reading Center. Staff is trained to help learning disabled students use specially adapted computer equipment and software.

Campus Computer Labs

There is one-on-one assistance for students who seek help with hardware and software issues in computer labs. Blackboard video tutorials for students and faculty are available online at *http://www.ivc.edu/de/pages/bbstudent.aspx* and *http://www.ivc.edu/bbvids/default.html*.

Self Evaluation

Library

The Library meets this standard. To ensure that the library's three-unit transferable course, Library 10, meets our student learning outcomes, the course is being revised to include new components that are comprehensive in scope and reflect the mission and goals of the institution. These new components involve defining information competency and assessing critical thinking, utilization of comprehensive online databases to support student assignments, addressing issues involving "plagiarism," examination of ebook collections of published sources accessible both on and off-campus, and employing greater emphasis on search engines, directories and virtual libraries, and evaluation of websites.

Two additional transfer courses, Library 111 (Introduction to Electronic Databases)[IIC-20] and Library 112 (Information Competency: Internet Searching)[IIC-21] are being submitted for curriculum approval in fall 2010. In addition, there are plans to establish a paraprofessional Archival Collections Certificate Program using the campus archival materials as training resources. These two new courses and the certificate program will be taught online. The library has recently hired two part-time systems librarians as instructors for these classes.

Learning Center

Not applicable.

Math Success Center

Not applicable.

Writing Center

According to the student learning outcomes for Writing 180 and 280, "given the requirements for learning assistance courses, students will spend a minimum of twenty-four hours in the Writing Center during which time English instructors reinforce the critical thinking/reading/writing skills as required by instructors of the co-requisite courses." According to the student learning outcome for Writing 280, there is the addition that "students will . . . participate in no fewer than four conferences." In fall 2008, when the faculty of English had integrated the requirement for conferences as a co-requisite to pre-college level writing courses, the departmental *Program Review* cited a District research study that showed student success rates in Writing 201 and Writing 301 jumped by 11 percent. This rise in the number of students who successfully complete Writing 201 and 301 can be, at least in part, attributed to the time students spend in conference with English instructors who reinforce the lessons of the classroom.

Reading Center

Staff continue to improve their technical skills in order to better serve students and train them more efficiently. In 2008-2009, staff worked on an instructional video for the use of the Ultimate Word Attack software program so students could access directions more readily[IIC-22]. Students in the Reading Center work daily on computer and informational skills. Students are instructed in the use of multiple pieces of software and throughout the semester, they gain independence in using the software and the book materials. Students gain proficiency in the use of the materials as the semester progresses.

Campus Computer Labs

The College currently does not offer workshops where students can sign up for computer training as most students are already knowledgeable in computer skills.

Planning Agenda

Library

None.

Learning Center

None.

Math Success Center

None.

Writing Center

None.

Reading Center

None.

Campus Computer Labs

None.

Standard II. C.1.c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

The Irvine Valley College Library is open during the fall and spring semesters Monday through Thursday from 8:00 a.m. until 9:00 p.m., Friday from 8:00 a.m. until 3:00 p.m., and Saturday from 10:00 a.m. to 3:00 p.m. Most students have general access to library materials during the hours the Library is open. Popular among college library collections is the acquisition and use of electronic materials intermixed with traditional formatted materials. With the Library providing access to 100 networked computers connected to the internet, resources are available continuously. For those using personal laptop devices, working off campus, or needing research during off-hours (closed and/or weekend hours), wireless and remote access is available seven days a week, twenty-four hours a day. To use the Library's remote access service to the book catalog and the 16 electronic databases, students, faculty, and staff must first access the Databases (Off Campus) link on the Library's webpage, and then follow campus username and password procedures.

The Library offers access to its resources for any registered student in the District including those enrolled in the Early College Program, the Advanced Technology and Education Park, or others with special access designations such as Kaplan International and community users. For visually and physically impaired students, the Library maintains Kurzweil 3000 educational software, closed-caption television, a Zoom-Ex camera, a closed-captioned workstation, JAWS and Zoom-Text software and equipment. These tools meet the U.S. Federal government's Section 508 and California Senate Bill 105 standards. The Disabled Student Programs and Services Office manages the software and equipment.

In order to accommodate the approximately 1,400 students enrolled in courses at the Advanced Technology and Education Park, the Library offers an electronic learning environment at this off-campus site. Students also have access to traditional library services including the SIRSI catalog and exclusive use of databases at Saddleback and Irvine Valley Colleges. The databases provide a combination of full-text and abstracts of magazines, newspapers and journals. Wireless connectivity is also available anywhere at the Advanced Technology and Education Park.

Learning Center

The Learning Center offers students a personal approach to academic success through independent study, active learning, individualized tutoring, and alternative modes of instruction. Tutoring is being offered in a variety of methods including individual and group tutoring, walk-in tutoring, and Japanese supplemental instruction sessions.

The Learning Center has recently started a pilot program for both English and Math online tutoring to students needing help with their courses. This online tutoring program uses the CCC Confer program, funded by a grant from the California Community Colleges Chancellor's Office. With the CCC Confer system, Irvine Valley College online tutoring provides both visual and audio features to facilitate the distance learning student tutoring sessions.

Math Success Center

In order to provide drop-in tutoring to as many students as possible, the Math Success Center is open Monday through Thursday 8:00 a.m. until 8:00 p.m. and Friday and Saturday 8:00 a.m. until 2:00 p.m. during fall and spring, and Monday through Thursday 8:00 a.m. until 6:00 p.m. during the summer.

Writing Center

The Writing Center hours are tied to ticketed hours for Writing Conference courses, and for each hour that the Writing Center is open (in accordance with California Education Code requirements) there is an instructor present to confer with students as required by *Course Outlines of Record*.

Reading Center

The Reading Center is open Mondays and Wednesdays from 8:30 a.m. until 7:00 p.m. and Tuesdays and Thursday from 8:30 a.m. until 5:00 p.m. The evening hours meet the needs of students who work during the daytime hours.

Campus Computer Labs

Computer lab hours vary according to lab and/or location.

Self Evaluation

Library

The Library meets this standard. Every effort is made to accommodate Irvine Valley College's disabled student population to ensure they have access to educational centers and programs. As reported in the *2009 Student Satisfaction Survey*, two-thirds of the student respondents (64.2%) reported using a library service or program. These figures are important because of the number of students needing media items has increased, especially videos and DVDS for course assignments.

Students enrolled in offsite locations, such as the Advanced Technology and Education Park and Early College, or who are enrolled in distance education classes, have access to the Library's online databases and online catalog via the Library's webpage. In summer 2010, a part-time

librarian was hired to assist in enhancing the Library's webpage. A plan is in place to enable students to check the status of their library accounts online in fall 2010.[IIC-23]

Learning Center

The Learning Center is improving its services for students by incorporating more group and supplemental instruction sessions, teaching evening courses, and expanding hours of operation. The new online tutoring program will be an essential addition to the Learning Center. In order for students to be successful, online access to learning resources must be available, especially if distance education continues to grow at its present pace. Furthermore, online learning assistance is an accessible resource for working students, as well as those who are physically challenged, when time, distance, and mobility issues make in-person tutoring sessions difficult.

Fall 2009 marks the first time Tutoring 100 will be offered to evening students. This two-unit class, which includes thirty-two hours of required volunteer, supervised tutoring during the semester, will allow the implementation of evening sessions. This facilitates an increase in the number of students who can become tutors and provides expanded access to tutoring for students. In addition, students who are available primarily during the evenings will be supported in the same manner as daytime students. The Learning Center has fifty-seven tutors in nineteen subject areas, providing students with a variety of tutors and tutoring times to choose from. The Learning Center is able to provide tutoring for the majority of courses offered at Irvine Valley College.

Math Success Center

The Math Success Center is currently open as many hours as its budget allows. By scheduling evening and Saturday hours, the Math Success Center provides opportunities for tutoring not only to students taking classes on campus, but also to students taking classes at off-campus locations such as the Advanced Technology and Education Park and at California State University, Fullerton, Irvine Campus. The Math Success Center is located near the elevator, making it accessible to disabled students. Many students enrolled in classes with computer aided instruction visit the Math Success Center to complete their homework assignments and get tutoring when needed.

Writing Center

The Writing Center Director and the department of English are experimenting with hours of operation in the Writing Center, dependent on available funding. The Writing Center hours are tied to the number of sections of the co-requisite courses, Writing 201 and Writing 301. In Fall 2009, for example, in response to a Fall 2008 *Program Review* survey of students, the center remained open on Monday and Thursday evening until 10 p.m., during which time the Director monitored student use of these additional hours.

The Writing Center Director will continue to monitor student use of the Writing Center and Writing Center hours of operation. Operating hours are aligned with the scheduling of writing courses in order to assure that students have access to the Writing Center and can meet their requirements for credit.

Reading Center

The Reading Center is open Monday and Wednesdays from 8:30 a.m. until 7:00 p.m. and Tuesdays and Thursday from 8:30 a.m. until 5:00 pm. Staff selects the two evenings that help meet the needs of students who work during daytime hours. While there is no survey data available, the Reading Center maintains both daytime and evening hours to meet the needs of all students.

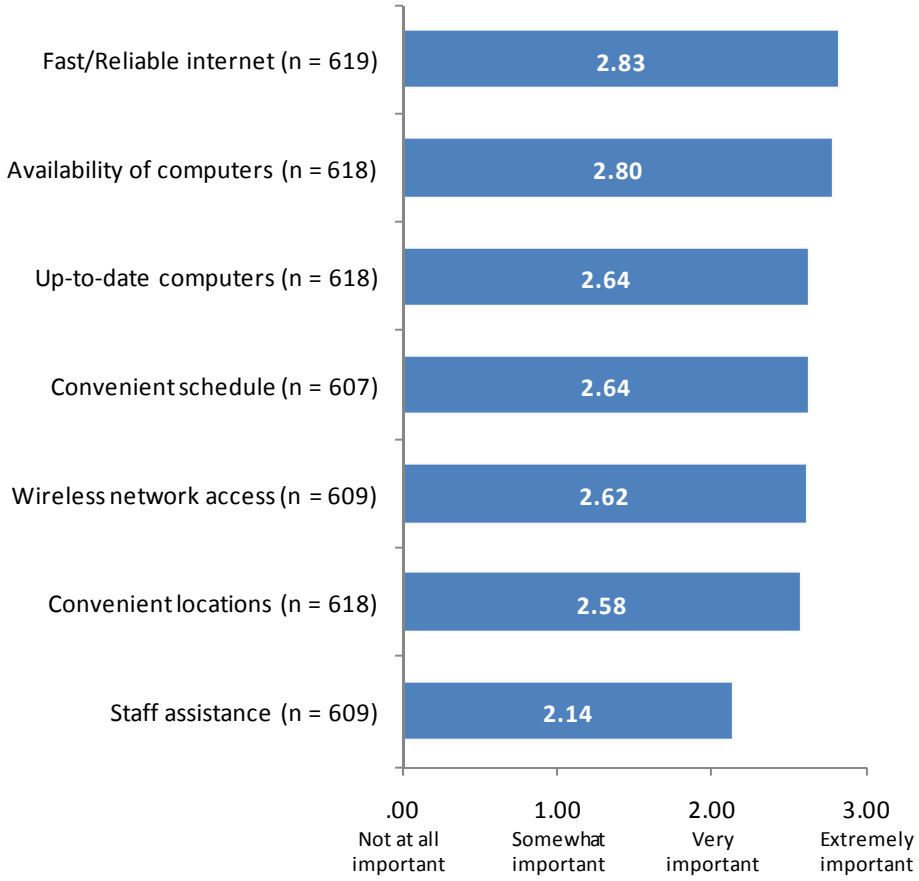
Campus Computer Labs

Through analysis of the results of the *2009 Student Satisfaction Survey*, respondents who used the computer labs reported a high level of satisfaction with two exceptions: the availability of computers and convenient scheduling of computer lab hours.

The students were asked a series of questions in the survey that ranked the importance of specific computer lab services as well as their satisfaction levels with each of these services. Respondents were first asked whether they thought a service was "Extremely important," "Very important," "Somewhat important," or "Not at all important." The responses to these question were coded to their level of importance ("Extremely important" = +3, "Very important" = +2, "Somewhat important" = +1, and "Not at all important" = 0).

Figure 27 rank orders the mean level of importance assigned to each computer lab service presented to the students in the survey. Respondents ranked having a "Fast and reliable internet connection" (2.83) as the most important service of those tested, followed by the "Availability of computers when you need them" (2.80), "Up-to-date computer hardware and software" (2.64), "Convenient computer lab schedule" (2.64), "Wireless network access" (2.62), "Convenient locations" (2.58), and "Assistance from computer lab staff" (2.14). Each of these services received a mean score of 2.00 or higher, indicating that, on average, survey respondents perceived all of these services as at least "Very important." As an illustration of the high level of perceived importance, 86 percent of the students who have used the computer labs revealed that having a "Fast and reliable internet connection" was "Extremely important" and another 12 percent that it was "Very important." While still rating high in level of importance, "Library staff assistance" was considered relatively less important: "Extremely important" (48.8%) and "Very important" (24.6%).

Figure 27: Importance of Computer Lab Services



After rating the level of importance of each computer lab service, respondents were asked to identify their level of satisfaction with the College's efforts to provide the service. Responses to these questions were also recoded such that, "Very satisfied" = +2, "Somewhat satisfied" = +1, "Somewhat dissatisfied" = -1, and "Very dissatisfied" = -2. The responses were then aggregated to form a mean score for satisfaction for each service tested.

Overall, student respondents reported high levels of satisfaction with each of the computer lab services tested in the survey. Students reported the highest level of satisfaction with the "Wireless network access" (1.54), followed by the "Fast and reliable internet connection" (1.53), "Up-to-date computer hardware and software" (1.52), "Convenient locations" (1.47), "Convenient computer lab schedule" (1.34), "Assistance from computer lab staff" (1.34), and having "Availability of computers when you need them" (1.11). To put the mean scores into perspective, two-thirds of the respondents (66.5%) were "Very satisfied" and 27 percent were "Somewhat satisfied with the "Wireless network access," whereas 49 percent were "Very satisfied" and 33 percent were "Somewhat satisfied" with the "Availability of computers when you need them."

Figure 28: Satisfaction with Computer Lab Services

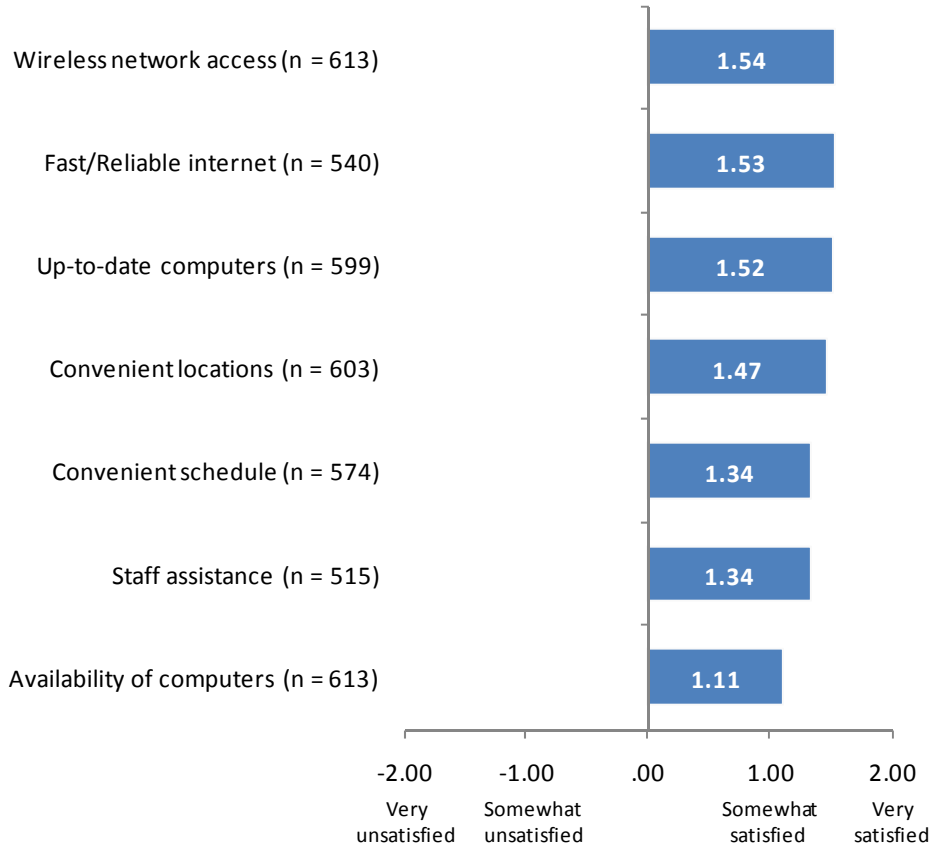
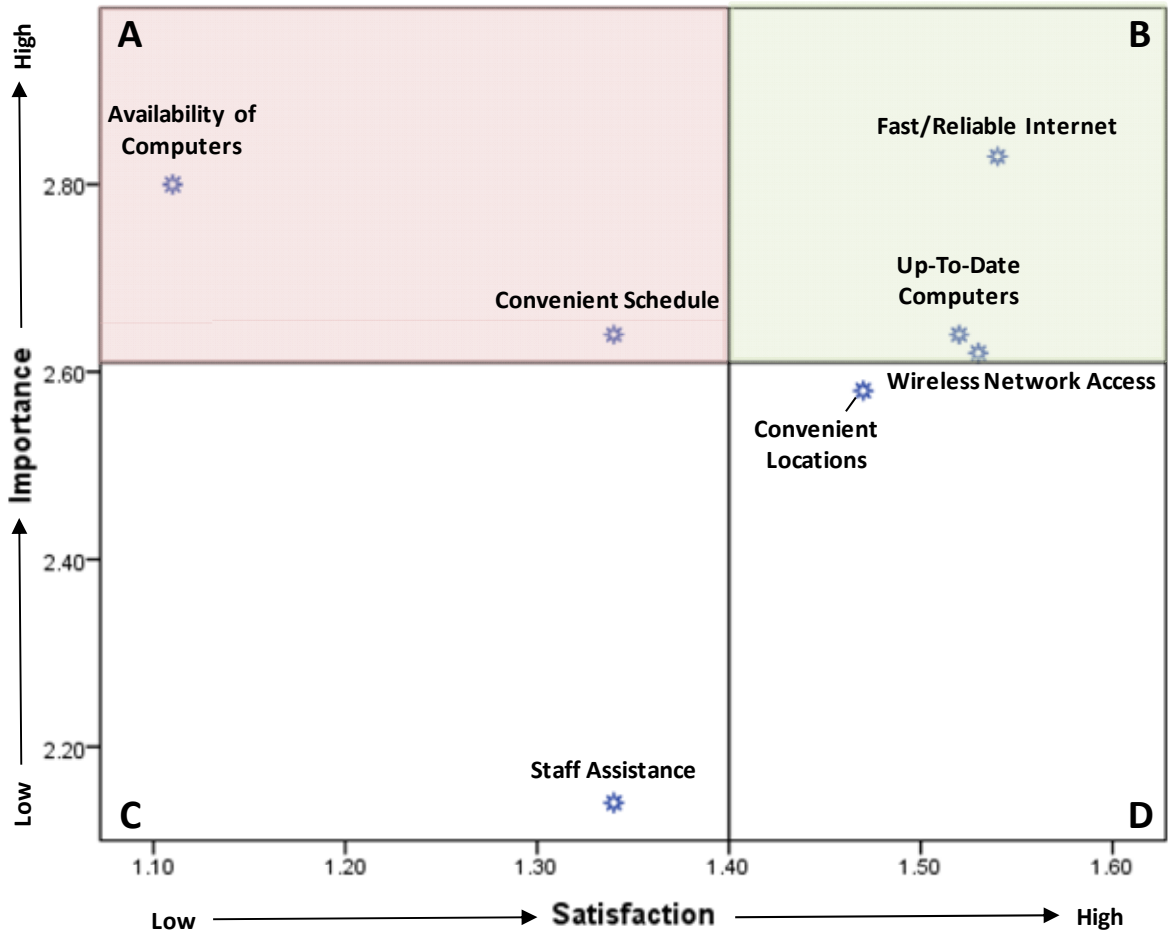


Figure 29 presents the Satisfaction-Importance Matrix for the seven computer lab services tested in the survey. Four quadrants were created by calculating the overall mean level of importance and satisfaction across all of the items. For example, the mean level of importance across the seven services was 2.61 and the mean satisfaction rating given to the computer lab services was 1.40. Quadrant A includes services whose importance level was high relative to the mean level of importance, but the satisfaction rating was below the average satisfaction rating for all of the services. This quadrant was shaded as red to identify an area of improvement. Quadrant B includes those services where the importance and satisfaction ratings were both above average. This quadrant was colored green to denote those services in which students were satisfied and ranked as being relatively important. Quadrant C encompasses services where ratings of importance and satisfaction were both below average, whereas Quadrant D captures those services where the importance level was low relative to the average, but the satisfaction level was higher than average.

As shown in the figure below, respondents reported a high level of relative importance and satisfaction (Quadrant B) for a "Fast and reliable internet connection," "Up-to-date computer hardware and software," and the "Wireless internet access." On the other hand, the "Availability of computers when you need them" was rated low in relative satisfaction, yet very high in

relative importance (Quadrant A). It is important to note, however, that each of the computer lab services tested in the survey received high ratings in both importance and satisfaction. Therefore, while the availability of computers and the convenient scheduling of computer lab hours were ranked lower in satisfaction relative to the other computer lab services tested in the survey, the overall satisfaction level was still very high.

Figure 29: Satisfaction-Importance Matrix for Computer Lab Services



Planning Agenda

Library

None.

Learning Center

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number five: use existing college decision-making processes such as the *Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Reviews, and the Classified/Full-Time Faculty Hiring Priority List Development Process* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Math Success Center

None.

Writing Center

None.

Reading Center

None.

Computer Labs

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number five: use existing college decision-making processes such as the *Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Reviews, Technology Master Plan*, and the *Classified/Full-Time Faculty Hiring Priority List Development Process* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Standard II. C.1.d.

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library

Assurance that the Library building is safe and secure is the responsibility of Facilities and Maintenance and Campus Police Departments. These departments work together to meet any library physical plant needs. Campus Police regularly conduct lighting surveys and weekly emergency telephone checks to make sure equipment is operating properly and efficiently. For library building maintenance or repairs, work orders can be completed and promptly attended to and solved. In addition, a master calendar is provided to these departments so that all general problems can be addressed immediately, especially if any hazardous or emergency situation occurs.

The Library is equipped with one main double entry door, five first-floor clearly marked exits located around the building's perimeter, one second-floor exit to an upstairs staff patio, one exit to the roof, building fire and security alarms, and two 3-M security gates to prevent theft of library materials. Other safety precautions include a security bag with a "walkie-talkie," "yellow" police call box with push-release button, fire alarm enunciator, first-aid kit, and emergency evacuation policies posted throughout the Library. Space for "lost and found" items is located behind the circulation desk.

Technology Services is responsible for all computer and software equipment. As for the vendor-operated printers and copiers, the District contracts out the services to an outside vendor.

Learning Center

As of summer 2009, the Learning Center was restructured to include an architectural wall to separate its services from the main floor of the Library. This enclosure has one double-door entry and one emergency exit door. As a result, the Learning Center is more secure and provides quiet study areas for tutorial services. Room maintenance and security are provided by the Facilities and Maintenance and Campus Police Departments. The phone in the Learning Center has direct access to Campus Police in case of an emergency.

Math Success Center

Computer equipment is maintained by Technology Services. An outside vendor is responsible for maintaining the vendor-operated printer. Room maintenance and security are provided by the Facilities and Maintenance and Campus Police departments. The phone in the Math Success Center has direct access to Campus Police in case of an emergency. The doors to the Math Success Center remain locked until Campus Police is called at opening and closing times. Campus Police responds to these calls promptly.

Writing Center

Computers and printers are maintained by the Technology Services Department. Room maintenance and security are provided by the Facilities and Maintenance and Campus Police Departments. The phone in the Writing Center has direct access to Campus Police in case of emergency. Doors are to remain locked until the Writing Center Coordinator arrives. On Fridays and other days when the Coordinator is not on duty, the opening student aide calls Campus Police.

Reading Center

Room maintenance and security are provided by the Facilities and Maintenance and Campus Police Departments. The phone in the Reading Center has direct access to Campus Police in case of emergency.

Campus Computer Labs

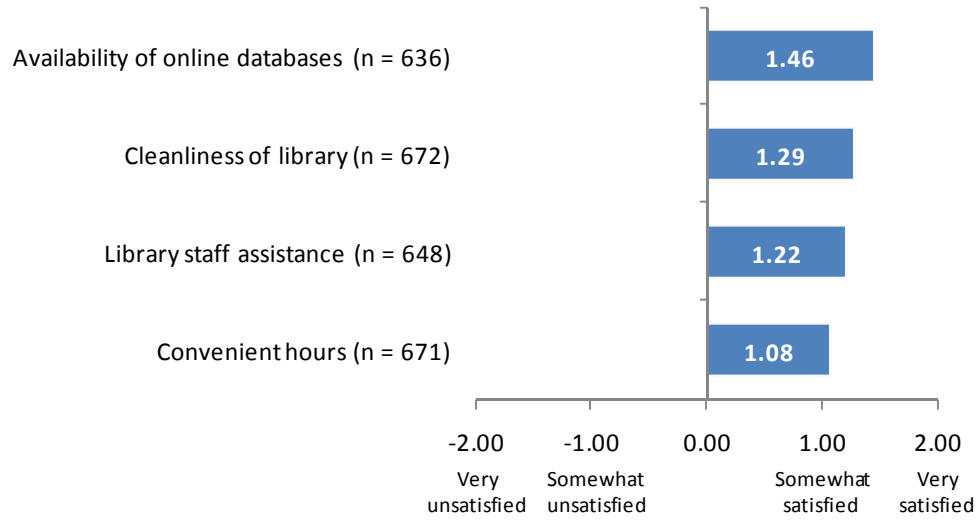
There are two Computer Center technicians who oversee most of the labs in the Business Sciences and Technology Innovation Center. A number of instructional computer laboratory coordinators also oversee the day-to-day operations of campus computer labs. While Technology Services helps procure and set up the computers, the daily operations of the labs are left to the staff and faculty that ensure labs are open and accessible during designated hours and that equipment and facilities are both secure. Computer labs are upgraded regularly. The upgrades are based on the three-year technology refresh cycle.

Self Evaluation

Library

The Library meets this standard. The Library makes every effort to maintain a healthy and appealing environment by discouraging students from bringing food into the Library. Results from the *2009 Student Satisfaction Survey* revealed that students reported high levels of satisfaction with the Library facilities and services. Students reported the highest level of satisfaction with the "Availability of online databases and resources" (1.46), followed by the "Cleanliness of library facilities" (1.29), "Library staff assistance" (1.22), and having "Convenient hours" (1.08). To help interpret the mean scores, 61 percent of respondents were "Very satisfied" with the "Availability of online databases and resources," whereas 49 percent indicated the same level of satisfaction with the convenience of library hours.

Figure 30: Satisfaction with Library Services



Most recently, the Library collaborated with the Emergency Preparedness Work Group and Campus Police for the October 15, 2009 "great shakeout earthquake duck and cover drill." The Library's senior administrative assistant serves on the work group and served as "drill monitor" to ensure all students and staff were safe and outside the building. The Library plans to obtain updated copies of campus emergency policies as well as additional first aid kits.

Learning Center, Math Success Center, Writing Center, Reading Center

These Centers meet this standard with the help of Technology Services, Campus Police and the Facilities and Maintenance Departments.

Campus Computer Labs

The Campus Computer Labs meet this standard. Campus computer lab security of equipment is safeguarded by staff and Campus Police. Theft or loss of equipment in computer labs has not been a major issue.

Planning Agenda

Library

None.

Learning Center

None.

Math Success Center

None.

Writing Center

None.

Reading Center

None.

Campus Computer Labs

None.

Standard II. C.1.e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library

In general, libraries are in the business of acquiring books, media, periodicals, and equipment, all of which require collaborative working agreements. For the most part, District contracts are reviewed and evaluated during their contractual period, but in the case of Library Bibliographic Services, the reputation and product quality are nominally examined. If a book is purchased and arrives damaged, it is understood that the acquisitions and cataloging division will return the item and receive another copy suitable for processing. Often this event requires a simple telephone call or e-mail sent to the vendor.

The Irvine Valley College Library's major contract is with the Online Computer Library Catalog (OCLC) a bibliographic utility supplier of cataloging records. Other collaborations include working with the University of California, Irvine and California State University, Fullerton for interlibrary loans, requisition services with the Elton B. Stephens Company, a bibliographic listing of periodical journal titles for the Library's magazine and journal needs, and Midwest Library Services for book and media purchases. Daily requests for textbooks indicate that the Library's reserve services are being utilized. Averaging sixty-six faculty-requested orientations

a semester shows an interest in this teaching service and provides the Library with a statistical record of the number of orientations for the Library's monthly report.

The Library maintains agreements with online database providers through the Council of Chief Librarians membership. Working with this specialized group enables community college libraries to access electronic sources at a discounted cost.

At the beginning of each day, blank gate count, reference and bibliographic instruction, circulation, reserves and interlibrary loan, and cataloging statistical forms are used to track student and faculty requests for library materials. These documents are tallied and compiled into a monthly *Library Statistical Report*[IIC-24].

Except for student printing services in the Writing Center, which uses the same vendor used by the Library, the Learning Center, Math Success Center, and Reading Center do not rely on, collaborate with, or contract with other institutions for learning support services.

Campus Computer Labs

College computer equipment is maintained by College and District Technology Services.

Self Evaluation

Library

The library meets this standard. The library services and formal agreements with the vendors are regularly assessed for efficiency and functionality through students and staff feedback. The library continues to have formal agreements with the Online Computer Library Catalog and SIRSI. Monthly statistics of reference and circulation activities show the performance of the service and help evaluate these services on a regular basis. The library is also a participant in the Community College Consortium through which vendors and electronic resources are researched and evaluated on our behalf. Through this organization, joint purchasing agreements are developed.[IIC-25]

Learning Center, Math Success Center, Writing Center, Reading Center

These centers participate in regular reviews, evaluations, and plans for improvement.

Campus Computer Labs

The computer labs meet this standard by having clearly defined contracts with various vendors. [IIC-26]

Planning Agenda

Library

None.

Learning Center

None.

Math Success Center

None.

Writing Center

None.

Reading Center

None.

Campus Computer Labs

None.

Standard II. C.2.

The institution evaluates library and other learning support services to assure their accuracy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library

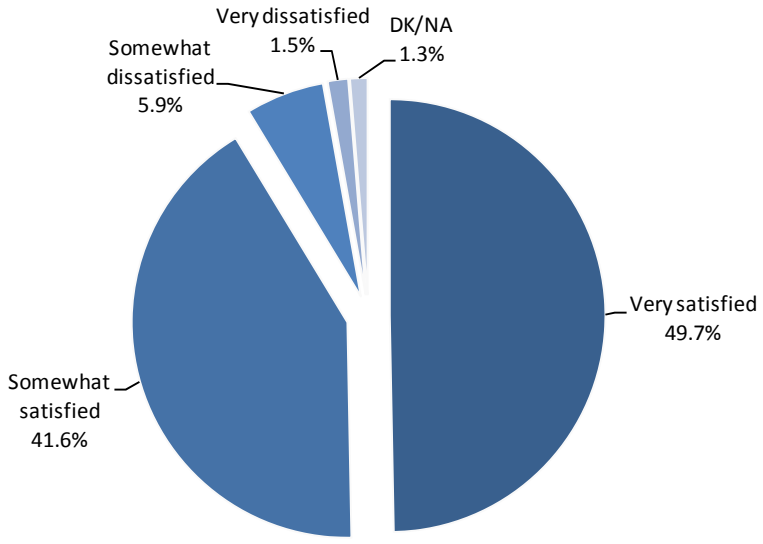
Measuring student learning in the library is quite different from evaluating students in a classroom setting. To provide a forum that responded to the Library's assessment, the librarians developed a questionnaire that was distributed to the Library 10 class, students attending orientations, and the general library population. Approximately 190 students responded and the results were tallied and the data was included in the *2006 Student Questionnaire for the Library*.

In regards to the Library's student learning outcomes, the number one outcome is to teach students how to locate informational resources in an academic library using a variety of search strategies, which are fundamental to understanding the concept of library research. Below is a sample of the Library's student learning outcomes:

1. Students will be able to locate a variety of library resources using an array of search strategies.
2. Students will make use of reserve textbooks and other instructional materials selected by the teaching faculty that support course concepts and assignments
3. Students will demonstrate proficiency in operating the Library's computers by logging onto terminals using a user name and password. This student learning competency is necessary before students can use the Library's catalog or online databases

The *2009 Student Satisfaction Survey* indicated a high level of satisfaction with library services: over 90 percent of students were either "Very" (49.7%) or "Somewhat satisfied" (41.6%) with the library.

Figure 31: Overall Satisfaction with Library Services



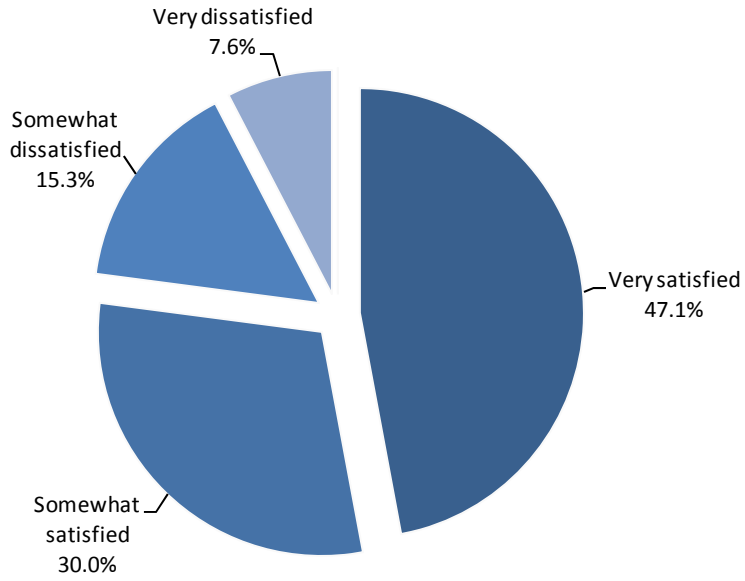
In addition, the Library maintains a general suggestion box [IIC-27] in which students can submit comments to improve library services.

Learning Center

Evaluations of the Learning Center services were conducted in 2009.[IIC-28] The results of a survey sent to all students enrolled in TU301 (Supervised Tutoring) shows that the Learning Center has helped students with their study habits and has helped students improve grades in their classes. Results of these evaluations will be used for program improvement. According to the *2009*

Student Satisfaction Survey, three-fourths of respondents (77.1%) who have used the Learning Center indicated that they were satisfied with the overall performance of the Learning Center in providing services as shown in the chart below.

Figure 32: Overall Satisfaction with the Learning Center



Math Success Center

The goal of the Math Success Center is to provide high-quality tutoring to as many students as possible. In order to gather information about services provided by the Math Success Center during its first year of operation under the Mathematics department, the Math Success Center Coordinator developed a *Math Tutorial Center Survey* conducted for the first time in spring 2009. [IIC-10] The results of the *Math Tutorial Center Survey* and students' comments can be found in the *Math Tutorial Center Survey Results*. [IIC-29] The Mathematics department will continue to use the survey every semester and provide a compilation of results that is used to evaluate the program.

A suggestion box is available in the Math Success Center. Additionally, through frequent meetings and training, the Math Success Center Coordinator evaluates tutors and apprises them of guidelines, procedures, and services in order to ensure that issues are resolved in a timely manner and that the Math Success Center operates smoothly.

Writing Center

The Writing Center has developed student learning outcomes [IIC-30] for the Writing 180 and Writing 280 conference courses. For two years, the department of English has assessed student learning outcomes for its courses and entered the results into e-Lumen, the student learning outcomes tracking software. Student learning outcomes assessment provides valuable data that can be used to enhance the Writing conference courses.

Reading Center

The Reading Center has developed student learning outcomes [IIC-31] for Reading 371 and Reading 372 laboratory courses. Reading student learning outcomes were assessed in fall 2009 and that data is being entered in the e-Lumen system. Assessment for spring 2010 is currently in progress.

Campus Computer Labs

As the Distance Education and Technology Committee matures into conducting widespread assessment of student learning outcomes, program-level and lab-specific learning outcomes will be developed and used as the basis to assess campus computer labs.

Self Evaluation

Library

In accordance with Standard II.C.2., the Library needs to produce additional evaluative tools in order to gain a deeper understanding of student needs that will lead to improved research skills. Until recently, library assessment tools consisted of the Library's ten student learning outcomes, the *2009 Student Satisfaction Survey*, and the suggestion box comments. In addition to the suggestion box, in March 2010, [IIC-32] the Library instituted a regular *Library Student Questionnaire* mechanism that allows students to provide feedback about their library experience. [IIC-33] Reference librarians and Circulation staff were asked to solicit students' feedback mid-semester, before Spring Break, and again during finals week. Future plans include creating an online *Library Student Questionnaire*.

Learning Center

The Learning Center meets this standard. At the end of spring 2010, the Office of Research, Planning, and Accreditation will compare the academic success rate of students who have used the tutoring services of the Learning Center for six or more semester hours to the academic success rate of the general student population. The comparison will show if students who use the Learning Center have a higher retention rate, higher persistence rate, and higher success rate than the overall student population. Students will also be asked to complete a brief *Learning Center Satisfaction Survey* to assess the kinds of learning skills and strategies that students have learned

because of the Learning Center. The learning skills to be evaluated will be better study methods, time management, and reading and note-taking skills.

Math Success Center

The Math Success Center meets this standard. Some of the issues raised by the *Math Tutorial Center Survey* in spring 2009 have been resolved with the move of the Math Success Center to a larger location (B363).[IIC-29] The Coordinator worked with the Office of Facilities and Maintenance to use the larger space available in the new location in a more efficient way. Now the Center has a separate area designated for small-group tutoring and twice the number of computers. Mathematics instructors and some publishing companies have donated copies of textbooks and solution manuals to the Math Success Center.

The Math Success Center is staffed by instructors throughout the week, which helps reduce the wait time for students seeking drop-in tutoring. For the past two years, the Math Success Center secured Basic Skills grants to pay for designated tutors to help students primarily enrolled in Basic Skills courses. Whenever possible, a tutor for higher-level courses is also available in the Math Success Center. Finding tutors for the higher-level courses is difficult since students who complete those courses transfer to other institutions. The Mathematics department plans to extend the hours of the Math Success Center as more funding becomes available.

Writing Center

The Writing Center meets this standard. In 2008, the Writing Center met this standard when the programs of the department of English underwent *Program Review*. During the 2008 *Program Review*, the *2007-2008 Institutional Effectiveness Annual Report* indicated that implementation of Writing 280 as a co-requisite course for the pre-college writing course, Writing 201, had likely contributed to an 11 percent increase in student success in that course. Further, the English *Program Review Student Survey* revealed that 93 percent of the students participating responded "yes" to the question, "The English instructors in the Writing Conference are helpful in explaining my assignments and in providing feedback on my writing." In accordance with the assessment plan for student learning outcomes established for the Writing Conference, the courses will continue to be monitored, assessed, and revised in order to establish the degree to which conference reinforcement aids in student success.

Requirements for credit in Writing 280 are intricately connected to the curricular objectives for Writing 201 and 301. Faculty chairs and the Writing Center Director consistently monitor the faculty who teach these courses in order to assure that students are apprised in writing of their obligation, provided with appropriate forms, and given numerous opportunities to access the services of the Writing Center in order to practice and improve their writing skills in preparation for transferable college composition courses.

While enrollment in Writing 280, the co-requisite Writing Conference, continues to grow with the enrollment of writing courses, enrollment in Writing 180 continues to be limited by the District's computer system, which allows for the character placement of only twenty-four course

names in the co-requisite typing space. This technical limitation needs to be remedied so that all students whose courses require writing as part of their curricular objectives have access to the instruction of the Writing Center. While the College and District continue to update and streamline the systems for storing curriculum and articulation, the situation remains the same.

In keeping with this responsibility to monitor and assess success, the faculty in the English department has secured Basic Skills grants used to conduct workshops for full and adjunct faculty that have greatly increased consistency in the integrated use of the Writing Conference through holistic norming sessions, teaching demonstrations, and instruction in writing text-based assignments.

In addition, the School of Humanities and Languages and Office of Instruction, responded to the need for increased instructional hours in the Writing Center by adding Friday morning to the Monday through Thursday, 7:00 a.m. to 7:00 p.m., schedule. In fall 2010, the Writing Center will be open for instruction two nights a week until 10:00 p.m.

Reading Center

The Reading Center meets this standard. The faculty and staff are involved in ongoing training for student learning outcome writing, evaluating, and improvement. Student work during the semester is evaluated for the achievement of student learning outcomes. Students are evaluated on specific reading skills. The evaluation is embedded in the activities each student works on during the semester. Based on the results of the student learning outcome assessment, activities are adjusted and materials are added or deleted from the program.

Campus Computer Labs

The Campus Computer Labs meet this standard. The various computer labs on campus support students enrolled in a variety of Math, Writing, and other courses. These labs help students achieve expected course, program, and institutional student learning outcomes that are integral to their courses.

<u>Planning Agenda</u>

Library

The College's ongoing commitment in this areas is expressed the comp0rehensive institutional planning agenda item number five: Use existing college decision-making processes such as the *Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Review Processes*, and the *Classified and Full-Time Faculty Hiring Priority List Development Processes* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Learning Center

The College's ongoing commitment in this areas is expressed the comp0rehensive institutional planning agenda item number five: Use existing college decision-making processes such as the *Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Review Processes,* and the *Classified and Full-Time Faculty Hiring Priority List Development Processes* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Math Success Center

None.

Writing Center

The College's ongoing commitment in this areas is expressed the comp0rehensive institutional planning agenda item number five: Use existing college decision-making processes such as the *Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Review Processes,* and the *Classified and Full-Time Faculty Hiring Priority List Development Processes* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Reading Center

The College's ongoing commitment in this areas is expressed the comp0rehensive institutional planning agenda item number five: Use existing college decision-making processes such as the *Strategic Planning and Budget Development Process, Comprehensive and Annual Program and Administrative Unit Review Processes,* and the *Classified and Full-Time Faculty Hiring Priority List Development Processes* to identify fiscal resources needed for sustainable quality improvement including staffing, physical, equipment, and technological resources.

Computer Labs

None.

Evidence: Standard II.C.

IIC-1 IVC Enrollment Census Data, fall 2009
IIC-2 Fall 2008 and Fall 2009 Tutoring Enrollments
IIC-3 Reading Contract
IIC-4 Data from National Center for Education Statistics (NCES)
IIC-5 Powell, Ronald R. Evaluation Research: an overview. Library Trends, Vol.55, No. 1, Summer 2006, pp. 102-122
IIC-6 Reference Desk Statistical Report – Spring Semester 2010 Report
IIC-7 Circulation Statistical Report – Spring Semester 2010 Report
IIC-8 Community College Library Consortium: *www.cclibraries.org/resources/usage* Database Usage Report 2009-10
IIC-9 Region 8 College Library Budget by Categories 2006
IIC-10 Math Success Center Survey
IIC-11 2004 Standards for Libraries in Higher Education: *http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm*
IIC-12 IVC Collection Development Policy, 2004
IIC-13 Library Program Review, 2006
IIC-14 Library Technology Plan
IIC-15 List of Irvine Valley College Databases
IIC-16 Library 10 Evaluation 2010
IIC-17 Library Skills Workshop
IIC-18 Library Mission, Vision and Goals
IIC-19 Library 10 – Introduction to Library Research Course Outline of Record
IIC-20 Library 111 – Introduction to Electronic Databases
IIC-21 Library 112 – Information Competency: Internet Searching
IIC-22 IVC Reading Lab Tutorial: *http://www.youtube.com/watch?v=8cgy2mfY6rk*
IIC-23 Library Webpage Redesign Proposal, May 7, 2010
IIC-24 Library Monthly Statistical Report
IIC-25 Community College Libraries Consortium Database Agreements
IIC-26 Sample Contracts for Technology Services
IIC-27 Library Comments/Suggestion Box
IIC-28 Learning Center Feedback Form
IIC-29 Math Tutorial Center Survey Results
IIC-30 Writing Center Student Learning Outcomes
IIC-31 Reading Center Student Learning Outcomes
IIC-32 March 2, 2010 Staff Meeting Notes
IIC-33 How Are We Doing? Library Student Survey

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

In order to assure the integrity and quality of programs and services, the College is committed to employing highly qualified personnel with the appropriate education, training and experience within all academic programs and student support services. The hiring criteria and qualifications for academic positions are identified by the California Community College Systems Office (in consultation with the Academic Senate for the California Community Colleges), *Minimum Qualifications for Faculty and Administrators*.[IIIA-1] Departmental faculty in consultation with the administration and the Office of Human Resources may set desirable qualifications based on specific programmatic needs as determined by the faculty discipline experts and the administration. Thus, the qualifications for each position are commensurate with specific

programmatic needs as determined by the faculty discipline experts, the administration, and the Office of Human Resources.

The minimum and desirable qualifications are clearly stated within the position descriptions/job announcements.[IIIA-1] The qualifications for classified positions, including classified managers, are clearly stated in the governing board approved position descriptions. Minimum and desirable qualifications for all positions are evaluated by the administration, faculty, and classified staff to ensure that the qualifications, education, training, and experience are clearly related to the institutional mission, goals, and accurately reflect the position duties, responsibilities, and authority.

Educational administrators must possess at least a master's degree pursuant to the *Minimum Qualifications for Faculty and Administrators*[IIIA-1]*, Title 5, California Code of Regulation, §53400-53430,* and appropriate experience related to the assignment. In accordance with Board Policy 4011 (Employment Procedures for Administrators and Managers), the Office of Human Resources and the Search Committee Chair (optional) are responsible for screening applications to ensure that the candidates meet the minimum qualifications as specified in the official position description.[IIIA-2]

All faculty possess the minimum qualifications as prescribed by the *Minimum Qualifications for Faculty and Administrators*[IIIA-1]*, Title 5, California Code of Regulation, §53400-53430,* and appropriate experience related to the assignment. In order to ensure that an applicant is well qualified and that the faculty selected have knowledge of the subject matter, Board Policy 4011.1 (Full-time Faculty Hiring Procedures), provides that no fewer than two discipline experts from the hiring committee determine which applicants meet the minimum qualifications as described in the job announcement. All applicant files which have been certified to meet minimum qualifications are included in the process to be considered by the hiring committee. Applicants who do not meet the minimum qualification as published in the job announcement may apply for equivalency in accordance with statute and code by completing a supplemental application and providing appropriate evidence of qualifications equivalent to the published minimum qualifications. Applications for equivalency are evaluated by the discipline experts. A written record is kept for each decision and included in the candidate's application file. The discipline experts are responsible for an explanation of the decision.[IIIA-3]

The College offers classes at off-site locations, including but not limited to, the Advanced Technology and Education Park (ATEP) and Crean Lutheran South High School. In the spring of 2010, Student Support Services provided at the Advanced Technology and Education Park site included a part-time learning center instructor. Initially, this instructor was employed to provide counseling services at the Advanced Technology and Education Park; however, later it was determined that the instructor did not meet the minimum qualifications in counseling pursuant to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Because of this, the instructor was assigned to the Advanced Technology and Education Park Student Resource Center to provide students with general information about careers, transfer requirements, and academic choices. Additionally, through an audit of credentials possessed by all instructors teaching Irvine Valley College transfer general education courses through Contract

Education, it was determined that an instructor hired to teach a Political Science 1 class at Crean Lutheran South High School in fall 2009 did not meet the minimum qualifications in Political Science pursuant to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Therefore, the students were certified as completing the high school credits for American Government by the high school, not the College. The College offered a new section of Political Science in spring 2010 with a full-time Irvine Valley College faculty member who did meet the minimum qualifications in Political Science.[IIIA-4]

In accordance with Board Policy 4011.3 (Hiring Policy for Classified Staff), the District Office of Human Resources and the Search Committee Chair (optional) is responsible for screening applications for minimum qualifications as specified in the official announcement, thereby determining which applications will be forwarded to the hiring committee. If the need arises, the Office of Human Resources consults with the Search Committee Chair as to interpretation of minimum qualifications.[IIIA-5] Qualifications for classified managers are determined by the College and the District. Generally, classified managers have a minimum educational qualification of a bachelor's degree in a specialized area and appropriate experience related to the position.

Hiring procedures for the selection of personnel are clearly and publicly stated in board policies. Board policy 4011 (Employment Procedures for Administrators and Classified Managers), Board Policy 4011.1 (Full-time Faculty Hiring Procedures), and Board Policy 4011.3 (Hiring Policy for Classified Staff) clearly specifies rigorous hiring procedures to ensure that the institution's personnel are sufficiently qualified to guarantee the integrity of programs and services.[IIIA-2, IIIA-3, IIIA-5]

In order to attract the most qualified candidates, after a position has been identified and board approved, all positions are advertised through the Office of Human Resources. There are several publications utilized on a general basis.

For faculty and administrators, the position is advertised on the South Orange County website, cable television Channel 22, the Human Resources Job Line, Monster.com, Higheredjobs.com, Academic Careers On-line as well as in the California Community College Registry, Community College Times, Chronicle for Higher Education, Community College Week, Association of California Community Colleges, and the Association of California Community Colleges Administrators newsletters.

For classified managers and staff, the position is advertised on the South Orange County website, cable television Channel 22, the Human Resources Job Line Monster.com as well as in the California Community College Registry, Community College Times, and California Association of School Business Officials newsletters.

Supplemental advertising can be utilized for specialized publications as requested by the department/division through the dean and include options such as Academic Employer Network, Asian Pacific Careers, Black Careers Now, California Community College Job Bank Newsletter, Chem-News; Community College Times, Ed Joins; Ed Net, Hispanic Outlook, IMDiversity.com;

Jobs Available, Los Angeles Times, Nurseweek.com, Orange County Register, Pennysaver, San Diego Tribune, Wall Street Journal, other discipline publications and various job fairs upon request.

In order to verify the qualifications of applicants and newly hired personnel, commensurate with board policies, the District reviews the background of all candidates prior to the submission of the recommended candidates to the president for second-level interviews. For faculty and educational administrators, each applicant is required to provide at least three professional references who can address professional competency and appropriate practical skills. The Human Resource Specialist, in conjunction with the chair or designated committee member, conducts reference checks in order to verify all data on the application. Upon completion, the hiring committee may reconvene to review and discuss the reference checks for each of the provisional finalists. Based on the information provided, the committee may remove a finalist, and may reconsider and submit an additional finalist.[IIIA-3]

Following the recruitment period, a screening committee is formed. Committee composition and membership is determined by the appropriate board policy.[IIIA-2, IIIA-3, IIIA-5]

Pursuant to Board Policy 4011.1 (Full-Time Faculty Hiring Procedures), faculty play a primary role in the selection of faculty as mandated by California Education Code Section 87360. For faculty hiring committees, there are no fewer than five and no more than seven members. No fewer than two-thirds of the voting members will be full-time (tenured or tenure-track) district faculty. No fewer than three members of the committee shall be experts in the academic discipline of the recruited position. In order to ensure that the faculty selected for the position have the knowledge of the subject matter, the faculty discipline experts play a major role in the selection process. The Academic Senate is responsible for appointing four faculty members to each search committee, including no fewer than three discipline experts in the academic discipline of the recruited position. In accordance with Board Policy 4011.1, the College President appoints three hiring committee members.[IIIA-3] Therefore, in accordance with the board policy governing faculty hiring, faculty, including the discipline experts, play a primary role in the selection of new faculty.

In order to evaluate and judge effective teaching and scholarship, a full review of the applicant's scholarly accomplishments, curriculum vitae, and/or portfolio is conducted as a part of the screening process pursuant to Board Policy 4011.1 (Full-Time Faculty Hiring Procedures). Effective teaching is evaluated by the hiring committee within the interview process and is based on the candidate's responses to the interview questions (designed by the discipline experts to test subject matter knowledge) and a teaching demonstration.[IIIA-3] Following committee discussion of each candidate, hiring committee members are responsible for exercising independent judgment in rating each candidate.

At the conclusion of the interview process and committee discussion, each member of the committee enters a final interview score for each candidate and the total score is calculated based on the agreed upon weight of the screening and interviews. The Office of Human Resources verifies and calculates the final scores for all candidates. Subsequently, the chair of the

committee and the Human Resources Specialist assemble a ranked list of candidates and the committee determines the lowest score to qualify as a preliminary finalist for a second-level interview based on a simple majority of the voting members of the committee. In accordance with the board policy, under normal circumstances, the committee should make every effort to forward 3 finalists for a second-level interview. However, if in the committee's determination there are fewer than three qualified candidates, the committee may forward fewer than three finalists.[IIIA-3] (This provision ensures that only the most qualified candidates are forwarded to the second-level interview stage of the process.)

Prior to the submission of the finalists to the second-level interviews, reference checks, in accordance with the Office of Human Resource guidelines, are performed. Each applicant is required to provide at least three professional references. Reference checks are conducted by the Human Resource Specialist in collaboration with the chair or another designated committee member. The Human Resource Specialist verifies all data contained in the candidate's application. All reference checks are conducted in compliance with applicable laws prohibiting discrimination in employment.[IIIA-3]

The second-level interviews are conducted by the President and at least one Vice President. The second-level interview questions are job-related and contain more in-depth questions, including how the candidate may contribute to the *College's Mission*. The second-level interviews must be substantially similar, of the same duration, involving the same segments and exercises.[IIIA-3]

In order to ensure a collaborative and collegial process which results in the selection of the most highly qualified candidate, the President consults with the hiring committee chair and discipline experts after the second-level interviews before the offer of employment is extended. The President (or designee) may make further reference checks. For faculty positions, the President selects a candidate for recommendation to the Board of Trustees for appointment to the position. All appointments are subject to board approval.[IIIA-3]

Prior to the commencement of employment, physical testing and background checks as required for the positions are conducted by the Office of Human Resources.[IIIA-3] The selected applicant must provide official transcripts which are verified by the Office of Human Resources to confirm education, experience, and initial salary placement. The process for obtaining an equivalency for degrees from non-United States institutions is listed on the South Orange County Community College District website which states:

> Transcripts from foreign institutions must be evaluated prior to the position's closing date or initial screening date by one of the approved organizations listed in the Foreign Transcript Evaluation leaflet on the California Commission on Teacher Credentialing web site. This leaflet can be found at *http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf*. Unofficial transcripts are acceptable at application time but official transcripts will be required upon employment.

Board policies 4011.1, 4011, and 4011.3 contain safeguards to ensure that hiring procedures are consistently applied. Board policy 4011.1, section I.1. provides:

> The hiring of qualified full-time faculty is essential to the educational mission of the South Orange County Community College District. Therefore, the governing board, administration, and faculty have the responsibility to work together to select highly qualified faculty members who can teach and who are experts in the subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their specialty.
>
> The Board derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. As a result, the Board and the administrators it appoints have the principle legal and public responsibility for ensuring an effective hiring process. Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professional. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process.
>
> It is the policy of the Board in establishing this hiring process that emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers, and that both faculty members and administrators participate effectively in all appropriate phases of the process.
>
> The Office of Human Resources shall ensure that every aspect of the hiring process is implemented appropriately.[IIIA-3]

Board policy 4011.1, Section I.7. further provides that oversight of faculty hiring procedures is a collaborative process involving the College President, the Academic Senate, and the Office of Human Resources:

> Oversight: The College President, with the assistance of the Office of Human Resources (OHR), and the Academic Senate oversee the implementation of the hiring process and the activities of faculty hiring committees as they exercise their duties, specifically to insure that actions of hiring committees are consistent with both the written stipulations and the intentions of hiring policy. It is the responsibility of the President to ensure the integrity of the hiring process established by this policy. If, in the judgment of the President, the integrity of the process described herein has been substantially violated or abused, the President may order that the process be suspended, pending determination of an appropriate action in consultation with the Academic Senate and the Office of Human Resources, or terminated.
>
> The faculty, as represented by the Academic Senate, also has an inherent professional responsibility in the implementation of policies and procedures governing the hiring process. If, in the judgment of the Senate President, the process described herein has

been substantially violated or abused, the Senate President may recommend to the President that the process be suspended, pending determination of an appropriate action in consultation with the Academic Senate and the Office of Human Resources, or terminated.[IIIA-3]

Self Evaluation

The College/District has three comprehensive and rigorous policies governing the hiring of administrators and classified managers, faculty, and classified staff.[IIIA-2, IIIA-3, IIIA-4] For faculty and administrative positions, the College/District hiring criteria, policies and procedures are in compliance with the minimum qualifications as set by California Community College Systems Office, *Minimum Qualifications for Faculty and Administrators*. Board policy 4011.1 (Full-Time Faculty Hiring Procedures) ensures that faculty are highly involved in all stages of the selection of new faculty, including oversight of the process to ensure the integrity of the process and selection of the most highly qualified candidates.

The *Full-Time Faculty Hiring Procedures* contain provisions which enable the hiring committee to evaluate whether an applicant is the most qualified candidate for the position as well as to evaluate effective teaching, scholarship, accomplishments, and the candidate's potential to contribute to the *College Mission*. In order to define and evaluate effective teaching within the hiring process, Board Policy 4011.1section VII delineates the procedures for the evaluation of the candidates' qualifications, responses to interview questions, group discussions, scoring, and the selection of finalists.[IIIA-3]

The College/District hiring policies are effective and yield highly qualified employees due to the consistent implementation of the following procedures:

- Clear criteria and minimum and desirable qualifications are provided in job announcements/position descriptions for all personnel;
- As changes occur within the College, all positions are re-evaluated to ensure institutional effectiveness;
- The College/District utilizes technology and effective advertising methods to ensure a large and diverse pool of applicants.

Student perceptions of instructor quality provide an important gauge of teaching effectiveness. According to the *2009 Student Satisfaction Survey*, about nine in ten of surveyed students agreed that "Course syllabi are provided and followed" (91%), "Instructors are knowledgeable in their fields" (91%), "Classroom materials are appropriate" (90%), "Assignments are relevant to the course material" (89%), "Instructors are fair and objective when presenting course material" (87%), and "Grading practices are fair" (87%). Taken together, the strong support of students across various aspects of teaching in the classroom evinces that college hiring procedures are producing qualified and effective members of the faculty (*2009 Student Satisfaction Survey).*

While full-time faculty hiring criteria, policies, and procedures have been jointly developed and mutually agreed upon between the Board of Trustees and the Academic Senates, and approved

by the Board, the College/District needs to update the adjunct faculty hiring process. Since a majority of the College courses are taught by adjunct instructors, this is a college priority.

Planning Agenda

None.

Standard III.A.1.b.

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

Descriptive Summary

In order to ensure that there are appropriate institutional responsibilities for personnel participation and to ensure that evaluations lead to institutional improvement, all employee units are evaluated systematically and at stated intervals. The College/District has established written criteria for evaluating all personnel, including the performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise.

Faculty evaluation procedures and the *Faculty Performance Evaluation Review* are negotiated by the South Orange County Community College Faculty Association and the South Orange County Board of Trustees within the collective bargaining process. Article XVII of the *2007-2010 Academic Employee Master Agreement* governs faculty performance review and evaluations. The primary purpose of faculty performance review and evaluations is the "continued improvement of instruction and instructional support services".[IIIA-6] For new faculty, a Tenure Review Committee, consisting of the dean and a minimum of two tenured faculty members from the department/school, follow the candidate through the four-year probationary period. The Tenure Review Committee conducts scheduled classroom/worksite/electronic visits as mutually agreed upon and written comments are submitted to the dean. The probationary faculty member is evaluated on his/her participation in curriculum development and review, and the development and assessment of student learning outcomes.[IIIA-6] Student evaluations are arranged through the appropriate Vice President's Office. Based on the tenure review committee's observations and post-visit discussions with the probationary faculty member, a written report and recommendations are submitted to the dean, Vice President of Instruction, and the President in each of the four probationary years. In order to ensure that the evaluations lead to improvement, if the probationary faculty member's performance is unsatisfactory, a plan is developed, including follow-up activities, dates of completion, and measureable outcomes to address the issues.[IIIA-6]

The purpose of the evaluation process for tenured and adjunct faculty is "to improve the teaching/learning process and delivery of student services," and "to provide a basis for professional growth and development".[IIIA-6] The evaluation consists of student evaluations (arranged through the appropriate Vice President's Office) and a scheduled administrative review of the classroom/worksite/electronic visitation. Each evaluation may include information relevant to the instructional duties assigned to the faculty member, including participation in curriculum development and review, and in development and assessment of student learning outcomes. Tenured faculty are evaluated every two years and adjunct faculty are evaluated during the first semester of his/her assignment and subsequent evaluations occur every other semester thereafter. In order to ensure that evaluations lead to improvement of job performance, a plan of action is developed for faculty members receiving an overall rating of unsatisfactory. All recommended improvement(s) are included in the plan of action, including the details(s) of activity for enhancement(s), date(s) of completion for each activity, and acceptable material(s) which document the completion of the activity.[IIIA-6]

The *Faculty Performance Evaluation Criteria* are designed to lead to improvement of job performance, institutional effectiveness, and the effectiveness of faculty in performing their classroom assignments and institutional responsibilities. The performance evaluation criteria include: Participation in faculty professional development; fulfillment of contractual service hours; compliance with board policies/administrative regulations; timely grade and report submission; fulfillment of office hours; demonstration of subject matter expertise; clear statement of course grading policies, student learning activities, student learning outcomes, and methods of evaluation within the course syllabus; demonstration of effective preparation for lectures and/or laboratory sessions; demonstration of effective methods of instruction and effective use of instructional technology; demonstration that instructional methods encourage student learning, critical thinking, and academic initiative; and demonstration that interaction with students exhibits a tolerance of different perspectives. Counseling evaluation criteria include demonstration of complete and accurate knowledge of the advisement process and demonstration of sensitivity to the circumstances, needs, and objectives of individual students. Librarian evaluation criteria include: Demonstration of effective non-classroom library assignments; conduct of library research workshops; and demonstration of effective library reference services. Coaching evaluations include: Planning and maintaining effective athletic schedules and activities as required; demonstration of accurate knowledge of eligibility and recruitment requirements; and development and implementation of recruitment plans including local high schools.[IIIA-7]

Classified evaluation procedures and the evaluation instrument are negotiated by the California School Employees Association (CSEA) and the South Orange County Community College Board of Trustees within the collective bargaining process. Article V of the *California School Employees Association Contract* governs classified staff evaluations. In accordance with the *California School Employees Association Contract*, the purpose of classified evaluations is "to promote the improvement of personnel management and employee-employer relations".[IIIA-8] Each permanent employee receives a written evaluation at least once every two years. New employees are on probation for twelve working months. Probationary employees are evaluated once during the initial six months of employment, and again prior to the end of the probationary

period.[IIIA-8] The *Classified Evaluation Criteria* include: the skills necessary to perform the job; decision-making ability; quality, quantity, and efficiency of work output; efficacy of written and verbal communication; willingness and ability in working with a supervisor and coworkers; problem solving abilities; unscheduled time away from the office; and responsiveness to critical feedback.[IIIA-8]

Administrative evaluation policies and procedures are set forth in Board Policy 4090 and Administrative Regulation 4090 (Evaluation of Administrators-Classified Leadership Employees).[IIIA-9] Pursuant to Board Policy and Administrative Regulation 4090, the primary goal of administrative and classified management evaluations is the improvement of performance. Evaluations, including dates, discussion, and recommendations, are confidential and are released only on a "need to know basis". Administrators, managers, and confidential employees are evaluated semi-annually during the first year of employment and annually thereafter by May 31st and by November 1st (or as otherwise provided in the administrator's contract).[IIIA-9]

The evaluation includes a process of goal setting for the next year, as well as an assessment of accomplishment of goals that were previously set. In the event of an unsatisfactory evaluation, a remediation plan, or suggestions, shall be provided by the supervisor.[IIIA-9]

Administrative and Classified Leadership Evaluation Criteria include: the extent to which the employee has the general job knowledge, skills and understanding and uses available technology necessary to fulfill the responsibilities of the position; the extent to which the employee has the knowledge and skills necessary to guide and motivate others toward goal achievement, develop effective teams, provide vision and balance authority; ability to guide and direct, inspire others through unity of purpose, respect others' responsibilities and commitments; maintenance of a positive work environment; facilitate change; and resolve disputes; encouragement of teamwork/shared vision and goals; application of policies/procedures equitably to all staff; knowledge, understanding, contribution and adherence to district and college policies, and procedures related to assigned job responsibilities, organizational goals and objectives; ability to clearly and effectively present information through written or verbal communication; ability to read and interpret complex information; use of tact when expressing ideas or opinions; ability to set goals and objectives consistent with institutional goals; demonstrated awareness of trends and anticipation of changes; the extent to which the employee is a self-starter; ability to generate innovative ideas, approaches and solutions; ability to seek new challenges, self development and learning opportunities; and ability to bring about great results from ordinary circumstances.[IIIA-9] (Please see *Performance Evaluation Review: Administrators Managers* for additional evaluation criteria.[IIIA-9])

The evaluation processes of faculty, classified staff, administration and classified leadership are designed to assess effectiveness of personnel and encourage improvement.

Self Evaluation

The systematic evaluation of faculty is negotiated in accordance with collective bargaining procedures as prescribed by the California Labor Code. The faculty evaluation procedures and evaluation criteria are clearly delineated in the *2007-2010 Academic Employee Master Agreement*.[IIIA-6, IIIA-7] The evaluation of classified staff is negotiated pursuant to collective bargaining procedures as prescribed by the California Labor Code. The classified staff evaluation procedures and evaluation criteria are clearly delineated in the *California School Employees Association Contract*.[IIIA-8] Board policy/Administrative Regulation 4090 (Evaluation of Administrators-Classified Leadership Employees) specify the evaluation procedures for administrators and classified leadership and the *Performance Review for Administrators and Managers* contains the specific evaluative criteria for administrators and managers.[IIIA-9]

Administrators, full-time faculty, and classified managers are systematically evaluated at stated intervals and the actions taken following evaluations are formal, timely, and documented commensurate with contractual provisions. The District Office of Human Resources provides a list of adjunct faculty and classified staff evaluations to the deans and managers.

According to the *2009 Employee Satisfaction Survey*, 58.8 percent of employees "strongly agreed" (26.3%) or "somewhat agreed" (32.5%) that job performance evaluations are conducted "systematically at regular intervals" and approximately one third of respondents (36.1%) disagreed that evaluations are conducted regularly.

Similarly, 57 percent of employees "strongly agreed" (25.8%) or "somewhat agreed" (31.4%) that job performance evaluations "encourage improvement" while 34 percent either "disagreed" (19%) or "strongly disagreed" (15%)(*2009 Employee Satisfaction Survey).*

The District is addressing timeliness and consistency of evaluations through the recent implementation of electronic evaluations. This process allows for an electronic self-evaluation by the employee which is then submitted electronically to their supervisor. After discussion and review, the supervisor completes the evaluation which is electronically submitted to the appropriate individuals. The electronic work flow process is designed to streamline the current paper process and allow the employee and supervisor to monitor the status of the evaluation. The electronic process was piloted in 2010 and will be implemented District-wide by 2011. This evaluation process is for administrators and classified staff. The evaluation process for faculty is governed by the *2007-2010 Academic Employee Master Agreement*.

Planning Agenda

None.

Standard III. A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Pursuant to article XVII section II.A.a.2.iii. of the *Faculty Evaluation Criteria*, faculty are responsible for the development and assessment of student learning outcomes as follows:

> Each evaluation may include information relevant to the instructional duties assigned to the faculty member, including participation in curriculum development and review, and in the development and assessment of student learning outcomes. Any information included in the faculty member's evaluation regarding participation in curriculum or student learning outcome processes must be verified and documented.[IIIA-6]

Faculty, tutors, and student support services have been actively engaged in developing student learning outcomes. As indicated in the *2008-2009 Accreditation Annual Report* (submitted to the commission on June 30, 2009), in 99 percent of courses offered in fall 2008 and spring 2009, faculty identified student learning outcomes. All programs in student support services have identified student learning outcomes.[IIIA-10] The Student Learning Outcomes Co-Chairs emphasize the identification and assessment of "robust" student learning outcomes that address high priority, complex learning outcomes. Therefore, many course student learning outcomes simultaneously address program and degree/certificate learning outcomes. Faculty routinely engage in ongoing, self reflective dialogue regarding how well students are learning in their courses and programs at meetings of the Academic Senate as well as at Institutional Effectiveness meetings.[IIIA-11]

Student learning outcomes are published on the detail page of the online course schedule and/or the course syllabi as well as in the course outline of record.[IIIA-12] In order to establish measures of student learning, the course outline of record and the course syllabi contain specific methods of evaluation/assessment for each student learning outcome and/or learning objective. As faculty members evaluate assessment results, modifications in teaching methodologies are implemented to improve student learning.

Changes in course content or sequencing have resulted in numerous departments based on the evaluation of student learning outcome assessment results.

The institution has developed several mechanisms to evaluate effectiveness in developing student learning outcomes and the mechanisms are producing meaningful and useful results. As described in the Summary, Sections C. and D., Eligibility Requirement 10 from 2005 to 2007, the College institutionalized the development and assessment of student learning outcomes. In 2005, the Student Learning Outcomes Committee was formally adopted by the College and the Committee established a *Student Learning Outcomes Implementation Plan* as well as

Institutional (General Education) Outcomes for the College. (*2007 Focused Midterm Report*, p. 16) In 2006-2007, with the revision of the *Program Review Process*, the Student Learning Outcomes Committee was modified as learning outcomes development and assessment became institutionalized within the academic and student services program reviews. Presently, the College has adopted a Student Learning Outcomes Task Force. The charge of the Task Force includes assisting the faculty and staff in developing course, program, degree and certificate student learning outcomes, the development of assessment plans, implementation of assessment plans and the collection of assessment data, modification of courses and/or programs (if necessary) based on assessment data, and mapping student learning outcomes to the *Institutional (General Education) Learning Outcomes*. (*2008 Accreditation Progress Report*, p. 33)

As documented in the *2005 and 2006 Progress Reports*, the *2007 Focused Midterm Report*, and the *2008 Progress Report*, the College has revised and implemented an ongoing, systematic *Comprehensive Program Review Process* which is used to assess and improve academic programs, student support services, and institutional effectiveness. A major component of the *Comprehensive Program Review* is the development and assessment of course and/or program and/or degree/certificate student learning outcomes. (*2007 Focused Midterm Report*, pp. 68-69)

The 2006-2007 revisions to the *Program Review Process* include the use of a four column matrix to assist faculty in developing and assessing student learning outcomes. The first column of the matrix directs faculty and staff to identify course and/or program level outcomes. The second column of the matrix assists faculty in the identification of assessment methodologies for each outcome as well as the date of assessment completion. The third column includes the assessment results, main findings, date, and authors(s). The fourth column assists faculty in documenting how instruction and student services were modified (if necessary) based upon the assessment results. (*2007 Focused Midterm Report*, pp. 68-69)

The College purchased eLumen software in order to track and evaluate the effectiveness of student learning outcomes. The software is designed to assist faculty and staff in reporting, tracking, and evaluating student learning outcomes assessment data. As reported in the *2008 Progress Report*, a pilot program using the eLumen software was launched in 2008-2009. In August 2008, instructors accepted invitations to attend training sessions designed to acquaint them with the software and to prepare them to mentor colleagues in their respective departments and schools. (*2008 Progress Report*, pp. 43-44) This process was again implemented in 2009-2010.

In spring 2009, the College developed the Office of Research, Planning, and Accreditation. The office has a full-time Research Analyst and a full-time Research Specialist to assist the College in meeting the accreditation standards.

In 2009-2010, further evaluation of the *Comprehensive Program Review Process* produced significant improvements in the assessment component of program effectiveness. In fall 2010, program review data from 2004 to 2010 for all academic programs will be available electronically on the District inFORM data warehouse.[IIIA-13] In addition to student learning

outcomes assessment data, data included within the warehouse and used to assess program effectiveness include:

- Section Counts
- Enrollment Counts
- Weekly Student Contact Hours
- Full-Time Equivalent Students
- Full-Time Equivalent Faculty
- Non-Contract Hours
- College and Department Productivity
- College and Department Course Fill Rates
- College and Department Retention Rates
- College and Department Success Rates
- College and Department Passing Grades
- College and Department Student Age Distribution
- Student Ethnicity
- Educational Goal
- Awards (Degree/Major/Certificate)

In order to ensure that the results of learning outcome assessment data are used to improve student learning, the development and assessment of student learning outcomes was incorporated into the College *Strategic Plan* as follows:

> Objective XI: By October 2012, the College will meet the Accreditation Commission's proficiency criteria for Student Learning Outcome Assessment by publishing annual comprehensive Student Learning outcome Assessment Reports that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning. (Linked to IVC Goals 1, 2, 3, 7 and 9) (new Objective in 09-10)
>
> **Rationale:** To comply with the requirements set forth in the Accreditation Commission Letter dated January 2008.
>
> Strategy 12.01**:** Construct an institutional plan for posting student learning outcome assessment results for the purposes of obtaining institutional dialogue toward the maintenance of successful practices and improvement of student learning.
>
> Strategy 12.02: Create an institutional procedure for generating annual, comprehensive student learning outcome assessment reports. IIIA-14

Student learning outcomes workshops have become a standard feature of Faculty Professional Development Week and workshops are offered on a regular basis throughout the semester. The workshops are designed to assist faculty in the implementation of the student learning outcome assessment plans. Many departments have made substantial progress such as Mathematics, Writing, Psychology, Japanese, Chinese, Disabled Students Programs and Services, and Extended Opportunity Programs and Services. Data gathered from student learning outcome assessment has been analyzed and modifications (if necessary) have occurred in numerous departments. For example, the Mathematics department used the learning assessment process to focus on key concepts that students typically have difficulty grasping. The Writing department used the assessment process to promote and develop more uniform expectations for learning across all levels of the writing curriculum. The Psychology department found that authentic assessment and scoring rubrics more clearly communicate expected outcomes to students and inspire better work. (*2005 Progress Report*, p. 8; *2006 Progress Report* p. 26; *2007 Focused Midterm Report* pp. 16-17; 23-24;)[IIIA-15]

In collaboration with the Academic Senate and the administration, the Student Learning Outcomes Task Force developed a number of strategies to facilitate meaningful and efficient assessment practices.

1. Training: Training for faculty and staff has been conducted through a series of workshops (described above), face-to-face consultations, email exchanges, on-demand tutorial videos, and a resource website.

2. Technology: Technology has been utilized for training, facilitating assessment, and for organizing and storing assessment data. Examples include training videos produced with Camtasia software, rubric generation using an online site, use of Adobe Acrobat to produce self-scoring electronic forms that also produce research-ready data files, web-based survey software for gathering post-test data, Scantron's Par Survey software for supporting embedded assessment across sections of the same course, a user-friendly student learning outcome resource website using WordPress.com, and eLumen to organize and archive all student learning outcomes and assessment data. Other technology tools include using student response systems (clickers) and Blackboard's survey utility for gathering student learning outcome evidence.

3. Research and Development: The Student Learning Outcomes Co-Chairs have been proactive in seeking ways to effectively engage the college in meaningful, state-of-the-art assessment. They facilitated a study involving eight local colleges. This work affirmed the usefulness of self-regulation, academic self-efficacy, and goal clarity as significant measures for student services. A new scale designed to measure the extent to which students feel connected to the College, and new measures of self-regulation and academic confidence are being developed. Additionally, as part of the *2008-2009 Strategic Plan*, the College is researching the importance of reading proficiency for success in degree-applicable courses, and examining the possibility of establishing a college-wide success course featuring ePortfolios. Students would maintain the ePortfolio during their

academic career at the College and upload and store artifacts (papers, reports, projects, etc.) to demonstrate their mastery of degree-level student learning outcomes.

Self Evaluation

The College meets this standard. Through the collective bargaining procedures, the South Orange County Community College District Faculty Association and the Board of Trustees have directly incorporated the development and assessment of student learning outcomes into the evaluation criteria for faculty evaluations within the *2007-2010 Academic Employee Master Agreement*.

As documented above, all members of the College community have been actively engaged in ongoing dialogue regarding the development and assessment of student learning outcomes and the institution has implemented numerous structural mechanisms to use learning outcome assessment results to improve student learning.

Planning Agenda

None.

Standard III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

In order to foster ethical behavior in employees, there are numerous board policies and administrative regulations which reference and encourage ethical behavior in all personnel as well as members of the Board of Trustees in all areas of professional conduct such as Non-Discrimination-Equal Opportunity, Electronic Communications, Prohibition of Workplace Violence, Employment of Relatives, Prohibition of Harassment and Discrimination as well as Whistleblower Protection as follows:

- Board Policy 1400 (Code of Ethics for Members of the Board of Trustees);
- South Orange County Community College Administrator and Manager Statement of Ethics;
- Board Policy 112 (Duties and Responsibilities of the Board of Trustees);
- Board Policy 2101 (Delegation of Authority to the College President);
- Board Policy 4000.2 (Electronic Communication);
- Board Policy 4000.3 (Workplace Violence);
- Administrative Regulation 4000.3 (Workplace Violence);
- Board Policy 4000.4 (Equal Employment Opportunity);
- Board Policy 4000.5 (Prohibition of Harassment and Discrimination);

- Administrative Regulation 4000.5 (Prohibition of Harassment and Discrimination);
- Board Policy 4003 (Employment of Relatives);
- Board Policy 4700 (Whistleblower Protection).[IIIA-16]

In addition to the above board policies and administrative regulations, Board Policies 4011 (Employment Procedures for Administrators and Managers)[IIIA-2], 4011.1 (Full-Time Faculty Hiring Procedures)[IIIA-3], 4011.3 (Hiring Policy for Classified Staff)[IIIA-5] delineate the inherent professional responsibility of administrators, managers, faculty, classified staff, and members of the Board of Trustees to ensure the integrity of the hiring processes and compliance with federal and state statutes relating to equal employment opportunities. Board Policy 4011.2 (Confidentiality and Conflicts in Hiring) ensures confidentiality in hiring and prohibits personnel from participating in the hiring process in the event of a conflict of interest.[IIIA-17]

Board Policy 6120 (Academic Freedom) states that the Board of Trustees, administration, faculty, staff, and students are obligated to protect preserve, and promote academic freedom within the institution and expresses the commitment to the free pursuit and dissemination of knowledge, and the integrity of the teaching and learning process.[IIIA-18]

Self Evaluation

The institution does not have one standardized written code of ethics for all personnel. However, the administration and the Board of Trustees have written codes of ethics and numerous board policies contain written statements of professional and ethical conduct pertaining to all employees.

Further, faculty professional conduct is governed by the *Academic Employee Master Agreement Section XXIII* (disciplinary actions) and *California Education Code*.[IIIA-6] Classified staff professional conduct is governed by the *California School Employees Association Contract*, Article 15, (disciplinary actions).[IIIA-8]

Planning Agenda

None.

Standard III. A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

In order to maintain a sufficient number of qualified faculty with full-time responsibility to the institution, the Academic Senate and the administration have developed and implemented the *Faculty Hiring Priority List Development Process*. The full-time faculty priority list is developed annually in the spring by the Academic Senate in collaboration with the Office of Instruction and the Office of Research, Planning, and Accreditation.[IIIA-19]

The priority list development process involves three categories (or tiers). Category 1 (replacement positions) contains the list of all faculty separations from the prior year (tier 1 positions). This category contains positions that have become vacant during the previous year, or have not been replaced during previous hiring cycles. The category 1 replacement positions are ranked according to the formula used to rank category 2 positions.

Category 2 or tier 2 (Academic Senate recommendations) consists of positions to fulfill a 55% full-time/part-time staffing ratio for the ten academic schools. For classroom faculty, the ranking of positions is based on the total Full-Time Equivalent Faculty and Weekly Student Contact Hours in each academic school. Non classroom faculty (counselors) are ranked according to a formula which takes into account Full-Time Equivalent Faculty and unduplicated headcount.[IIIA-19]

Category 3 or tier 3 (Office of Instruction recommendations) consists of positions identified by the Office of Instruction, the Vice President of Instruction's Council and individual program review recommendations.[IIIA-19]

In order to establish a final priority list which reflects the programmatic needs of the academic schools, positions are rotated from category 1, category 2, and category 3. In accordance with the process, the final priority list is forwarded to the College President for final disposition and subsequently to the Board of Trustees for approval, pending funding.[IIIA-19] The decision regarding how many faculty positions to fill at Irvine Valley College and Saddleback College is determined by the College Presidents, the Chancellor, and the Board of Trustees. The number of funded faculty positions is based on the District Full-Time Faculty Obligation Number as determined by the California Community College Systems Office and the District's compliance with Education Code Section 84362(d), which will be discussed below in the self evaluation.

The November 3, 2005, Progress Visit Report stated that the Classified Senate expressed the desire to have a more substantive and formal role in the development of the *Classified Hiring Priority List*. In order to address concerns of the Classified Senate (and 2005 Commission Recommendation 5), on August 17, 2006, the administration and the Classified Senate jointly developed and adopted a *Classified Hiring Priority List Development Process*. (*2007 Focused*

Midterm Report, pp. 28) The *Priority List Development Process* was updated in March 2010. The process provides an inclusive and participatory mechanism that allows the College community to identify classified staffing needs based on the participation of all constituent groups.[IIIA-20]

The process provides for the development of a classified hiring list within each school or department in collaboration with the administrator or manager. The school or department list is submitted to the appropriate Vice President or College President. The College President and Vice Presidents review the respective area lists, including rationales and historical staffing data. After review and modification if necessary, the Vice Presidents/College President submit one list to the Classified Hiring Priority Task Force, which is composed of two classified staff members, two Academic Senate representatives, one dean, one classified manager, and the Vice Presidents.[65] The Task Force produces one comprehensive prioritized hiring list which is submitted to the College President, College Council, and the Strategic Planning Oversight and Budget Development Committee. One final ranked priority list is submitted to the President's Executive Council for final disposition, pending funding.[IIIA-20]

On May 6, 2009, the Strategic Planning Oversight and Budget Development Committee ranked the *2009-2010 Classified Hiring Priority List* which was submitted to and approved by College Council on May 15, 2009.[IIIA-21] On December 7, 2009, 22 classified positions were in the hiring process.[IIIA-21] On April 7, 2010 the Strategic Planning Oversight and Budget Development Committee launched the 2010-2011 *Classified Hiring Priority List Development Process* which was in progress at the time of this report.[IIIA-22, IIIA-23]

Based on the *2004 Comprehensive Self Study*, the Commission recommended that "[T]he College assess the high rate of turnover among administrators and other staff, and take actions to reduce the number of vacant administrative and classified positions filled on a short-term basis, and fill the positions that are necessary to ensure the integrity of the College's programs and services." From 2005 to the present, the College has taken action to address the commission recommendation as follows. (*2005 Progress Report*, p. 15)

As reported in the *2007 Focused Midterm Report*, a permanent Vice President of Instruction was hired on July 25, 2007, and is currently serving in this capacity. Additionally, on April 23, 2007, through the College *Strategic Planning and Budget Development Process*, the College identified a new administrative dean position, a Dean of Career Technical Education and Workforce Development which was filled on a permanent basis in 2009.[IIIA-24] In order to more evenly distribute the administrative workload, in fall 2009, the ten Academic Schools were realigned and a permanent Dean for the School of Humanities and Languages and the School of Social and Behavioral Sciences was reassigned effective January 2009.[IIIA-24] A permanent Dean of School of Fine Arts and the School of Business Sciences, and Online Education was hired in October of 2008 with a start date in January of 2009.[IIIA-24] Therefore, the Deans of the ten Academic Schools have been filled on a permanent basis.

In order to address whether the College has a sufficient number of administrators, the Office of Research, Planning, and Accreditation conducted analyses of administrative workload. These

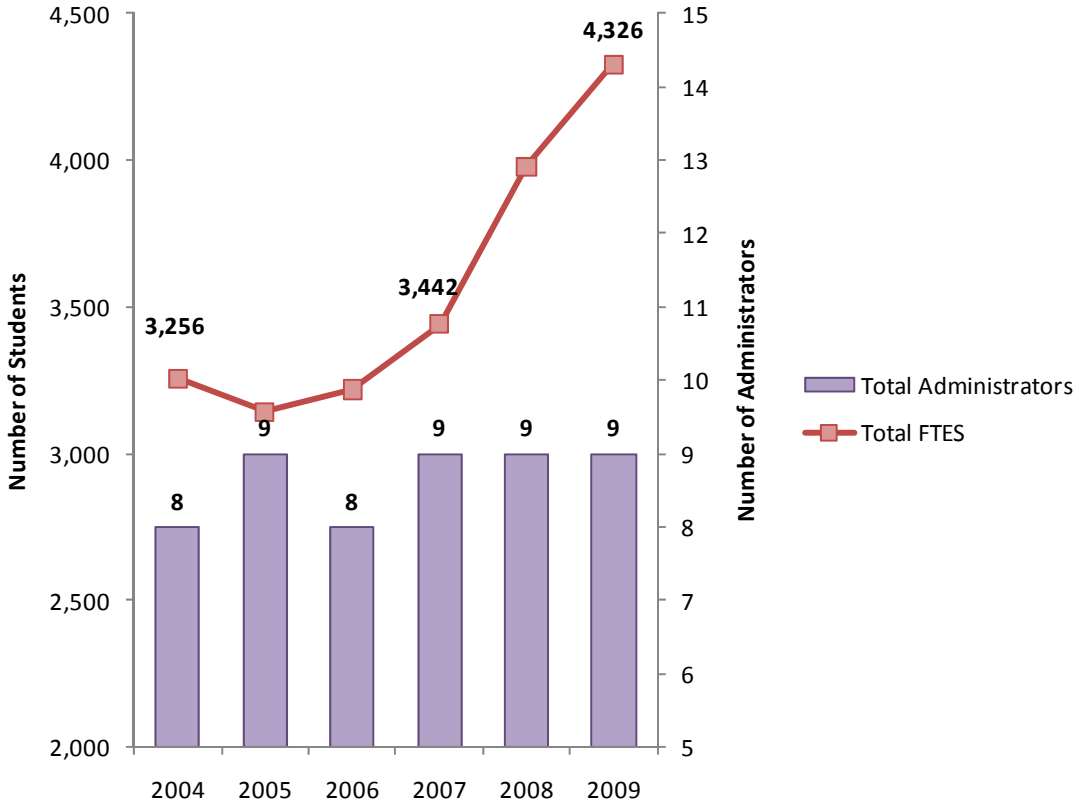
analyses demonstrated that the Unduplicated Student Headcount and Full-Time Equivalent Students increased by 28 percent and 33 percent, respectively from 2004 through 2009, while only one new administrative position was added during this same time period (see Table 52 and Figure 33).[IIIA-25]

Table 52: Irvine Valley College Administrative Positions, 2004 - 2009

	2004	2005	2006	2007	2008	2009	2004-2009
Total Headcount	12,258	12,294	12,496	13,129	14,432	15,720	28%
Total FTES	3,256	3,142	3,219	3,442	3,978	4,326	33%
Budget Revenue	$38,185,694	$41,968,151	$44,101,721	$46,925,218	$50,948,343	$51,720,415	35%
Total Administrators	8	9	8	9	9	9	13%

Note: Data for Total Headcount and Total FTES are from Fall 2004 through Fall 2009. Budget Revenue data are based on the fiscal calendar, while the Total Administrators data are from each calendar year. The last column represents the total percentage change from 2004 to 2009.

Figure 33: FTES and Number of Administrators, 2004 – 2009



Comparative analyses of administrative staffing state-wide showed that Irvine Valley College ranked 96th out of 110 community colleges in administrative workload for the 2008-2009

academic year (see Table 28).[IIIA-25] Furthermore, among similarly sized colleges from multi-college districts, the average number of administrators totaled 13 with an average student per administrator ratio of 1,950. At Irvine Valley College, there were nine administrators with 2,741 students per administrator during the 2008-2009 academic year (see Table 53).[IIIA-25]

Table 53: State-Wide Comparison of Administrative Workload, 2008 - 2009

Student per Administrator (3rd Quartile in Size)								
District	College	AY08-09	Pres/VP	Deans	Total	Student/ Admin	Multi-College District	Rank
San Bernardino CCD	San Bernardino Valley College	22,494	4	16	20	1,125	Yes	1
Antelope Valley CCD	Antelope Valley College	22,883	5	12	17	1,346	No	2
Sierra Joint CCD	Sierra College	30,862	5	15	20	1,543	No	3
Grossmont-Cuyamaca CCD	Grossmont College	28,568	4	14	18	1,587	Yes	4
Ventura County CCD	Ventura College	22,668	3	11	14	1,619	Yes	5
Mt. San Jacinto CCD	Mt. San Jacinto College	26,148	5	11	16	1,634	No	6
Los Rios CCD	Cosumnes River College	21,815	3	10	13	1,678	Yes	7
Cabrillo CCD	Cabrillo College	24,170	5	9	14	1,726	No	8
Rancho Santiago CCD	Santiago Canyon College	24,671	5	9	14	1,762	Yes	9
Yosemite CCD	Modesto Junior College	29,277	4	12	16	1,830	Yes	10
Chaffey CCD	Chaffey College	29,323	5	11	16	1,833	No	11
Mira Costa CCD	MiraCosta College	23,879	4	9	13	1,837	No	12
Southwestern CCD	Southwestern College	29,620	5	11	16	1,851	No	13
Grossmont-Cuyamaca CCD	Cuyamaca College	22,433	4	8	12	1,869	Yes	14
Allan Hancock Joint CCD	Allan Hancock College	26,486	5	9	14	1,892	No	15
North Orange County CCD	Fullerton College	32,241	4	13	17	1,897	Yes	16
Santa Barbara CCD	Santa Barbara City College	28,457	6	8	14	2,033	No	17
Coast CCD	Coastline Community College	22,768	4	7	11	2,070	Yes	18
Chabot-Las Positas CCD	Chabot College	23,660	3	8	11	2,151	Yes	19
San Joaquin Delta CCD	San Joaquin Delta College	30,430	4	10	14	2,174	No	20
Ventura County CCD	Moorpark College	24,007	3	8	11	2,182	Yes	21
Peralta CCD	Laney College	23,010	3	7	10	2,301	Yes	22
Monterey Peninsula CCD	Monterey Peninsula College	23,466	4	6	10	2,347	No	23
San Diego CCD	San Diego City College	29,836	4	8	12	2,486	Yes	24
West Valley-Mission CCD	West Valley College	22,839	4	5	9	2,538	Yes	25
South Orange County CCD	**Irvine Valley College**	**24,673**	**3**	**6**	**9**	**2,741**	**Yes**	**26**
Kern CCD	Bakersfield College	28,761	3	7	10	2,876	Yes	27
	Total	**699,445**	**111**	**260**	**371**			
	Single College District	26,884	5	10	15	1,803	11	
	Multi-College District	25,233	4	9	13	1,950	16	
	Average	**25,905**	**4**	**10**	**14**	**1,885**	**27**	

In order to address this disparity in administrative workload, the College supported the reestablishment of the position of Dean of Academic Programs, Student Learning, and Research through the *Strategic Planning and Budget Development Process* in order to assist the Office of Instruction and the ten Academic Schools. The Board of Trustees approved the position on August 4, 2010.[IIIA-26]

Self Evaluation

Based upon funding, the District Full-Time Faculty Obligation Number set by the California Community College Systems Office, and California Education Code §84362, the College President, the Chancellor, and the Board of Trustees authorized funding for sixteen faculty positions in 2008-2009 and seven faculty positions for 2009-2010.[IIIA-27]

According to the *2009 Employee Satisfaction Survey*, 79 percent of full-time faculty members and college administrators who answered the survey were either "very familiar" (42%) or "somewhat familiar" (37%) with the *Full-Time Faculty Hiring Priority List Development Process*. In addition, of those who were at least "a little familiar" with the *Full-Time Faculty Hiring Priority List Development Process*, 80 percent considered the process either "very effective" (26%) or "somewhat effective" (54%)(*2009 Employee Satisfaction Survey).*

Based on a historical overview of classified hiring from 2005 to the present, the College hired twelve classified positions in 2005, seven classified positions in 2006, six classified positions in 2007 (*2007 Focused Midterm Report*, p. 28), and 22 classified positions in 2008-2010.[IIIA-21]

According to the *2009 Employee Satisfaction Survey*, 45 percent of employee respondents were either "very familiar" (16%) or "somewhat familiar" (29%) with the *Classified Hiring Priority List Development Process*. Of those respondents who were at least "A little familiar" with the *Classified Hiring Priority List Development Process*, 46 percent considered the process either "very effective" (13%) or "somewhat effective" (33%). (*2009 Employee Satisfaction Survey)*

In response to the survey results, the classified staff in collaboration with the Office of the President, revised the *Classified Hiring Priority List Development Process* in March of 2010.[IIIA-20]

Presently, there are no state requirements and/or formula which assist colleges in determining the appropriate number of administrative and classified staffing ratios. The President's Executive Council determines the number of administrative and classified staff positions to be filled pending budgetary parameters and compliance with Education Code §84362 (d), which mandates that "[T]here shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district 50 percent of the district's current expense of education."

The College evaluates the effectiveness, number and organization of personnel through the analysis and development of the *Faculty* and *Classified Staff Priority List Development* processes.

Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number one. In order to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement, the College will review, integrate, and continue to raise awareness of the College's decision-making processes, including:

   - The *Classified Hiring Priority List Development Process* which is the basis for identifying, prioritizing, and hiring human resources needs of the College.

   Through the *IVC Evaluation Timelines for 2006-2012 Strategic Plan*, the College will continue to systematically review the effectiveness and integrity of college decision-making processes and communicate the results of the evaluations to all campus constituencies.

Standard III. A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

All board policies and administrative regulations, including personnel policies and procedures, are systematically developed and reviewed by the Board Policy and Administrative Regulation Advisory Council, which is chaired by the Deputy Chancellor. The membership of the Advisory Council includes District and College Administrators and Directors, the Presidents of the Academic and Classified Senates, the Presidents of the Faculty and Classified Bargaining Units, and a Classified Manager representative. The Advisory Council meets on a bimonthly basis.[IIIA-28] Thus, District and College personnel develop, review, and provide input into board policies and administrative regulations pertaining to personnel policies. All board policies are forwarded to the Board of Trustees for review and approval. Administrative regulations are forwarded to the Chancellor for review and approval.

Board policies are publicized on the District website and members of the Board Policy and Administrative Regulation Advisory Council receive updated policies and regulations digitally. A complete hard copy of the *Board Policy and Administrative Regulation Manual* is maintained by the Office of the Deputy Chancellor.

Self Evaluation

As documented in the *2006-2009 Progress Reports*, the Board Policy and Administrative Regulation Advisory Council has continued to function collegially and collaboratively resulting in the development and systematic review of numerous board policies and administrative regulations, including personnel policies and procedures. The Board and the Chancellor have consistently adopted the revisions to the policies and procedures as recommended by the advisory council.[IIIA-29]

As documented in section Standard III.A.1.d., there are numerous board policies and administrative regulations designed to ensure that personnel policies are consistently and equitably implemented. In the event of alleged violations, the faculty and classified contracts contain grievance procedures in order to ensure fair treatment of personnel. In addition, mandatory workshops regarding harassment and diversity are conducted annually.

Planning Agenda

None.

Standard III. A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The District has established numerous board policies and administrative regulations promoting equal opportunities in employment for all persons and prohibiting discrimination and harassment, such as Board Policies 4000.4 (Equal Employment Opportunity), and 4000.5 (Prohibition of Harassment and Discrimination) as documented in Standard III.A.1.d.)[IIIA-16]

In addition, the hiring policies for all personnel ensure that hiring procedures provide for fairness in all employment procedures. Board Policies 4011 (Employment Procedures for Administrators and Managers), 4011.1 (Full-Time Faculty Hiring), and 4011.3 (Hiring Policy for Classified Staff) contain equal opportunity policy statements.[IIIA-2, IIIA-3, IIIA-5] For example, Board Policy 4011 (Section I. 3.) provides:

> The South Orange County Community College District shall recruit, hire, and promote in all job titles without regard to ethnic group identification, race, color, religion, sex, national origin, ancestry, physical or mental disability, age, medical condition, marital status, military service, sexual orientation, or any other basis protected by law. The District shall comply with the Board of Governors regulations relating to equal employment opportunity.

Self Evaluation

The District has written policies and procedures ensuring fairness in all employment procedures. A Human Resource Specialist serves as a non-voting member of all hiring committees to ensure adherence to employee hiring procedures. In addition, the Human Resources Specialist conducts an initial orientation for hiring committee members. All hiring committee members sign a conflict of interest and confidentiality statement per Board Policy 4011.2.[IIIA-17]

Planning Agenda

None.

Standard III. A.3.b.

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

Descriptive Summary

Board Policy 4012 (Administrators and Classified Managers' Personnel Files) provides for the security and confidentiality of administrative and classified manager personnel records and ensures that they have access to their personnel records as follows:

> Personnel records are private, accurate, complete, and permanent. Personnel records are maintained in the District Office of Human Resources. Every Academic Administrator and Classified Management employee has the right to inspect personnel records pursuant to the Labor Code. Information of a derogatory nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee shall have the right to enter, and have his or her own comments attached to any derogatory statement. The review shall take place during normal business hours and the employee shall be released from duty for a reasonable amount of time for this purpose without salary reduction.[IIIA-30]

Article XVIII (Personnel Files) of the *2007-2010 Academic Employee Master Agreement* contains the provisions for security and confidentiality of faculty personnel files as well as the procedures to provide for faculty access to their personnel records. Article XVIII (Personnel Files) states, in pertinent part, as follows:

I. General Provisions: The District shall not base any punitive action against a faculty member upon materials which are not contained in the faculty member's personnel file.

   A. Any punitive action against a faculty member shall be taken in conformance with legal requirements.

   B. There shall be only one official personnel file for each faculty member. This file shall be locked in a central location.

II. Access to Files and Release of Personnel Information:

   A. The faculty member shall have access to his/her file at reasonable intervals and at reasonable times, with reasonable advance notice subject to the following restrictions:

1. The employee shall not have the right to inspect personnel records at a time when the employee is actually required to render services to the District.

2. The employee shall not have the right to inspect materials the access to which is specifically excluded by federal or state regulation or statute.[IIIA-6]

Article 6 (Personnel Files) of the *California School Employees Association Contract 2008-2011* governs the security and confidentiality and provides access to personnel records for classified employees.

> Upon request employees shall have the right to inspect all materials not specifically excluded by law. Such inspection shall be made at a time when the employee is not actually required to render services to the district.
>
> No derogatory information or materials shall be entered or filed in the employee's personnel file unless the employee is given a copy of the document and five (5) working days to review the contents. An employee shall have the right to respond in writing, and the written response shall be included in the employee's personnel file. Such review shall take place during normal business hours and the employee shall be released from duty with pay for this purpose with no loss in salary.[IIIA-8]

Self Evaluation

The College meets this standard. The Office of Human Resources is committed to maintaining secure and confidential personnel files for all employees. The District adheres to the policies, contractual provisions, and State and Federal Statutes governing the management of employee personnel files. Only authorized personnel are given access to personnel records.

Planning Agenda

None.

Standard III.A.4.

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

Standard III. A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Board policy 4010 (Commitment to Diversity) states:

> The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and professional development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.[IIIA-31]

The College is committed to creating an environment which fosters an appreciation of equity and diversity. According to the College *Mission Statement*, "[T]he College is guided by a *Strategic Plan* based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy." College planning takes into account the diversity within the college community and the surrounding service areas. The *College Goals* reflect the institution's commitment to diversity. For example, the first *College Goal* is "[T]o meet the current and future needs of our diverse community." The annual strategic plans contain numerous strategies to achieve the college goal regarding diversity.

The College also provides opportunities for international students. The International Students Program assists all students attending the College and is responsible for federal reporting requirements.[IIIA-32]

The Associated Students of Irvine Valley College provide opportunities to join numerous clubs such as the Asian Social Club, the Chinese Club, the Japanese Club, Movimiento Estudiantil Chicano de Aztlán (MeChA), the Persian Club, and the Russian Club. The Associated Students of Irvine Valley College sponsor programs throughout the year that promote an appreciation of diversity, such as the multicultural celebration. The Associated Students also sponsor speakers who provide the students with information regarding diversity.[IIIA-33]

Self Evaluation

The College and the District remain committed to providing opportunities for all employees to increase their awareness and appreciation of issues of equity and diversity. As documented in Standard III.A.1.d. and in Standard III.A.3.a., board policies and College and District practices have been established to ensure that there is sensitivity to diversity and equal employment opportunities. All administrative, classified manager, faculty, and classified staff interview questions contain a "sensitivity to diversity" category which requires all applicants to explain their experience in dealing with people of diverse backgrounds.[IIIA-34] In addition to the Faculty and Staff Professional Development Programs which provide for a range of diverse personnel, all employees are required to attend regular training sessions in recognizing and preventing all forms of harassment, including sexual harassment.[IIIA-35] Employees participate in training workshops, meetings, and college activities in order to increase awareness of diversity. Topics include cultural background and gender differences, perceptions, and problem solving.[IIIA-36] Additionally, specialized training sessions such as "Strengths Quest" workshops are conducted regularly. (Strengths Quest workshops are designed to identify an individual's areas of strengths.)[IIIA-37]

The College adopted a diversity requirement for the Associate of Arts degree and the Associate of Science degree. The College offers a variety of courses to fulfill this requirement including courses in Anthropology, Art, Dance, Geography, History, Humanities, Human Development, Japanese, Literature, Management, Music, Political Science, Sign Language, and Sociology.[IIIA-38]

Irvine Valley College employees who responded to the *2009 Employee Satisfaction Survey* were quite positive when assessing the College's efforts in promoting a diverse student and employee community. Specifically, large majorities of employees agreed that "Irvine Valley College promotes student diversity" (87%), "Employees promote the development of a diverse educational and cultural campus environment" (79%), and "Irvine Valley College promotes employee diversity" (72%). Furthermore, there were no significant differences in opinions based on bargaining units (*2009 Employee Satisfaction Survey).*

Based on the survey data, the College's policies and practices are effective in promoting understanding of equity and diversity.

Planning Agenda

None.

Standard III. A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The institution regularly assesses the employment record regarding equity and diversity through the Institutional Effectiveness Annual Report to ensure that the record is consistent with the *College Mission*. As shown below, the ethnic and racial diversity of college employees approximates the diversity of the service area as well as the student population.

Figure 34: Faculty and Staff Diversity, Fall 2009

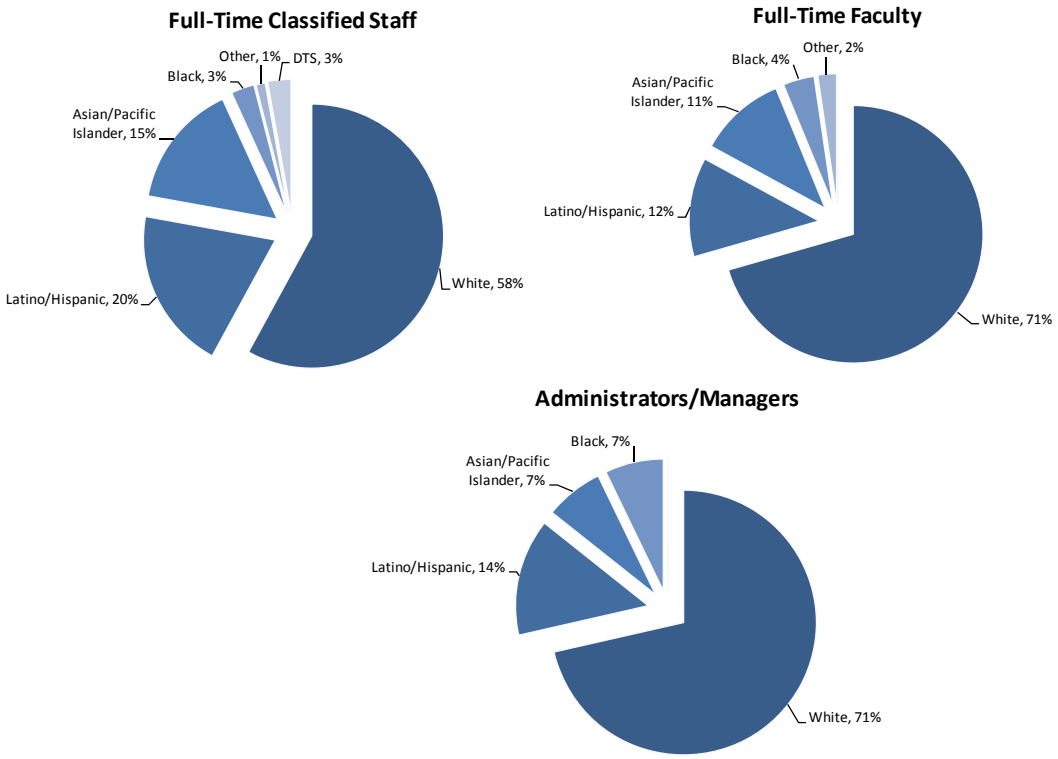


Table 54: Race & Ethnicity of IVC Service Area and Fall 2009 Students

Ethnicity	Service Area	Fall 2009 Students	Fall 2009 Students
White, Non-Hispanic	57.9%	49.9%	42.4%
Asian	22.3%	31.6%	26.5%
Hispanic/Latino	14.6%	11.4%	9.7%
Other Non-White	3.7%	4.6%	3.9%
Black/African-American	1.4%	2.1%	1.8%
American Indian/Alaskan Native	0.2%	0.3%	0.3%
Decline to state	--	--	15.1%

SOURCE: SOCCCD inFORM Datawarehouse; Southern California Association of Governments (SCAG), http://www.scag.ca.gov/forecast/downloads/excel/RTP07_TRACT.xls

Annually, the District reviews all employment records through the submission of the *Management Information System Report* to the State Chancellor's office as well as the *Equal Opportunity 1 Record*. These reports provide a detailed breakdown of all employees.

Self Evaluation

As previously documented in Standard III.A.1.d., the District has numerous board policies and administrative regulations regarding non-discrimination and equal opportunity procedures. As documented in Standard III.A.3.d., all employee hiring procedures contain provisions to ensure that employment procedures provide for fair treatment of all applicants. The College adheres to all board policies and administrative regulations in employment procedures.

Planning Agenda

None.

Standard III. A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

As documented in Standard III.A.1.d. and Standard III.A.3.a., the District has established policies and procedures regarding the treatment of all personnel.[IIIA-16] Additionally, the hiring policies for each employee group also provides for equal opportunity in hiring.[IIIA-2, IIIA-3, IIIA-5, IIIA-17]

In addition to the board policies and administrative regulations regarding the treatment of all employees, the *2007-2010 Academic Employee Master Agreement* and the *California School Employees Association Contract 2008-2011* contain clearly delineated grievance procedures for

each employee unit.[IIIA-6, IIIA-8] Administrative regulation 4000.6 (Prohibition of Harassment and Discrimination) contains the provisions for filing a complaint in the event of harassment and/or discrimination.[IIIA-39]

In order to ensure that students are treated fairly, Administrative Regulation 5401 (Student Code of Conduct) contains the provisions regarding student conduct and the complaint procedures which afford the student due process.[IIIA-40] Board policy 5505 (Grade Grievances) delineates the grade grievance procedures for students who may have issues with a grade assigned in a course and Board policy 5403 (Student Policy Prohibiting Discrimination and Harassment) provides the students with the complaint procedures in the event of discrimination and/or harassment.[IIIA-40]

(Also see Standard II. B. regarding additional policies and procedures regarding student conduct).

Self Evaluation

The board policies, administrative regulations, Employee Grievance Procedures, and Student Complaint Procedures provide a sound framework to ensure that personnel and students are treated fairly. Grievances and/or complaints are investigated in a timely manner in order to ensure integrity in the treatment of personnel and students.

Within the *2009 Employee Satisfaction Survey*, respondents were asked several questions that indirectly measure employees' perception of their job climate, including if they believed they were treated with respect and dignity and whether they feel their work is appreciated. Table 55 illustrates that full-time faculty tended to have more positive ratings of their job climate than adjunct faculty or classified staff. In particular, adjunct faculty members and classified staff were less likely to agree that they regularly receive the information that they need, have the opportunity to participate in shared governance, are treated with respect, and are encouraged to pursue professional development activities. In addition, classified staff members were less likely to feel that their work is appreciated. The table also shows that newer employees were more likely to feel that they are treated with respect, appreciated, and connected to the college community than longer tenured employees (11+ years).

Table 55: Job Climate by Bargaining Unit and Length of Employment

	Full-Time Faculty (n = 78)	Adjunct Faculty (n = 19)	Classified (n = 74)	< 11 years (n = 84)	11+ years (n = 97)	Total (n = 181)
I regularly receive the information I need	78%	63%	60%	71%	69%	**70%**
I have the opportunity to participate in shared governance	77%	29%	65%	68%	69%	**69%**
I am treated with respect and dignity	71%	53%	60%	71%	59%	**65%**
Professional development activities are encouraged and supported	77%	60%	47%	58%	69%	**63%**
IVC has a strong sense of community	60%	59%	60%	70%	51%	**61%**
I feel my work is appreciated	60%	63%	53%	66%	51%	**59%**

In order to address the above concerns of the adjunct faculty, the adjunct faculty have been invited to attend full-time faculty department and school meetings.

In order to address the above concerns of the classified staff, four management interventions were initiated:

- Monthly Student Services meetings were established in addition to the Student Services Council and Departmental meetings;
- Meetings with the Office of Human Resources were held to expedite the hiring process for vacant positions;
- An electronic newsletter was created to regularly update staff about Student Services;[IIIA-41]
- Meetings with management regarding the modernization of the Student Services area were initiated. (From Standard II.B.)

Planning Agenda

None.

Standard III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

Standard III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College has supported professional development activities for College faculty, classified staff, and classified managers and administrators which are consistent with the *Mission* and designed to meet the needs of personnel.

- Pursuant to the *2007-2010 Academic Employee Master Agreement*, faculty are required to meet a 38-hour contractual obligation for professional development. In order to assist faculty in meeting the contractual obligation, workshops are held during the first week of the fall and spring semesters and are designed to enhance teaching and student learning as well as train personnel with regards to instructional technology (formerly referred to as Flex Week). Professional Development workshops are also offered throughout the academic year.[IIIA-15] (Classified staff are invited to attend the workshops with the permission of their supervisor.)
- Classified staff schedule workshops and half-day retreats which are designed to provide opportunities for professional development consistent with the institutional mission.[IIIA-42]
- The College has provided funding for participation in professional conferences for faculty, classified staff, and administrators from the college general fund. The funding has routinely been available in the absence of state funding. Faculty and administrators are allocated funds to attend professional conferences related to teaching and student learning, curriculum development, discipline specific conferences, student learning outcomes assessment, accreditation, and instructional technology training. Classified staff were awarded professional development funding until the end of the 2009 fiscal year. For 2008-2009, the Classified Staff Development Committee allocated funding for the following conferences and activities: Curriculum Institute 2009, Ensuring Transfer Success, Green California Summit and Exposition, Annual Association of Community and Continuing Education Conference Community Education Sessions, and Federal Student Aid Conference.[IIIA-43]

- The *2007-2010 Academic Employee Master Agreement* provides funding for semester or year-long sabbatical leaves. Sabbatical leave proposals are evaluated and approved by the District Sabbatical Leave Committee.[IIIA-44]
- In addition to the Annual District New Faculty Orientation, in 2008-2009, the College implemented monthly New Faculty Orientation Workshops (open to all faculty) designed to provide faculty with the opportunity to discuss teaching and student learning, information regarding contractual obligations, board policies and administrative regulations, and college committee and decision-making processes.[IIIA-45]
- In 2008-2009, the Academic Senate began a Distinguished Academic Lecture Series. Funding and institutional resources for the two lectures, author Ray Bradbury and psychologist Phillip Zimbardo, were provided by the Associated Student Government and the College.[IIIA-46]
- Numerous technology training workshops are provided throughout the year for all employees.[IIIA-47]
- Other professional development activities include the *IVC2IVC* Faculty Speaker Series introduced in spring 2010.[IIIA-48]

Self Evaluation

The College is committed to providing professional development opportunities for faculty, classified staff, and classified managers and administrators. This commitment is demonstrated through the allocation of college general funds in the absence of state funding and the resources provided by the College to meet the needs of its personnel. Faculty professional development resources and workshop planning is administered through the Academic Affairs Committee (a subcommittee of the Academic Senate) which is chaired by a faculty member. The Academic Affairs Committee, in consultation with the Academic Senate and the administration, evaluate proposals in accordance with the criteria as set forth in California Education Code §87153.[IIIA-49] In order to perform the oversight duties and allocate resources, the Chair of Academic Affairs is given six-lecture-hour-equivalent reassigned time. Administrative support for faculty professional development is coordinated through the Office of Instruction. When state funding is available, the College Professional Development Task Force allocates state resources.

The teaching and learning needs of the faculty are addressed by the Academic Affairs Committee. The Chair of the Academic Affairs Committee, in consultation with the administration, is responsible for planning the faculty professional development activities during the in-service week at the onset of the fall and spring semesters as well as planning professional activities throughout the year. Professional development workshops are evaluated to ensure that the opportunities address the needs of the faculty, staff, and administration. During the spring 2010 Faculty Professional Development Week, numerous professional development workshops were offered to improve teaching and focus on student learning.[IIIA-49]

Planning Agenda

None.

Standard III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

In order to ensure that human resource decisions emanate from institutional plans for improvement, human resource planning is integrated with the College *Strategic Planning and Budget Development Process* and the *Program Review Processes*. There are two processes which address the need for full-time faculty. First, within the *2008-2009 Strategic Plan* Objective XI commits the College to hiring "full-time faculty on a regular and consistent basis when fiscally possible." Pursuant to Strategy 11.01, a needs analysis is conducted on an annual basis. The needs analysis includes separations (retirements, resignations, etc.), Full-Time Equivalent Student growth trends, new program development, and Education Code §8436.2(d) benchmarks. In order to form a recommendation to the College President, this analysis is conducted by the Vice President of Instruction's Council and the Academic Senate within the development of the *Full-Time Faculty Hiring Priority List Development Process*.[IIIA-19] (*Irvine Valley College Strategic Plan, 2006-2012, Year Four Update*)

A second process to address the need for hiring full-time faculty is the *Full-Time Faculty Hiring Priority List Development Process* as documented in Standard II.A.2. The *Priority List Development Process* takes into account replacement positions, which include a list of all faculty separations from the prior year (category/tier 1). Category 2 (tier 2) consists of the number of positions needed to fulfill a 55% full-time to part-time staffing ratio for the ten academic schools. Category 3 (tier3) consists of the positions identified by the Office of Instruction and Deans' Council, which include recommendations from departmental *Comprehensive Program Reviews* and will include recommendations from departmental *Annual Program Reviews*.[IIIA-50] In order to establish a final priority list which reflects the programmatic needs of the academic schools, positions are rotated from category 1, category 2, and category 3. In accordance with the process, the final priority list is forwarded to the College President for final disposition and subsequently to the Board of Trustees for approval, pending funding.[IIIA-19] The decision regarding how many faculty positions to fill at Irvine Valley College and Saddleback College is determined by the College Presidents, the Chancellor, and the Board of Trustees. The number of funded faculty positions is based on the District Full-Time Faculty Obligation Number as determined by the California Community College Systems Office and the District's compliance with Education Code §84362(d) as discussed in Standard III.A.2 as well as the College budget.[IIIA-27]

There are three institutional processes which address classified staffing. First, as vacancies occur, the administration evaluates the program and services needs within the unit in order to determine whether to replace the position "as is", to modify the position based on changes in institutional needs, or to determine whether the position is still needed. If the position is no longer needed, it may be reallocated to another program and/or service area in accordance with appropriate collective bargaining procedures. Second, based on the above analysis, the new or

replacement position will be forwarded to the *Classified Hiring Priority List Development Process* as documented in Standard II.A.2. or incorporated within the *Strategic Planning and Budget Development Process*.[IIIA-21] A third process which addresses the need for classified staffing occurs within the departmental *Comprehensive Program Reviews* and will occur within the *Annual Program Reviews* as well as the *Administrative Unit Reviews*. As academic programs and student services and administrative offices assess their respective effectiveness, the need for new and/or replacement classified positions may be identified. In the event a position is identified through the aforementioned review processes, requests for classified positions are directed to the *Classified Hiring Priority List Development Process*.[IIIA-50]

Administrative and classified management staffing is assessed through the College *Strategic Plan* as well as through a program and service needs assessment, Full-Time Equivalent Student and Full-Time Equivalent Faculty growth, and workload issues. For example, as documented in Standard II.A.2., through the College *Strategic Planning and Budget Development Process*, the institution agreed upon the development of a new administrative position, the Dean of Career Technology and Workforce Development. This position was filled permanently in 2009.[IIIA-24]

Based on an evaluation of program needs and in order to more evenly distribute the administrative workload, in fall 2009, the ten Academic Schools were re-aligned and a permanent Dean for the School of Humanities and Languages and the School of Social and Behavioral Sciences was hired in 2008.[IIIA-24] A permanent dean of School of Fine Arts and the School of Business was hired in 2009.[IIIA-24] Therefore, the deans of the ten Academic Schools have been filled on a permanent basis.

In order to further address administrative workload, through the *Strategic Planning and Budget Development Process*, the College supported the reestablishment of the position of Dean of Academic Programs, Student Learning, and Research in order to assist the Office of Instruction and the ten Academic Schools. The position was approved by the Board of Trustees on August 4, 2010.[IIIA-26]24

Self Evaluation

As demonstrated within the implementation of the *Strategic Planning and Budget Development Process*, the College is committed to utilizing institutional effectiveness and program review data for human resource planning which is integrated with institutional planning. The College assesses the effective use of human resources and uses the results of the evaluation as the basis for faculty, classified staff, and administrative and classified management hiring decisions. The *Strategic Planning and Budget Development Process* also provides the institution with a mechanism to ensure that program and service areas human resource needs are effectively met.

Planning Agenda

None.

Evidence: Standard III. A.

IIIA-1 Minimum Qualifications for Faculty and Administrators in California Community Colleges (3-10)
(*http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx*)
Faculty Position Description

IIIA-2 Board Policy 4011Employment Procedures for Administrators and Managers (8-31-09)

IIIA-3 Board Policy 4011.1 Full-Time Faculty Hiring (12-12-05)

IIIA-4 Vice President of Instruction Memorandum: CREAN Lutheran High School and College Credit for American Government Curriculum (2-23-10)

IIIA-5 Board Policy 4011.3 Hiring Policy for Classified Staff (8-31-09)

IIIA-6 Academic Employee Master Agreement 2007-2010 (3-23-09)

IIIA-7 Faculty Performance Evaluation Review (12-11-06)

IIIA-8 California School Employees Association Contract 2008-2011 (3-05-09)
Classified Performance Evaluation Review

IIIA-9 Board Policy 4090 Evaluation of Administrators and Classified Management Personnel (10-30-06)
Administrative Regulation 4090 Evaluation of Administrators/Classified Leadership Employees (5-10-07)
Performance Review Administrators and Managers

IIIA-10 2008-2009 Accreditation Annual Report: Student Learning Outcomes (6-30-09)

IIIA-11 Academic Senate Minutes: Dialogue-Student Learning Outcomes (9-10-09; 9-24-09; 10-8-09)
Institutional Effectiveness Committee: Dialogue-Student Learning Outcomes (11-23-09; 1-25-10; 2-22-10)

IIIA-12 Link to Detail Page: Online Course Schedule
Sample of Syllabi: Student Learning Outcomes

IIIA-13 SOCCCD inFORM Data Warehouse Overview March 2010

IIIA-14 Strategic Planning Oversight and Budget Development Committee Meeting Minutes: Approval Objective XI Student Learning Outcomes Assessment Plan (12-17-08)
Institutional Effectiveness Committee Meeting Minutes: Approval Objective XI Student Learning Outcomes Assessment Plan (11-10-08)

IIIA-15 Fall 2009 Faculty Professional Development Week Schedule
Spring 2010 Faculty Professional Development Week Schedule

IIIA-16 Board Policy 1400 Code of Ethics for Members of the Board of Trustees (9-29-03)
District Policy Code of Ethics for Administrators
Board Policy 112 Duties and Responsibilities of the Board of Trustees (8-27-07)
Board Policy 2101 Delegation of Authority to the College President (1-20-09)
Board Policy 4000.2 Electronic Communication (12-10-07)

Board Policy 4000.3 Workplace Violence (8-29-05)
Administrative Regulation 4000.3 Workplace Violence (5-26-09)
Board Policy 4000.4 Equal Employment Opportunity (1-20-04)
Board Policy 4000.5 Prohibition of Harassment and Discrimination (4-28-08)
Administrative Regulation 4000.5 Prohibition of Harassment and Discrimination Complaint Procedures (5-26-09)
Board Policy 4700 Whistleblower Protection (7-24-06)

IIIA-17 Board Policy 4011.2 Confidentiality and Conflicts of Interest in Hiring (12-08-03)

IIIA-18 Board Policy 6120 Academic Freedom (10-24-05)

IIIA-19 IVC Faculty Hiring Priority List Development Process (11-8-07)

IIIA-20 Classified Hiring Priority List Development Process (8-17-06; Updated 3-10-10)
College Council Minutes: Update Classified Hiring Priority List Development Process (2-24-10; 3-10-10)
Strategic Planning Oversight and Budget Development Committee: Update Classified Hiring Priority List Development Process (3-3-10)

IIIA-21 Classified Hiring Priority List: 2009-2010
Strategic Planning Oversight and Budget Development Committee Minutes: Classified Hiring Priority List (5-6-09)
Classified Staffing Chart from Human Resources (12-9-09)
2010-2011 Classified Hiring Priority List

IIIA-22 Strategic Planning Oversight and Budget Development Process Meeting Minutes: 2010-2011 Classified Hiring Priority List Development Process (4-7-10)

IIIA-23 Academic, Facilities, and Technology Planning Committee Meeting Agenda: 2010-2011 Classified Hiring Priority List-Office of Instruction (5-4-10)

IIIA-24 Board of Trustee Meeting Minutes: Approval Dean of Career Technology and Workforce Development (6-22-09)
Board of Trustee Meeting Minutes: Approval Dean of Humanities and Languages, Social Sciences, and Library Services (10-27-08)
Board of Trustee Meeting Minutes: Approval Dean of Fine Arts, Business Sciences, and College Online Education (10-27-08)

IIIA-25 Administrator Positions-Statewide

IIIA-26 Approval-Dean of Academic Programs, Student Learning & Research:
Academic, Facilities, and Technology Planning Committee Meeting Minutes (2-3-09)
Academic Senate Meeting Minutes (2-26-09)
Strategic Planning Oversight and Budget Development Committee Meeting Minutes (3-11-09)
College Council Meeting Minutes (3-11-09)

IIIA-27 Board of Trustees Meeting Minutes (11-13-07)

Board of Trustees Meeting Minutes (11-17-08)

IIIA-28 Board Policy and Administrative Regulation Advisory Council: Membership Chart

IIIA-29 Board Policy and Administrative Advisory Council Agendas (2010)
Approval of Board Policies: Board Policy and Administrative Regulation Manual Distribution (7-12-10)

IIIA-30 Board Policy 4012 Academic Administrators and Classified Managers Personnel Files (4-28-08)

IIIA-31 Board Policy 4010 Commitment to Diversity (4-28-08)

IIIA-32 IVC International Student Center website

IIIA-33 Associated Students of Irvine Valley College Diversity Event Notifications (various dates)

IIIA-34 SOCCCD-Human Resources website

IIIA-35 Faculty Professional Development Week Schedule: Harassment (Fall 2009)

IIIA-36 Diversity Activities: Japanese Cultural Activity

IIIA-37 Strengths Quest Workshop (6-24-09)
IVC Classified Staff Development: Strengths Quest Workshop (5-14-10)

IIIA-38 2009-2010 College Catalog, p. 45

IIIA-39 Administrative Regulation 4000.5 Prohibition of Harassment and Discrimination Complaint Procedures (5-26-09)

IIIA-40 Administrative Regulation 5401 Student Conduct (7-9-09)
Board Policy 5505 Grade Grievance Policy (2-26-07)

IIIA-41 Student Services Newsletter (April 2010)

IIIA-42 Classified Staff Development Half Day Activity (6-13-08)
Classified Senate Retreat (5-14-10)
Classified Senate Memorandum (5-17-10)

IIIA-43 Classified Staff Development Conferences

IIIA-44 Academic Employee Master Agreement: Article XXVI Bonded Sabbatical and Professional Development

IIIA-45 2008-2009 New Faculty Orientation Workshop Agendas
2009-2010 New Faculty Orientation Workshop Agendas

IIIA-46 Distinguished Academic Lecture Series: Description and Criteria
Bradbury and Zimbardo Fliers

IIIA-47 Faculty Staff Online Technology Training Schedule Spring 2010

IIIA-48 IVC2IVC Faculty Speaker Series Spring 2010 Schedule

IIIA-49 Academic Affairs Committee: Membership, Charge, and Reporting Responsibilities

IIIA-50 Student Services Program Review Template (Adopted 8-28-06; Revised 8-7-07)
Academic Program Review Template (Adopted 8-28-06; Revised; 7-29-09)
Annual Academic Program Review Template-Draft (5-7-10)

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

As Irvine Valley College approaches its 25-year anniversary in fall 2010, it is undergoing a dynamic period of physical expansion to serve the learning needs of a growing and changing community. The College currently occupies 82 acres of a 100-acre site, serving the communities of Irvine, Tustin, Lake Forest, Laguna Woods and Newport Beach. Formerly surrounded by orange groves, the College has sought to retain its agricultural heritage while at the same time undergoing new building construction and facilities upgrading and repurposing. The College serves approximately 15,000 students (unduplicated headcount fall 2009), employs approximately 467 full- and part-time faculty, 9 administrators, 14 classified managers, and 160 full-time classified staff. Courses are offered on the main campus and offsite locations, including the Advanced Technology and Education Park, located in Tustin, and at Beckman, Tustin, and El Toro high schools through the Early College Program.

Since 2007, the College has implemented a number of building, renovation and repurposing projects intended to enhance student learning and institutional effectiveness. In August of 2007, the College opened a 58,600-square-foot Performing Arts Center, including a 385-seat theatre, a black box theatre, shops for support, instruction, and office space, greatly enhancing the performing arts programs at the College. In 2008-2009, the 53,200-square-foot Business Science and Technology Innovation Center opened for classes. The facility features classrooms and nine laboratories equipped with state-of-the-art technology, faculty/staff offices, and a Learning Resource Center. In 2009, the School of Life Sciences began planning the Life Science Building which will include a 29,000-square-foot facility housing seven biology laboratories, classrooms, a resource library, and faculty offices. The completion date for this project is January 2012. In 2010, the Chemistry Department will occupy a newly renovated building, increasing the current lecture/laboratory space from 1355 square feet to 4824 square feet.

With the construction of the new buildings underway, the Academic, Facilities, and Technology Planning Committee developed a plan for repurposing the space formerly occupied by the Theatre, Business Science Department, the Duplicating Center, the Dean's suite, and faculty offices in the A200 building. A 14,000-square-foot renovation of the A300 Building was reopened in June 2009. Sixty percent of the building is occupied by the Music Department and the remaining 40 percent of the renovated facility provides a home for the Community Education Program and the Testing Center. A substantial portion of the B300 Building was repurposed and is occupied by the Writing Center, the Reading Center, and the Math Center, which were relocated to a centralized location in order to provide students with additional instruction in these critical disciplines. In spring and summer 2010, the A200 building also underwent redesign to add and upgrade classrooms.

The College and District also provides, maintains, and regularly updates an extensive technology infrastructure to serve students and staff at Irvine Valley College and the Advanced Technology and Education Park.

Under the auspices of the Five-Year *Facilities and Instruction Master Plan,* the *College Strategic Planning and Budget Development Process, Program Review* and the proposed *Technology Plan 2010-2015* (under review), Irvine Valley College is implementing an integrated and data-driven process for physical resource planning that supports student learning programs and enhances institutional effectiveness.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its program and services, regardless of location or means of delivery.

Descriptive Summary

Irvine Valley College offers courses and programs at the Advanced Technology and Education Park, local high schools through the Early College Program, other offsite locations, such as California State University, Fullerton Irvine Campus, and contract education sites, such as Crean Lutheran South High School. The College, District, and/or contracting parties inspect and maintain facilities such that, regardless of the means of delivery, the physical resources are safe and sufficient. The College engages in an integrated planning process that maintains the integrity and quality of its programs and services.

The Facilities and Maintenance Department, under the leadership of the Director of Facilities and Maintenance, is responsible for the maintenance, upgrading, repurposing, and safety of College facilities. Through the *2006 South Orange County Community College Facilities Master Plan*[IIIB-1], the *Strategic Planning and Budget Development Process.*[IIIB-2], *Comprehensive Program Review Process* [IIIB-3]and the proposed *Technology Master Plan 2010-2015* (under review), the College engages in integrated, data-driven planning and decision-making about the sufficiency, integrity and quality of the College's physical resources. The District Facilities Office will soon be initiating the consultants contract to reengage the *Five-year Facilities and Educational Master Planning Process* in collaboration with the college community. This will be the first cycle of facilities and instruction master planning that is integrated with the *Strategic Planning and Budget Development Process*. In addition to the *Five-year Facilities and Instruction Master Plan*, the annual *Scheduled Maintenance Plan* submission to the State Chancellor's Office [IIIB-4] ensures the college facilities department continues its focus on providing current and regularly updated planning on critical systems and building maintenance.

The Irvine Valley College Office of Instruction and Facilities and Maintenance Department work closely together to evaluate and address the sufficiency, quality and integrity of the College's physical resources. The Director of Facilities and Maintenance participates in the *Strategic Planning and Budget Development Process* through the Academic, Facilities, Planning and Technology Committee. Through the *Comprehensive Program Review Process* and other

feedback mechanisms, faculty and administrators submit *Strategy Forms* to the appropriate Strategic Planning Committee for review. The Academic Facilities, Technology and Planning Committee receives *Strategy Forms* pertaining to the physical resources of the College. The *Strategy Forms* are submitted to the Strategic Planning Oversight and Budget Development Committee for review, prioritization, and a recommendation to the President's Executive Council for final approval and funding.

Active participation of the Director of Facilities and Maintenance on the Academic Facilities, Technology and Planning Committee has resulted in notable changes within the College. For example, the Facilities and Maintenance office worked with staff to design and build the Tutoring Center in the College Library (completed August 2009). The Director of Facilities and Maintenance and Office of Instruction collaborated with Mathematics and Humanities faculty and administrators in building a learning community of Math and Humanities-based learning resource and tutoring centers in the B300 building. In August 2009, the second floor of the B300 building became a dedicated and upgraded space in which to consolidate the Reading Center, Writing Center, and Math Laboratory, learning resources that were formerly located throughout the campus. They are now in a focused area so that students will know where to seek assistance. A final addition to this specific learning community in B300 will be the World Languages Center, which is expected to be completed and available to students by spring 2011. These projects, which were started through discussions in the Academic Facilities, Technology and Planning Committee, took place through the support of the Strategic Planning Oversight and Budget Development Committee, and the President's Executive Council, which authorized funding for the projects. This case study of consolidated learning communities demonstrates how integrated, data-driven planning and cooperation among constituent groups has improved the quality, sufficiency, and integrity of learning resources at Irvine Valley College.

The Office of Instruction works with the Deans and Academic School Chairs in the Instructional Council to assure that the physical resources of the College are used efficiently. The District inFORM Data Warehouse provides information about courses offered, fill rates, and ownership. Real-time data are shared with the Deans and Academic School Chairs, allowing for a constructive, data-driven dialog on the most efficient use of College resources.[IIIB-5]

The Director of Technology Resources is responsible for providing sufficient and efficient technology resources to support distance education modes of instruction. The Director of Technology Resources works with the College Technology and Distance Education Committee to identify, prioritize, and implement technology to meet the needs of the distance education mode of instruction. In spring 2010, the Interim Director of Technology Resources initiated a College-wide consultative process to develop a *Technology Master Plan 2010-2015*, which was circulated in draft form in June 2010. This process will fully integrate the *Technology Planning Process* with the *Strategic Planning and Budget Development Process* and will involve effective participation of all constituent groups.

To ensure that College facilities are maintained safely, regular safety training is provided by Keenan and Associates to the College facilities staff,[IIIB-6] who in turn regularly assess the physical safety and accessibility of campus facilities. To back this continuing and ongoing

safety-first thought process in the workplace, Keenan and Associates completes an annual assessment of the College facilities and reports its findings[IIIB-7] to the College to ensure that all issues are addressed in a timely manner. The Keenan inspection is augmented by an annual safety inspection performed by the Orange County Fire Authority[IIIB-8]. In both cases any deficiencies noted must be corrected and reported as completed to close out the inspection process. To provide regular, ongoing, formalized, in-house safety inspections, the Director of Facilities and Maintenance, in collaboration with the Academic, Facilities, and Technology Planning Committee, created the College Safety Work Group, which met in May 2010. Under the direction of the Facilities and Maintenance Director and the Chief of Police, this Work Group will perform regular safety reviews of the College's physical resources.

The Advanced Technology and Education Park, located in Tustin, is an off-campus site of the South Orange County Community College District offering courses through Irvine Valley College, Saddleback College and the Center for Applied Competitive Technologies (a state-funded workforce development program). The South Orange County Community College District has been responsible for planning the safety, sufficiency, integrity and quality of physical resources at the Advanced Technology and Education Park. The Advanced Technology and Education Park has an onsite Building Maintenance Worker who reports to the Campus Coordinator (classified manager position). Site specific facilities and maintenance decisions are made by these two employees under the supervision of the Advanced Technology and Education Park Provost. Issues related to facilities planning are made with guidance from the District Director of Facilities and Planning. Issues related to parking and security are supervised by Irvine Valley College Campus Safety and Security in consultation with the Advanced Technology and Education Park Provost. The Irvine Valley College Director of Facilities and Maintenance has been asked to act as an ad hoc consultant on some Advanced Technology and Education Park projects, but plays no regular or formal role in assuring the integrity, quality, safety, sufficiency or effective use of physical resources at the Advanced Technology and Education Park. Planning processes at the Advanced Technology and Education Park are conducted by the South Orange County Community College District and are not linked to planning processes in place at Irvine Valley College. Technology resources supporting distance modes of instruction are also provided by the South Orange County Community College District. In Fall 2009, the District formed the Advanced Technology and Education Park Development Forum with wide membership from both Colleges and the District.[IIIB-9] The forum met twice in spring 2010. Among the topics addressed was coordination of facilities and program planning at the Advanced Technology and Education Park as it expands into 30 acres in permanent buildings.[IIIB-10]

Off-site educational offerings are specifically coordinated through the Office of Instruction and the assigned Dean. Examples of this are found in the Early College Program, the Emeritus Program and Community Education. Contracts with off-site locations are only approved after inspection of the facilities and approval by the assigned academic administrator.[IIIB-11] In Fall 2009, the Academic Senate formed the Early College Work Group, composed of faculty and reporting to the Academic Affairs Committee of the Academic Senate. The Work Group provides faculty oversight of and feedback on the Early College Program, including the quality, sufficiency and integrity of the physical resources allocated to the Early College program on

participating high school campuses. In spring 2010, the Early College Work Group conducted a survey of faculty who have taught in the program and shared these results with the Office of Instruction.[IIIB-12] Through previous feedback and the spring 2010 survey, some faculty expressed dissatisfaction with the physical learning environment provided at participating high schools. In response to these concerns, the Office of Instruction initiated changes to the Early College Program, including moving biology laboratory classes from the high schools to the Irvine Valley College campus. Such coordination among administrators, faculty, governance groups and off-site partners is necessary to ensure the safety of students and staff using off-site facilities as well as ensuring a proper learning environment is available to students registering for off-site classes.

Self Evaluation

The College meets this standard on campus and at off-site locations used by Contract Education, the Emeritus Program, and the Early College Program. Integrated planning and decision-making processes assure that data-driven decisions and effective participation are used to assure the safety, sufficiency, efficiency, quality and integrity of the physical resources supporting student learning programs and services.

In addition to the feedback provided through the *Comprehensive Program Review Process* and the college *Strategic Planning and Budget Development Process*, the Facilities and Maintenance office has relied on two major externally generated sources to provide feedback on safety and sufficiency of physical resources. First, an online *Facilities Management Work Order Form*[IIIB-13] allows members of the college community to submit a work-order to the maintenance office to request specific work or assistance. The volume and type of submissions are evaluated by assigned lead workers within the facilities office to ensure maintenance is routinely performed. Weekly lead meetings occur weekly to ensure management is provided feedback on areas that are problematic, that may require specific team emphasis or may require additional targeted funding to address.[IIIB- 14] Second, the *2009 Employee Satisfaction Survey* and *2009 Student Satisfaction Survey* provide valuable feedback on safety, sufficiency, quality and integrity of the College's physical resources. For example only 55 percent of faculty respondents were at least somewhat satisfied with classroom cleanliness and maintenance, whereas 82 percent of students indicated that they at least somewhat agreed that the classrooms were clean and well maintained. Despite the divergent responses of employees and students, the Facilities and Maintenance office took steps to improve maintenance of classrooms and restrooms.

Figure 35: Faculty Perception of Classroom Facilities

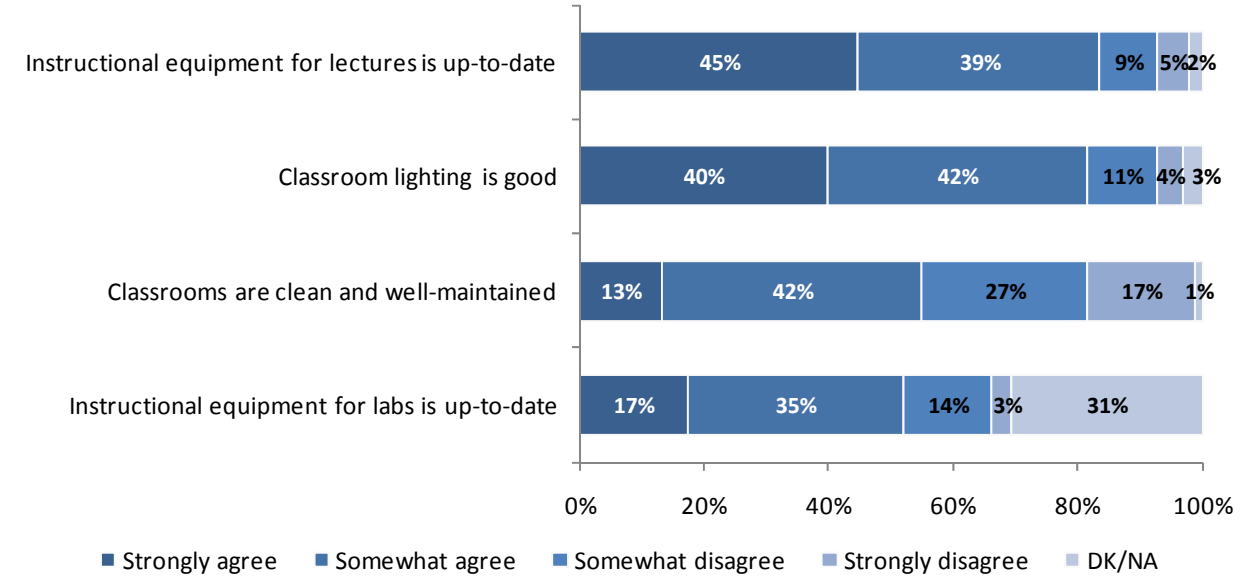
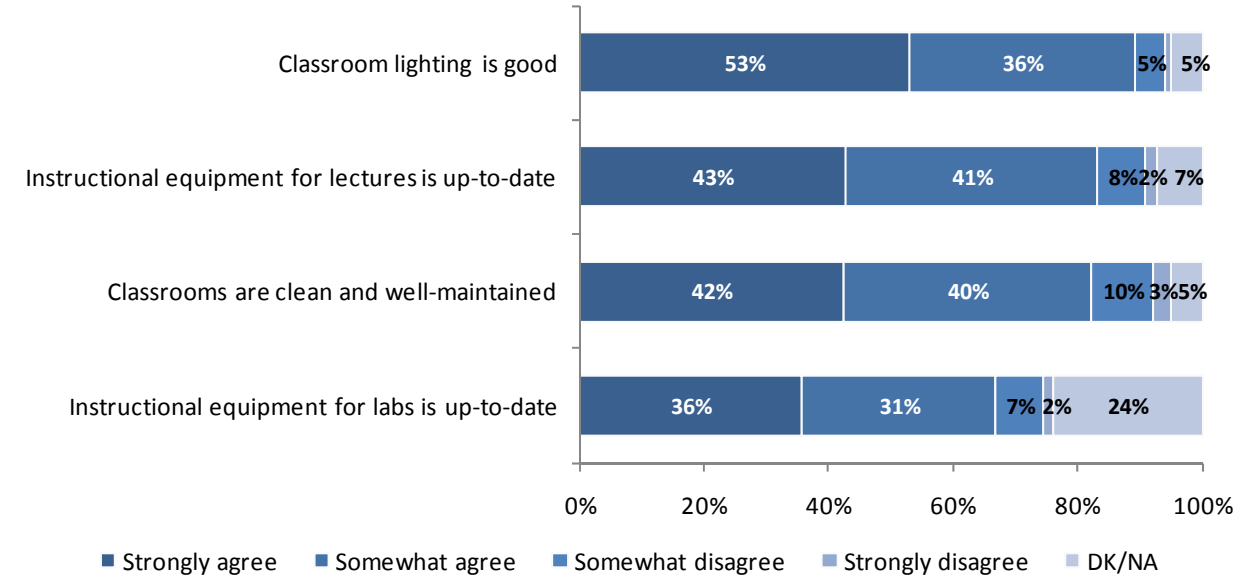


Figure 36: Student Perception of Classroom Facilities



However, at the Advanced Technology and Education Park, an off-site location managed by the South Orange County Community College District, the same criteria and methods are not used to evaluate the safety, sufficiency, efficiency, quality and integrity of student learning programs and services. Planning at the advanced Technology and Education Park is managed by the South Orange County Community College District and is not integrated with the planning processes at Irvine Valley College.

Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - A policy and procedural manual clearly delineating the role and scope of authority of the Advanced Technology Education Park in relation to the College.

Standard III.B.1.a

The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The *2006 South Orange County Community College District Facilities Master Plan* guides long-term building projects at the College. Shorter-term needs, such as repurposing and upgrading, are identified through the *Comprehensive Program Review Process* and the *Strategic Planning and Budget Development Process*, and are prioritized, funded and implemented through joint action by the Office of Instruction, Facilities and Maintenance office, the Academic Facilities, Technology and Planning Committee, the Strategic Planning Oversight and Budget Development Committee and President's Executive Council.

Using the *2006 South Orange County Community College District Facilities Master Plan*, the college facilities office maintains the campus through a variety of sources including scheduled maintenance funding from the Board of Trustees,[IIIB-15] state-scheduled maintenance funding (unfunded in 2009-2010), and college funding, identified through the *Strategic Planning and Budget Development Process*. The College's planning processes provide data-driven feedback on the utilization and quality of the College's physical resources, allowing the College to identify and prioritize construction, maintenance and upgrading of facilities.

Through coordination and in partnership with the District Facilities Director, the college facilities office assists and guides in the planning and construction of new and large capital projects upgrading college facilities. The following is a list of projects, basic project facts and the completion (or expected completion) dates where the College has worked in concert with the District Facilities Office to enhance the campus:

- Performing Arts Center (PAC) – A 58,600-gross-square-foot entertainment and instructional complex offering the campus a 385-seat theatre, a black box theatre, shops for support and instruction and office space, opened August 2007
- Business Innovation Science and Innovation Center (BSTIC) – A 53,200-gross-square-foot educational and office building, initially opened nine classrooms in August 2008 with full occupancy of nine new labs, resource library and offices achieved in May 2009
- A300 – Renovation of an existing 14,000-gross-square-foot building (60 percent accomplished under district contract, 40 percent accomplished by college facilities team), to be reopened in June 2009
- B200 Annex – Renovation of one existing classroom (1355 square feet) into a chemistry lab and addition of two new structures (4824 gross square feet) offering two more chemistry labs and a classroom, to open March 2010
- Amphitheatre project – A project to rehabilitate a dirt field area on campus between the Performing Arts Center and Hart Gym. Plans are currently at the Department of State Architects (DSA) for review, with expected completion in September 2010
- Barranca Entrance – The addition of an entrance on the third face of the campus enhancing campus access, expected to be completed in September 2011
- Life Science Building – A 29,000-gross-square-foot building that will house seven biology labs, a resource library and faculty offices, expected to be completed in January 2012

Planning for the Life Sciences building has had a specific goal of creating a Leadership in Energy & Environmental Design **(**LEED) certified gold structure, focusing campus efforts on sustainability and environmental stewardship. Concurrently an effort is underway to fully complete a college-wide energy initiative started over four years ago by upgrading energy management technologies installed at that time. This latest effort will remove micro turbines, determined not feasible for the College's needs, replace a chiller, and then explore the option of creating production of over a megawatt of solar power for the campus.[IIIB-16] This project combined with the current campus solar production will result in our generating on site over 20% of our annual electrical needs.

Through use of a Facilities and Maintenance Project Calendar[IIIB-17] the college facilities office schedules project-sized events guiding staff priorities. A second tool, the Maintenance Project List,[IIIB-18] provides project details including the site, a project description, estimated cost, the funding source, the project manager, and estimated completion dates. These tools are used when working with the College Council, the Academic Facilities, Technology and Planning Committee or at other opportunities to keep College staff apprised of planned project status and expected start dates. Both tools are also used to develop the complex domino effect required to carry out renovations of existing spaces to ensure there is no disruption of the instructional needs of the College. As mentioned above, most projects end up being scheduled using a long-term approach where funding is sought and obtained through one of several possible avenues, such as Basic Aid. Funding sources may also include the general fund, instructional equipment fund, and capital outlay fund. However, projects are added throughout the year, many of which are

proposed through the *Strategic Planning and Budget Development Process*, discussed and recommended by the Academic Facilities, Technology and Planning Committee for funding by the Strategic Planning Oversight and Budget Development Committee, recommended and approved for funding by the President's Executive Council.

An example of how facilities and instruction jointly work to minimize campus impact while in the end enhancing the learning environment can be seen in how the art labs were renovated and consolidated. When the A300 building had to be taken off line for renovation, the art lab in A307 had to find an alternate "temporary" location. Instead of making a temporary move, it was noted that an underutilized classroom in B300 (B320) was available and that the adjacent classroom to it, B327 would soon become available when the keyboarding lab currently in it would be moved to the new Business Sciences and Technology Innovation Center building. Once a long-term plan was developed, it was determined all the necessary moves could be executed between terms if facilities programmed the renovations correctly. With only a couple classes to move, B320 was removed from the active classroom inventory for a summer session, it was renovated and the art lab moved to its new location. During the fall term the keyboarding lab was moved from B327 to the Business Sciences and Technology Innovation Center. This afforded a renovation of B327 which in turn became the second art lab which was moved out of A404 before the start of the spring term. A renovation of the A404/405 space allowed a new biology lab to be constructed. The end result was that the art program was finally in one location at the College and in a safer, more spacious environment due to air quality upgrades. The biology program was able to expand. Moving the biology programs crypt out of an impacted lab space allowed that lab to also be an enhanced teaching location. Program growth and a safer educational environment resulted from what might have been a single programmed permanent move (the keyboarding lab) and a needed-yet-only-temporary move, the art lab out of A307. Evaluation of space utilization continues to drive the many internally completed facilities projects, all the while looking at opportunities to create learning communities throughout the campus. Even though this is a significant example of intercampus planning and coordination, there is a broad element of institutional facilities support found in the day-to-day operations of the College.

The College and district have provided funding to support both growth and renovation of instructional facilities. The volume of recently completed projects in planning demonstrates a dedication to upgrading learning and support staff environments. Several examples of learning space improvements have been discussed. Additionally, support function upgrades are easily noted through the creation of a new college Copy Center and renovation of the Office of Admissions and Records that was completed in March 2010. The Business Sciences and Technology Innovation Center building provided the College an opportunity to completely update the information technology infrastructure, another major component of support services, along with improving educational facilities.

Maintenance of the College's physical resources and equipment, which includes buildings, furniture and vehicles, is accomplished on a regular basis through plans and schedules developed by the Director of Facilities and Maintenance. These include the *Preventive Maintenance Plan*,[IIIB-19] the *Vehicle Replacement Plan*[IIIB-20], and the *Furniture Refresh Plan*[IIIB-21]. In addition

the facilities office is responsible for hazardous waste management providing direct support to academic programs in Chemistry, Biology and Art.[IIIB-22] Technology planning, maintenance and upgrading is performed using schedules and budgets developed by the Director of Technology Services, working with the College Technology and Distance Education Committee, the Academic Facilities, Technology and Planning Committee, and the Strategic Planning Oversight and Budget Development Committee. Future technology planning and maintenance will be guided by the *Technology Master Plan 2010-2015*, scheduled for finalization and implementation in fall 2010.

Self Evaluation

The College meets this standard. Regular maintenance schedules have been developed and implemented for the College's physical resources and equipment. The *2009 Employee* and *Student Survey* results have provided positive data on the effectiveness of the facilities and equipment maintenance practices at the College. This data allows the facilities and maintenance and technology services departments and the strategic planning committees to evaluate the effectiveness of the College's building, upgrading, maintenance and replacement plans and practices. Figure 37 shows that most campus employees in the *2009 Employee Satisfaction Survey* (84%) agreed that campus grounds are attractive and well-maintained and about two-thirds of respondents agreed that campus buildings provide a healthy working environment. Six in ten (61%) believed that the lighting at night is good, although 15 percent did not express their opinion about campus lighting (presuming that these employees work solely during the day-time hours). When "Don't know" opinions are filtered out, 71 percent of employee respondents felt that campus lighting at night is good. Slight majorities agreed that the restrooms are clean and well-maintained (56%) and that campus buildings are comfortable (53%).

Figure 38 displays similar results from the student survey. About 86 percent of students from the survey agreed that campus grounds are attractive and well-maintained, while seven in ten students agreed that campus lighting is adequate (71%), heating and cooling in campus buildings is comfortable (71%), and restrooms are clean and well-maintained (70%).

Figure 37: Employee Perception of Campus Facilities

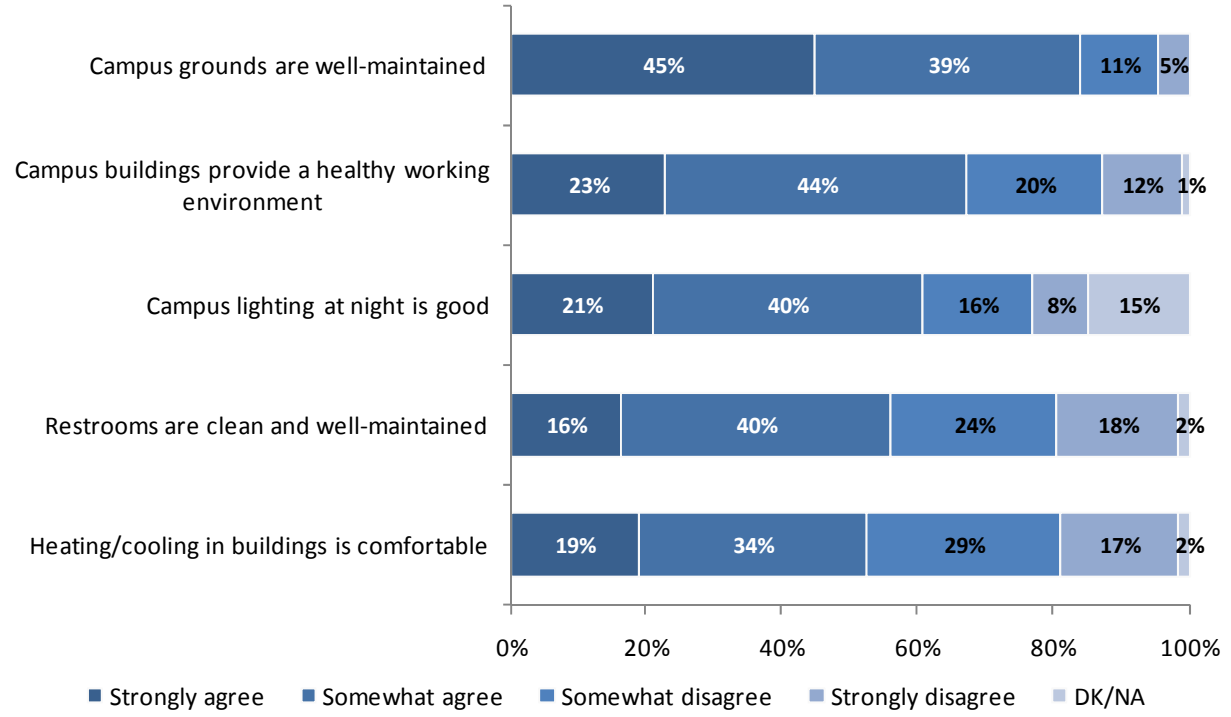
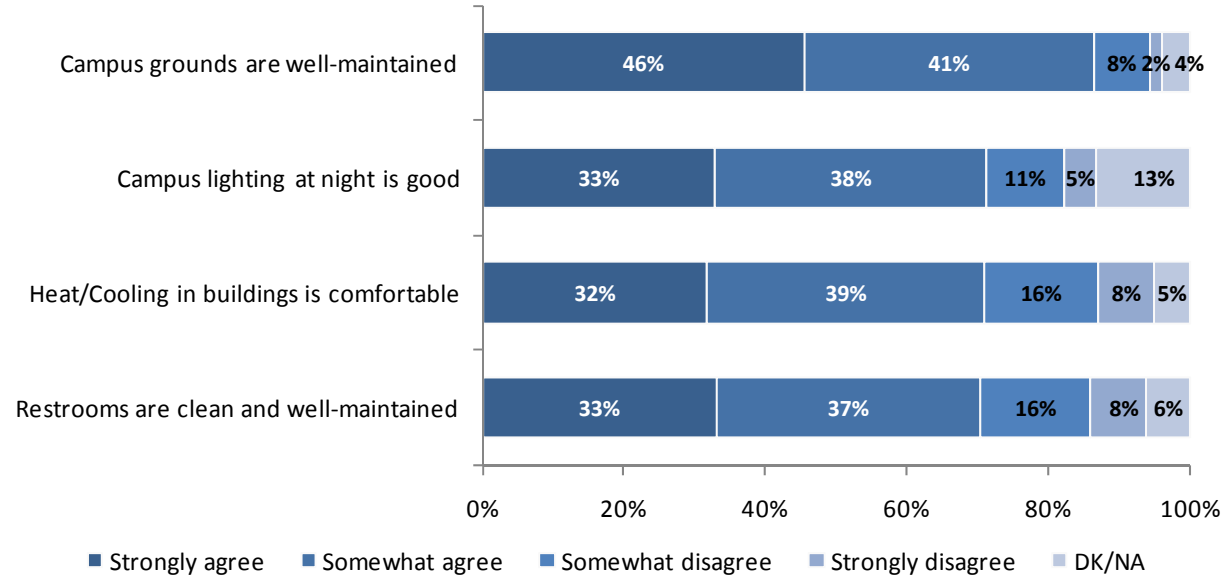


Figure 38: Student Perception of Campus Facilities



Most *Employee Survey* respondents indicated that they were satisfied with campus parking facilities and maintenance (see Figure 39). Over 85 percent of employees in the survey were satisfied with the maintenance of the parking lots (87%), the safety of the parking lots (85%), and the availability of parking on campus (85%). Because 14 percent of respondents answered "Don't know" regarding the lighting of the parking lots at night, only 74 percent indicated that they were satisfied with parking lot lighting (without the "Don't know" responses, total satisfaction = 86%).

Figure 40 shows that most students in the *2009 Student Satisfaction Survey* (81%) registered satisfaction with the maintenance of campus parking lots and a similar percentage (81%) were satisfied with their safety. Seventy-three percent were either "Very" (35.5%) or "Somewhat satisfied" with the lighting of the parking lots at night (15% did not express their opinion about parking lot lighting). Only a majority of students (53%) were satisfied with the availability of parking on campus.

Figure 39: Employee Perception of Campus Parking

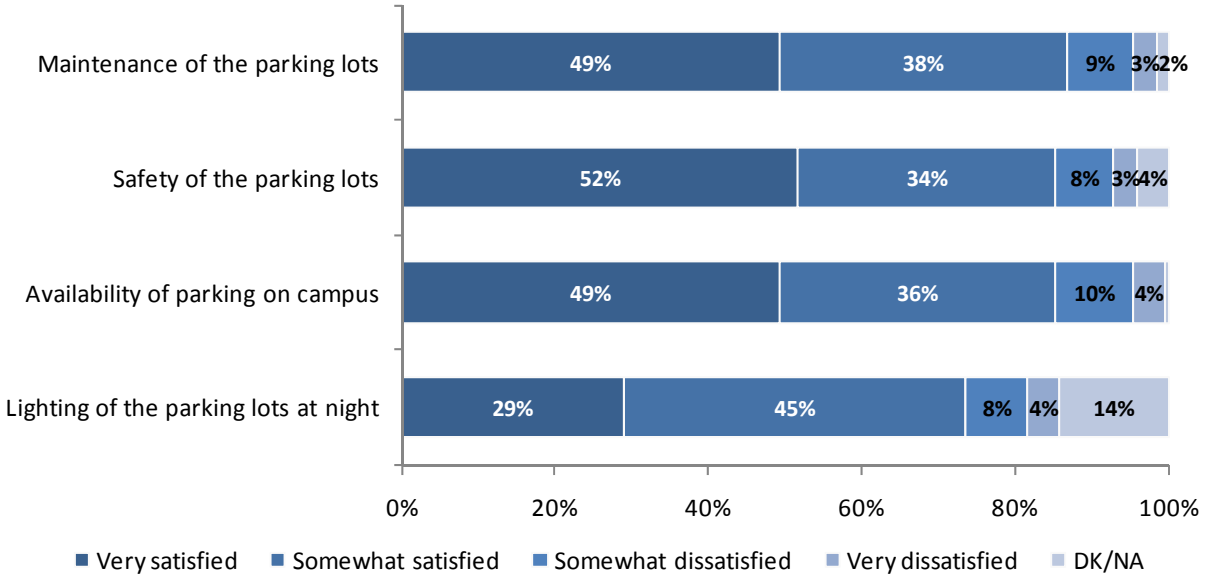
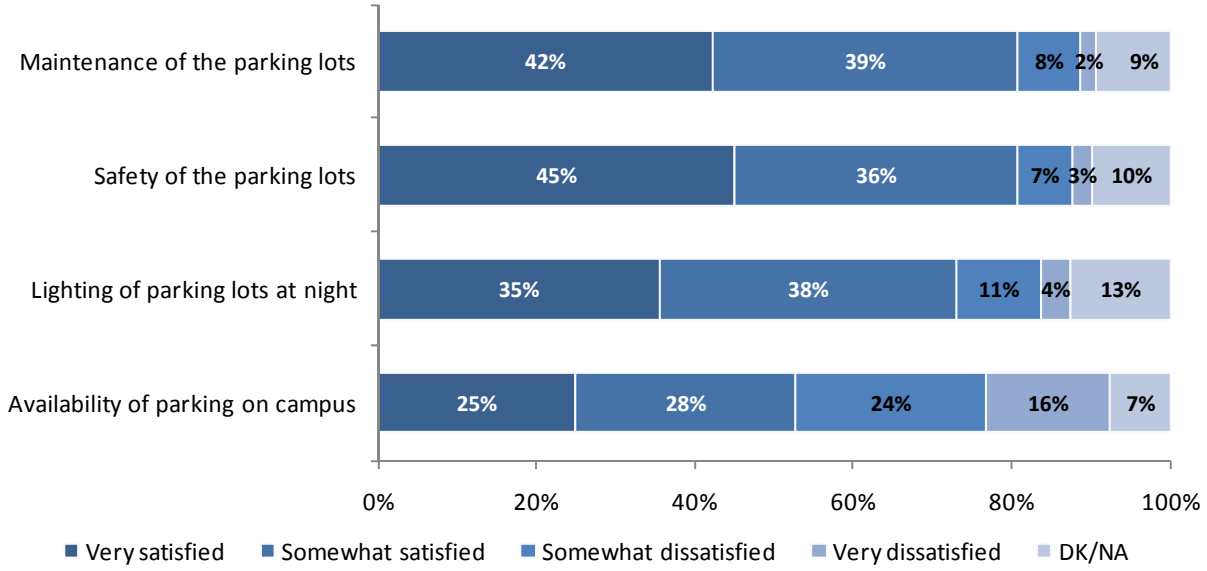


Figure 40: Student Perception of Campus Parking



Facilities planning, which was the focus of the *Five-Year Facilities and Instruction Master Plan*, is now a routine part of the college *Strategic Planning and Budget Development Process.* Prior to the formation of the *Strategic Planning and Budget Development Process*, facilities managers did not routinely sit with faculty and staff from across the campus to plan projects needed to upgrade and maintain the College. The *Strategic Planning and Budget Development Process* has changed that dynamic. Data-driven dialog about strategic planning for the effective utilization and quality of physical resources occurs in the Academic Facilities Technology and Planning Committee and the Strategic Planning Oversight and Budget Development Committee. In fall 2010, the College will engage in the development of the *Five-Year Facilities and Instructional Master Plan 2011-2016* with a *Strategic Planning and Budget Development Process* in place. The College looks forward to its first experience with fully integrated short-term and long-term physical resources planning.

Planning Agendas

None

Standard III.B.1.a

The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to ensure access, safety, security and a healthful learning and working environment.

Descriptive Summary

Construction of all College facilities is facilitated through the District Office of Facilities and Purchasing and all plans require approval through the Department of State Architects. The Department of State Architects requires a state-approved inspector on each construction site, ensuring compliance with plans that are specifically approved by the Department of State Architects for safety and accessibility. These areas along with Title XXIV are cornerstones of all building projects to ensure staff and student safety during the lifespan of the building. Maintenance of these structures is then undertaken by the college facilities team who complete or contract compliance inspections. Examples of contracted services include such major component inspections as elevator and fire water system annual and five-year inspections. Periodic maintenance inspections are entered into the Mercury System the facilities office uses to manage the college *Maintenance Work Order Process*. Examples of these include diverse items such as semi-annual cleaning of all gutters and heating and ventilation system filter change-outs.

Custodial services are performed throughout the campus five nights per week, with a part-time weekend custodian to take care of areas that are used during the weekend. This part-time custodian position was suggested and approved in 2009 and hired in January 2010 with the specific goal of ensuring when students and staff enter classrooms, restrooms, or their work areas on Monday morning, the campus is ready for use. With Saturday classes and weekend rental of campus areas, this became a critical opportunity to ensure areas are ready for instruction or work.

In addition, the College is frequently inspected by outside agencies. The district insurance and risk management consultants, Keenan and Associates, inspect the campus annually[IIIB-23] and also provide safety training to maintenance staff on a monthly basis.[IIIB-6] When the body of work Keenan and Associates conducts is added to the annual inspections conducted by the Orange County Fire Authority,[IIIB-8] the College is held to a very high standard of safety.

Potential health concerns are taken very seriously by the college maintenance community. In early 2009 a concern was expressed by the staff of the Child Development Center that there was mold in the building. An air quality evaluation was completed[IIIB-24] and when it was confirmed that no mold or other hazardous airborne particulates were involved, the College facilities team designed a way to increase airflow in the area in question. The complaints were addressed and a resolution to the problem was designed. This is an example of the many ways the college maintenance staff addresses safety and ensures a healthy learning and working environment. This type of aggressive and targeted reaction to a safety concern demonstrates that the College acts decisively and collaboratively to ensure student and staff safety

The College is required to meet state and federal accessibility standards. Annually, the Disabled Students Programs and Services Student Architectural Barrier Removal Committee meets and

identifies areas within the College that need attention. The Director of Facilities and Maintenance is an active member of the committee and assists Student Services in determining the appropriate remediation.[IIIB-25] The Disabled Students Programs and Services office maintains a spreadsheet of barriers or obstacles with the committee's suggestions and solutions.[IIIB-26] For example, when it was discovered there were no push button accessible bathrooms in the physical education area of the campus, the facilities department sought and secured funding to address that issue. Likewise, when it was felt there would be better access for students if we had pushbutton access to bathrooms on the second floor of campus buildings (not required by code), the Dean of Counseling Services helped secure funding through the Office of Disabled Students Programs and Services. This allowed push button access to be uniformly added across the campus.

A safety committee previously performed monthly inspections of targeted campus areas under the assignment of the campus facilities manager. When that position was replaced in August 2007, there was a lapse of inspections and the College Safety Work Group has been recently reconstituted under the direction of the facilities manager and chief of police in collaboration with the Academic, Facilities, and Technology Planning Committee in order to ensure that safety issues are integrated with institutional planning. The College Safety Task Force held its first meeting in May 2010 and will be meeting regularly throughout the academic year to perform targeted safety inspections of key areas of the College's physical resources. The goal of the College Safety Task Force is early identification of safety concerns and timely resolution.

Self Evaluation

The College meets this standard. The College meets state and federal guidelines for access, safety, security and healthful learning and utilizes appropriate oversight and feedback processes for determining deficiencies in any of these areas. If deficiencies are discovered, the College addresses the concern promptly to assure that that the college learning and working environment is safe, secure, accessible and healthful. Area high schools participating in the Early College Program and California State University, Fullerton, Irvine Campus are responsible for meeting state and federal guidelines to ensure access, safety, security and a healthful learning environment for students and staff. The South Orange County Community College District is responsible for assuring that the Advanced Technology and Education Park meets state and federal guidelines to ensure access, safety, security, and a healthful learning environment for students and staff.

Planning Agenda

None.

Standard III.B.2

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

Descriptive Summary

As described in section III.B.1, the College engages in long-term and short-term planning processes. The long-term planning process is conducted through the *Five-Year Facilities and Educational Master Plan.* Short-term planning is accomplished through the Strategic Planning and Budget Development Process, which, on an annual cycle[IIIB-27], evaluates the feasibility and effectiveness of college facilities and equipment. *Comprehensive Program Reviews,* which occur on a six-year cycle and a new *Annual Program Review and Administrative Unit Review Process* which is under development, provide other avenues for evaluation of facilities and equipment at the program level. The *Technology Master Plan 2010-2015* will provide a regular mechanism for evaluating and planning technology needs at the College. Both long-term and short-term planning processes rely on data to drive planning, priorities, and budgets. The Director of Facilities and Maintenance works closely with the Academic Facilities, Technology and Planning Committee and the Office of Instruction to evaluate the effective utilization of the College's physical resources. Other groups that participate in the evaluation of the effective use of campus facilities are the College Council, Vice President's Council, the Instructional Council, and the College Technology and Distance Education Committee. The Facilities and Maintenance Department has also developed the following mechanisms for evaluating the College's facilities and equipment: The *Preventive Maintenance Plan*,[IIIB-19] the *Vehicle Replacement Plan*[IIIB-20], and the *Furniture Refresh Plan*[IIIB-21].

The Office of Instruction works with the Facilities and Maintenance department to evaluate room utilization[IIIB-28] to achieve the most efficient use of campus facilities. Through the Vice President's Council, College Council and the Strategic Planning Committees, data is gathered, dialogs are held, and policies are adopted to assure that resources are sufficient and efficiently used to support institutional programs and services. The Academic Facilities, Technology and Planning and Institutional Effectiveness Committees are important forums for these evaluations and discussions.

The *Strategic Planning and Budget Development Process Strategy Form* submissions demonstrate one of the most important methods used by faculty and staff to provide ongoing, real-time information about the feasibility and effectiveness of the College's physical resources. Requests through this process are as varied as the needs of the faculty and staff who submit them. A review of items submitted to the Academic Facilities, Technology and Planning Committee through this process during the 2009-2010 academic year includes: bus service for athletic teams (#2011077.012), furniture for the school of counseling (#2011073.003), and field fencing for security (#2011077.010). Strategy forms submitted through the Academic Facilities, Technology and Planning Committee are posted on the College intranet. [IIIB-29] The *Strategic Planning and Budget Development Process* provides a transparent way to address facilities and equipment requests submitted by the college community. Funding sources for equipment

purchases or facilities improvement include the general fund, instructional equipment fund, capital outlay fund, and District basic aid. An example of a successful strategic request that addressed feasibility and effectiveness of facilities and equipment in the 2009-2010 academic year was a request by the Marketing and Outreach Committee. [IIIB-30] The Marketing and Outreach Committee assessed needs, developed the request, and submitted a *Strategy Form* seeking additional equipment—canopies and table covers for outreach events—to the Academic Facilities, Technology and Planning Committee. With the support of the Academic Facilities, Technology and Planning Committee[IIIB-31], the request was forwarded to the Strategic Planning Oversight and Budget Development Committee, which approved the request. The President's Executive Council subsequently identified funding for the approved equipment. The facilities and maintenance department completed the purchase[IIIB-32] and the equipment was available to be used for the College Senior Day in March 2010, a major recruiting event.

Self Evaluation

The College meets this standard. The College's *Strategic Planning and Budget Development Process* provides a regular, annual opportunity for faculty, staff and administrators to evaluate facilities based on identified needs. The process is data-driven and leads to specific, measurable outcomes and results that are responsive to programmatic requests. College strategic planning assures that the physical resources of the College feasibly and effectively support institutional programs and services.

Planning Agenda

None

Standard III.B.2.a

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

Descriptive Summary

The foundation of institutional improvement and College strategic planning and budget development are the *College Goals.*[IIIB-33] The *College Goals* most significantly impacted by College physical resources are:

1. To meet the current and future learning needs of our diverse community.
2. To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.
3. To provide leading edge instructional and administrative technologies to facilitate student success.
4. To promote IVC as an institution of higher education dedicated to student access and success.
5. To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.
6. To continue integrating the strategic planning process with budget development in a systematic cycle of evaluation for effective resource allocation.
7. To promote environmental stewardship in college planning and decision making

Based on the *College Goals*, the institution has adopted strategic planning objectives.[IIIB-34] The strategic planning objectives that most significantly impact College physical resources are:

> **OBJECTIVE I:** Increase alternative educational delivery systems. (Linked to IVC Goals: 1, 2, 3, 5, 6, 7, 8, 9; and District Goals 1, 11)
>
> **OBJECTIVE IX:** Use college resources efficiently. (Linked to IVC Goals: 1, 2, 4, 5, 6, 9; and District Goals 1, 3, 4, 5, 9, 10, 13)
>
> **OBJECTIVE X:** Strengthen campus security and emergency preparedness. (Linked to IVC Goals: 1, 2, 5, 6, 9; and District Goal 3)

Two distinct processes ensure that institutional improvement goals and objectives are met. The first is found in the ongoing, annual *Strategic Planning and Budget Development Process* clearly laid out in the *Planning and Decision-Making Manual*. This document details the collaborative process used to create the *Mission Statement, College Goals*, and the strategic planning objectives, the cornerstones of a college-wide continuous improvement process. The *Mission Statement* and *College Goals* are evaluated, edited, expanded, and adjusted through an inclusive process that encourages participation from all members of the college community.[IIIB-35] In

addition, the College progress in achieving the planning objectives is reviewed and monitored by the Strategic Planning Oversight and Budget Development Committee on an annual basis. (*Irvine Valley College Strategic Plan 2006-2012, Year Four Update*)

The second process is undertaken every five years. Over the course of several months, the District hires consultants to collaborate with the College in developing a *Five-Year Facilities and Educational Master Plan.* The five-year master plan identifies major capital improvement projects required to meet instructional needs. The next cycle of the master planning process begins in fall 2010. The five-year planning process—a requirement for Community Colleges statewide—has, in the past, been treated as a one-time facilities planning process. A comparison of past five-year master plans for the College indicates that they were not integrated or well-coordinated, presenting disjunctive analyses of trends and conflicting facilities recommendations.

Now that the College has an ongoing, annual *Strategic Planning and Budget Development* Process, the five-year master plan will reflect the strategic needs identified in this continuous planning process. For example, Social Sciences and Humanities faculty have been holding collaborative meetings with the Office of Instruction and the Facilities and Maintenance Department since Spring 2009 to develop a data-driven analysis supporting the need for a newer and greener Social Sciences and Humanities building. These planning sessions have allowed productive, collaborative discussions on physical resources needs to occur in a timely and effective fashion, long before the official start of the five-year master planning process. The *Strategic Planning and Budget Development Process* has also provided a mechanism for the College to address, in a formal, regular, annual framework, questions regarding the total cost of ownership of new facilities. The most recent large building project, the Business Science Technology and Innovation Center, was completed in August 2008, shortly after the College adopted the *Strategic Planning and Budget Development Process.* The planning for the Business Science Technology and Innovation Center occurred before the College's current strategic planning process was adopted. In the absence of formal planning procedures, projections of the total cost of ownership, which should consider factors such as utilities, custodial services and annual maintenance, were not made. As a result, strategic budgeting for utilities, custodial staff, custodial supplies and annual maintenance did not occur. The College was able to absorb the additional utility and custodial supply costs. However, with the tightening of state and college budgets, obtaining the additional custodial staff has proven to be difficult. Through the adopted College-wide classified hiring process[IIIB-36], additional custodians were identified and prioritized on the 2009 hiring list.[IIIB-37]

The College's *Strategic Planning and Budget Development Process* addresses the issue of identifying ongoing costs of ownership on *Strategy Forms.* When a strategic request is submitted, the applicant must project the cost of the request over a five-year period. This allows the Strategic Planning Oversight and Budget Development Committee and the budget managers to prioritize requests, identify appropriate sources of funding and project future fiscal needs. With a sound and effective *Strategic Planning and Budget Development Process* in place since 2007, the facilities director and other stakeholders can now submit timely and accurate budget projections.

With the implementation of the *Full-time Faculty Hiring Priority List Development Process,* program expansion and replacements are addressed in a manner that allows for an increase in faculty commensurate with the development of campus physical resources.

Self Evaluation

The College meets this standard.

Planning Agenda

None.

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

As described in the section III.B.2.a, institutional planning uses a goal setting process to establish benchmarks that the College can work toward achieving. Strategic planning objectives are designed to achieve the *College Goals*. Strategies, submitted through *Strategy Forms*, are specific methods of achieving the strategic planning objectives. The *Comprehensive Program Review Process*, which occurs on a six-year cycle is the primary means of identifying the needs of programs, including physical resource needs. An *Annual Program Review* and *Administrative Unit Review* for all academic programs, student services, and administrative offices is currently under development. The *Comprehensive* and *Annual Program Review* and *Administrative Unit Reviews* utilize survey and other data to determine program and/or unit needs. These needs are linked to the *College Goals* and strategic planning objectives through the *Strategic Planning and Budget Development Process*, which requires faculty and administrators to submit resource allocation requests through *Strategy Forms*. The Academic Facilities, Technology and Planning Committee and the Strategic Planning Oversight and Budget Development Committee review and prioritize the *Strategy Forms* and a recommendation is submitted to the President's Executive Council for approval and funding, pending budgetary constraints. Annually, the Office of Research, Planning, and Accreditation and the Strategic Planning Oversight and Budget Development Committee monitors and evaluates the College progress in achieving the strategic planning objectives. The *Strategic Planning and Budget Development Process* is regular, annual, data-driven, and collaborative, allowing the College to systematically assess the effective use of physical resources and use the evaluation data to drive improvements.

As described in section III.B.2.a, long-term physical planning through the *Five-year Facilities and Educational Master Planning Process* has not, in the past, been integrated with short-term *Strategic Planning and Budget Development*. This was due to the fact that the *Strategic Planning and Budget Development Process* was adopted in 2007, after the current *Five-year*

Facilities and Educational Master Plan was developed. The present *Strategic Planning and Budget Development Process* has, however, encouraged a culture of collaboration, timely financial impact projections, and increased awareness of how program needs identified through *Comprehensive Program Reviews* feed the strategic planning process. At the administrative, and increasingly at the faculty level, there is a growing awareness of how to use strategic planning to address needs. As the College starts a new five-year master planning process in fall 2010, strategic objectives and needs identified through the strategic planning process will be integrated with the long-term master plan.

The following examples illustrate how the *Strategic Planning and Budget Development Process* links institutional and physical resources planning and how the process entails systematic evaluation of the effective use of physical resources. One of the College's strategic planning objectives is to "use college resources efficiently".[IIIB-34] To that end, the College undertook an exercise in identifying efficiencies.[IIIB-38] A simple, yet effective, efficiency which was identified was that instead of leaving the tennis courts lights on until 10:00 pm, as was previous practice, the tennis courts would now only be lighted after dark to facilitate classes. At 2000 kw/hr for each court (there are eight courts), a simple efficiency such as this has immediate impact on utility costs for the College. There were many other efficiencies suggested and adopted, thus helping the College to more prudently allocate financial resources.

The Office of Instruction has also worked closely with the Facilities and Maintenance staff to develop a Room Utilization Plan.[IIIB-28] to more efficiently use instructional space. An example of maximizing room utilization can be seen in two distinct examples. A307 is a 1704-square-foot room. When the recent rehabilitation process was completed for the A300 building, the room was set up to be a lab which would accommodate social dance, yoga and other similar class offerings. After two semesters of use in that capacity, it became apparent this classroom was being under-utilized. With minimal investment, the cost of a whiteboard, and staff work totaling just under three-person-days of maintenance, the classroom was converted to a sixty-seat classroom. This classroom is now able to be fully utilized by the college community. Ongoing evaluation of classroom utilization allowed a strategic shift in resource use with minimal expenditure. A second opportunity occurred when the College evaluated the space used to support campus technology. It was determined that the Copy Center could be placed within the footprint of the technology work area in the library. This served to upgrade the Copy Center and evacuated A200, creating three classrooms in an area that previously had only two. The classrooms were specifically designed to support the Humanities curriculum, creating spaces designed for twenty-five students. This design created an efficiency by holding classes limited to twenty-five students to spaces specifically designed for this student load. No longer would twenty seats have to sit empty in a classroom designed for forty-five students when the class by curriculum standards was limited to twenty-five. These are only two of many examples of how constant self evaluation in facilities utilization has helped the College move in the direction of being more efficient. Regular meetings occur between the Director of Facilities and the Vice President of Instruction, something that was started almost three years ago when both positions had relatively new administrators. The strength of this strong and focused joining of facilities and instruction within the College is an opportunity for quick implementation of changes in the strategic direction of the College.

Self Evaluation

The College meets this standard. Whether efficiencies occur in utilities, processes or instruction, the College continually displays a willingness to self-evaluate and change directions when necessary. Physical resource planning and institutional planning are integrated and utilize regular, systematic assessments to evaluate the effective use of physical resources and make improvements as necessary.

Planning Agenda

None.

Evidence Standard III.B.

IIIB-1 2006 SOCCCD Facilities Master Plan: (*http://www.socccd.org/about/about_masterplan.html*)
IIIB-2 Strategic Planning and College Budget Development Process (11-11-09)
IIIB-3 Student Services Program Review Template (Adopted 8-28-06; Revised 8-7-07)
Academic Program Review Template (Adopted 8-28-06; Revised; 7-29-09)
IIIB-4 Board of Trustees Meeting Minutes 1-25-10
IIIB-5 SOCCCD inFORM Data Warehouse Overview, March 2010
IIIB-6 SOCCCD 2009-10 IVC Safety Training Schedule
IIIB-7 Keenan & Associates: Irvine Valley College SWACC Property & Liability Inspection, March 15, 2010
IIIB-8 Orange County Fire Authority Annual Inspection (7-16-10)
IIIB-9 Advanced Technology and Education Park Development Forum Membership List
IIIB-10 Advanced Technology and Education Park Development Forum Minutes (2-26-10)
Advanced Technology and Education Park Development Forum Minutes (4-30-10)
IIIB-11 South Orange County Community College District Educational Service Agreement: Crean Lutheran South High School
IIIB-12 Early College Spring 2010 Report Draft (05-18-10)
IIIB-13 Link to Facilities Management Work Order Form: *http://www.ivc.edu/maintenance/pages/default.aspx*
IIIB-14 Meeting Minutes, Weekly Lead Meeting (2-23-10)
IIIB-15 Board of Trustees Meeting Agenda Item discussing Scheduled Maintenance (9-24-09)
IIIB-16 Chevron Proposal to Retro-Fit Micro Turbines
IIIB-17 Facilities and Maintenance Project Calendar 2009-10
IIIB-18 2009/2010 Maintenance Project List
IIIB-19 Preventive Maintenance Plan
IIIB-20 Strategy Form: Maintenance of Cart Fleet (1-13-09)
Strategy Form: Vehicle Purchase Plan (1-14-09)
IIIB-21 Strategy Form: Campus Furniture Funding (1-14-09)
IIIB-22 Hazardous Waste Management Report
IIIB-23 Keenan 2009 inspection report
IIIB-24 Indoor Air Quality Survey, Child Development Center (8-25-08)
IIIB-25 Disabled Students Programs Student Architectural Barrier Removal Committee Report (12-10-08)
IIIB-26 Disabled Students Programs and Services Spreadsheet on Barriers
IIIB-27 2009-2010 Strategic Planning and Budget Development Timeline (9-17-08; revised 7-10-09)
IIIB-28 Classroom Availability List Spring 2010

IIIB-29 Link to Strategy Forms Listing:
http://intranet.ivc.edu/fiscal/sf/Wiki%20Pages/Forms/AllPages.aspx

IIIB-30 Strategy Form: Increased Support for Marketing and College Events (2-16-09)

IIIB-31 Academic, Facilities, and Technology Planning Committee Meeting Minutes (4-7-09)

IIIB-32 Requisition for Tablecloth Purchase: RQ10-01888 (2-25-10)
Requisition for Canopy Purchase: RQ10-01876 (2-25-10)

IIIB-33 College Goals: *http://www.ivc.edu/about/pages/mission.aspx*

IIIB-34 IVC 2010-11 Strategic Planning Objectives

IIIB-35 Irvine Valley College Mission Statement and College Goals Revision Process (Adopted 2-27-08, Revised 7-15-10)

IIIB-36 Classified Hiring Priority List Development Process (adopted 8-17-06, Updated 3-10-10)

IIIB-37 Classified Hiring Priority List 2009-2010

IIIB-38 2009 Draft Efficiency Report (11-24-09)

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Technology at the College is integrated with learning, teaching, and student support, as well as the infrastructure necessary for administrative and college business functions. Students use technology to apply to the College, register for classes, and complete coursework. Faculty use technology to develop curriculum, manage class rosters, submit course grades, and provide distance learning options. Staff rely on technology for scheduling; ordering and purchasing supplies; entering, storing, and retrieving student data; and coordinating events and meetings. Managers employ technology to analyze data in support of decision making and planning. In support of this technology focus, during the past six years, the College has been able to use District resources to replace faculty and staff computers on a three-year replacement cycle. Most classrooms contain current technology through media manager lecterns, supported by wireless connectivity in all classrooms.

During the past several years, the College has worked to integrate its technology processes into the *Strategic Planning and Budget Development Process*. Until the past year, a variety of processes existed for planning and implementing College technology. A *College and District Information Technology Initiative Memorandum* [IIIC-1] has been used to guide the College technology efforts for the past ten years. This memorandum to the College President outlined the College technology strategy, which was administered by the Director of Technology Services. Technology needs were submitted to the Director by means of *Technology Request Forms* [IIIC-2] available on the College intranet. The Director then evaluated the requests in relation to College technology standards [IIIC-3] and in relation to the provisions of the *Technology Initiative Memorandum*.

Parallel to this technology request process, the College began to implement its *Strategic Planning and Budget Development Process.* As part of the College *Strategic Planning and Budget Development Process*, in 2007, the College Technology and Distance Education Committee was formed to provide faculty and staff with a venue to plan for technology needs. [IIIC-4] Starting in 2008, as the committee reached decisions regarding technology needs, they were required to communicate those needs by means of a *Strategy Form* [IIIC-5] to be reviewed by the Academic, Facilities, and Technology Planning Committee. [IIIC-6]

In 2009, it became clear that the two technology request processes needed to be integrated into one process within the *Strategic Planning and Budget Development Process*. In spring 2010, a College Work Group was created under the auspices of the College Council, in order to develop a technology plan for the College. Twenty-two college leaders held separate college meetings to elicit input into the design and content of the college technology plan. These leaders then met in a series of detailed planning sessions that resulted in a proposed *Technology Master Plan 2010 – 2015*. The proposed *Technology Master Plan 2010-2015* states: “technology plays a key role in a student’s education and in the college systems that support that education”. The technology

plan is "designed to augment and align with the College's vision, mission, and goals, and form the basis for an open and visible technology planning process". The technology plan provides for the detailed integration of technology into the College planning and decision-making processes, through the interaction of five technology domains: Governance, Applications, Web Applications, Network and Infrastructure, and Operations and Support. The draft master plan proposes the development of a Technology Steering Committee, which reports within the College *Strategic Planning and Budget Development Process* to the Academic, Facilities, and Technology Planning Committee. The Technology Steering Committee, consisting of representatives from faculty, staff, and administration, is charged with "evaluating and prioritizing technology projects and activities", and with "integrating technology planning into the college's shared governance process". (*Technology Master Plan 2010 – 2015*)

The creation of the college *Technology Master Plan 2010-2015* will assist the College in its ongoing efforts to ensure that all College processes are part of the college *Strategic Planning and Budget Development Process*.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

In the College *Strategic Planning and Budget Development Process*, both *College Goals* [IIIC-7] and specific technology needs are assessed. Each year all areas of the college community are asked to identify their technology needs. *Strategy Forms*[IIIC-5] are prepared by each area, listing the types of needs, including computers, software, classroom technology, distance education support items, and technology to support student services. The *Strategy Forms* are forwarded to the appropriate Vice President for review, and are directed to the proper area, usually to the Academic, Facilities, and Technology Planning Committee. The Academic, Facilities, and Technology Planning Committee reviews the forms and determines whether they should be submitted to the Strategic Planning Oversight and Budget Development Committee[IIIC-6] for review or sent directly for review to campus facilities or to an instructional equipment request list.

As part of the *Strategic Planning and Budget Development Process*, and to provide faculty and staff with an important venue to plan for technology needs, in 2007, the College created a College Technology and Distance Education Committee.[IIIC-4] This committee is co-chaired by the Chair of the School of Business Sciences and the Dean of Online Education. The committee is composed of faculty representatives of each school, the Vice President of Instruction, the Director of Technology Services, classified staff representatives, the Vice Chancellor of Technology Learning Services, and representatives from District Information Technology. This committee is charged with discussing and evaluating all technology concerns, and also focuses on technological support for distance education, such as the use of Blackboard and other tools to support online learning. Requests for technological support come to this committee for

evaluation and referral to the Director of Technology Services and the Academic, Facilities and Technology Planning Committee.

Through the College Technology and Distance Education Committee, faculty and staff are provided a forum for evaluating current technology used in classrooms and offices, as well as in distance education, and for proposing software and hardware to support instruction. Ongoing topics include policies regarding which software or hardware to adopt for use by faculty and students; the need for training and support for new technology; the delivery of online education; student access and orientation to online classes; the functioning of the media manager lecterns in classrooms; the need for additional infrastructure to support faculty and student computers in the classroom; an ongoing review of the effectiveness of Blackboard software to support distance education; the introduction of new technology and support systems; and other technology and distance education-related topics. [IIIC-8] Requests and concerns are relayed through the College Technology and Distance Education Committee to the Academic, Facilities, and Technology Planning Committee and to the Director of Technology Services.

The co-chairs of the College Technology and Distance Education Committee and the Director of Technology Services also serve on district–wide technology committees, chaired by the Vice Chancellor of Technology Learning Services. Through the District Online Education Council [IIIC-9] and the District-Wide Technology Council, the College participates in district-wide technology planning and shares information among the Colleges and the District. [IIIC-10] The Vice Chancellor of Technology Learning Services is a liaison to the College Technology and Distance Education Committee, and attends meetings regularly to report on developments at the District level. [IIIC-11]

Technology is also provided at the Advanced Technology and Education Park, which offers courses taught by instructors from Irvine Valley College and Saddleback College. Technology funds at the Advanced Technology and Education Park are provided by the District. Requests for new purchases or technology upgrades are prioritized and submitted to the Advanced Technology and Education Park Dean of Instruction and Student Services and to the Advanced Technology and Education Park Provost for evaluation in relation to available funds. For ongoing technical support, the Advanced Technology and Education Park has relied on a part-time network services employee or its local web master. For larger-scale technology projects, District technology services are available to the Advanced Technology and Education Park.

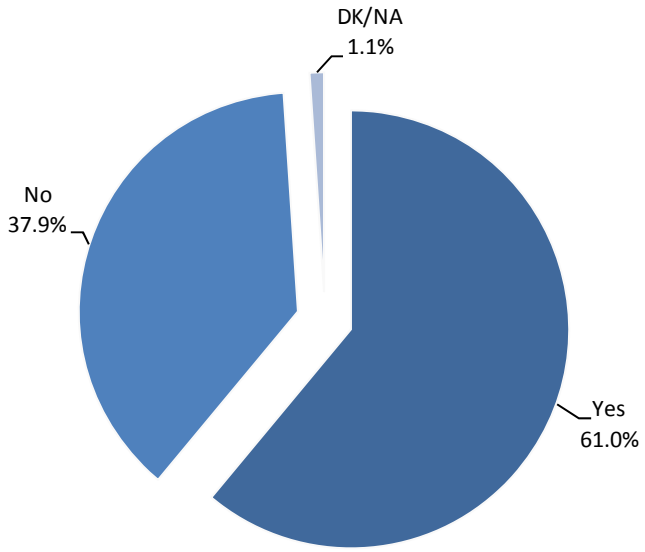
Self Evaluation

With the implementation of the *Technology Master Plan 2010-2015*, circulated as a draft in June 2010, the College will meet this standard. In addition to the *Technology Master Plan 2010-2015,* the College evaluates the effectiveness of its technology in meeting college needs through a variety of methods. The College Technology and Distance Education Committee offers a regular forum for faculty and staff to assess technology needs and to propose solutions. The College coordinates with the District through regular attendance at District technology meetings, and participates in the process of ongoing upgrade of technology. In addition, the Office of Research, Planning, and Accreditation administers a regular *Employee* and *Student Satisfaction Survey* of

staff, faculty, and students to assess the effectiveness of current technology and to elicit ideas for technology enhancements and improvements.

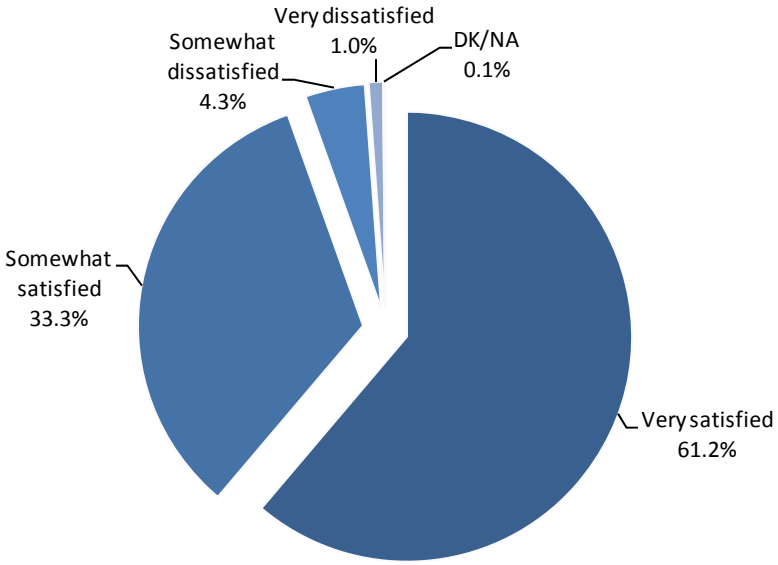
Of those students that responded to the *2009 Student Satisfaction Survey*, 61 percent reported that they have used the computer labs on campus. Further analyses noted that computer lab use tends to increase as the student unit load increases and that students between the ages of 18 and 21 were the most likely to report that they use the computer labs.

Figure 41: Computer Lab Use



Students who reported that they have used the computer labs on campus were then asked to assess their overall satisfaction with the computer labs. Of these respondents, 95 percent indicated that they were either “Very” (61.2%) or “Somewhat satisfied” (33.3%) with the computer labs.

Figure 42: Overall Satisfaction with Computer Labs



Planning Agenda

None.

Standard III.C.1.a

Technology Services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The Office of Technology Services, with input from the College Technology and Distance Education Committee, and with support from the District Vice Chancellor's office, is charged with supporting the technology needs of the College. [IIIC-12] The following services are provided through the Office of Technology Services:

- Media Services supports instructional classrooms by providing media equipment, equipment repair, computers for presentations, and notebook checkout.
- Network/Desktop Services provides consistent software in all locations so that students and faculty have hardware and software that is familiar. This area also provides all network infrastructure support, including telecommunications and phones.
- The Instructional Designer supports distance learning methods such as online and hybrid (partially online) instruction, helping individual faculty create effective course materials in many formats, and training faculty and staff. Faculty are trained to download rosters, submit grades, and conduct research.

- The Help Desk responds to requests for assistance phoned in from classrooms and offices, and is staffed to cover the times when classes are in session, Monday through Friday. This past year, this service has been enhanced on a pilot basis through the use of Presidium, a 24/7 online help service through Blackboard. [IIIC-13]
- Internet Architecture Services manages and maintains internet/intranet services, and assists with applications and programming to meet customized needs.
- The Copy Service duplicates documents for use in the classroom or for sale in the Campus Bookstore.
- The TV/Video Production Service provides services in support of traditional and online classes. The College has purchased a Mediasite license, to employ the software to create, store, and stream course content produced by instructors. [IIIC-14] This office also maintains channel 33, which provides television broadcast of instructor lectures and classes.
- The College employs two web masters to create and maintain the college website and to provide programming support for online education. Faculty and staff can consult with the web masters on maintenance and improvement of the presence of their programs and departments on the college website.
- Technology Services also works with the Facilitator of Computer Learning Centers to manage academic computing labs on campus. This involves the networking, software images, and maintenance of more than a thousand PC and Apple computers with a variety of software licenses. The facilitator maintains an ongoing *Computer Lab Configuration Record*. [IIIC-15]

Through the *Comprehensive Program Review Process,* departments identify technology needs to support their programs. When a school or department has identified a technology need, it submits a *Strategy Form* to the appropriate Vice President and to the Academic, Facilities, and Technology Planning Committee. The form is reviewed by the Academic Facilities, and Technology Planning Committee and then referred to the Director of Technology Services to insure that all purchases conform to campus standards for network, hardware, and software specifications, and brands are consistent with campus protocols and compliant with Section 508 of the Federal Rehabilitation Act [IIIC-16] and the Americans with Disabilities Act.[IIIC-17] This consultation is used to assist those ordering equipment and software to purchase items that employ a consistent standard for ease of use in teaching, learning, research, or student services.

The College Technology and Distance Education Committee provides faculty and staff input into technology needs and planning. The College continues to seek additional ways to support online education through such methods as a venue for course development and training or a central office for sharing and dissemination of information regarding distance learning.

Technology is used to support the curricular process in distance learning through the use of CurricUNET, [IIIC-18] and through a curricular *Distance Education Approval Process* administered by the Distance Education Approval Work Group of the College Curriculum Committee. For distance education courses, a *Distance Education Mode of Instruction Proposal Form* [IIIC-19] is submitted electronically to the Task Force for its review. Through this form, the Task Force

reviews the course's rationale, its mode of delivery, its compliance with regular effective contact standards, its approval by Technology Services and the Library, and its compliance with Section 508 guidelines.

Curricular commitments for distance learning are also supported by Technology Services through the *Faculty Certification and Competency Process*, administered through the College's instructional designer and trainer. [IIIC-20] Faculty are provided training that prepares them to teach online courses. (For further detail on this process, see section III.C.1.b.)

A Blackboard shell has been prepared for all individual faculty, whether or not they are currently teaching an online course. This provides faculty with a tool for managing their courses, and also provides the College with a structure for continuity of service if the College needs to be physically closed due to a natural disaster, such as an earthquake, or a health emergency, such as a flu epidemic. [IIIC-21]

Various procedures address reliability, disaster recovery, privacy, and security. Servers are purchased with Redundant Array of Inexpensive Disks (RAID) configurations, redundant power, and backup Uninterruptible Power Supply systems. Core campus switches have redundant management modules, power, and Uninterruptible Power Supply systems. Maintenance and support are standard purchases for servers and core network equipment. Spare equipment is used for maintaining uptime, and data are backed up on all critical servers.

Reliability of the network infrastructure is maintained using fiber and Category 5 and 6 twisted-pair cabling connected to Cisco switches and routers. These switches provide Power Over Ethernet to power the new Cisco IP telephones. A diesel backup generator is used to keep core systems running in the event of a power outage.

Privacy provisions are strictly followed according to Board Policy 4000.2 (Electronic Communication) [IIIC-22] and Administrative Regulation 4000.2 (Electronic Communications) [IIIC-23]. When students log in to a district or college-sponsored site, they must agree to the privacy provisions of these policies.

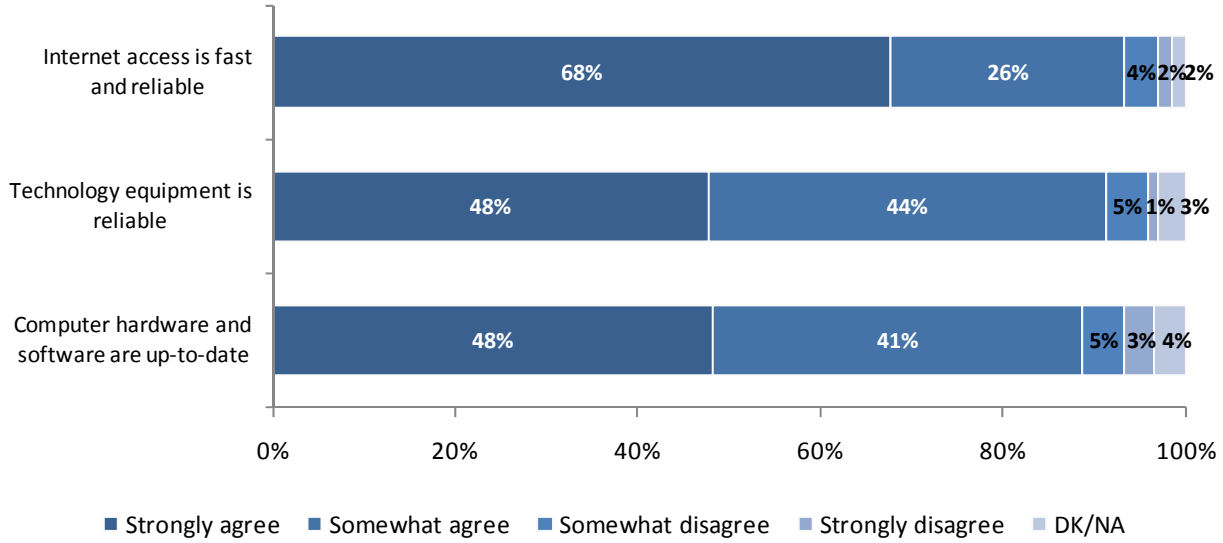
Network security is maintained and implemented using Microsoft's Challenge-Response as well as Kerberos technologies. In addition, Symantec antivirus software is used throughout the campus to assist in maintaining a stable and virus-free environment as well as spam filters at the Exchange Server level located at District. Secure Sockets Layer certificates are used for encryption, when necessary. The College uses EndPoint Security Suite and takes care of its own software updates. At the Advanced Technology and Education Park and throughout the District, the firewall was recently upgraded to PaloAlto Networks' Next-Generation Firewalls. All Advanced Technology and Education Park systems are also being migrated to District-managed software updating, and make use of EndPoint Security Suite.

Self Evaluation

The College meets this standard. Technology resources are deployed to enhance the operation and effectiveness of the College.

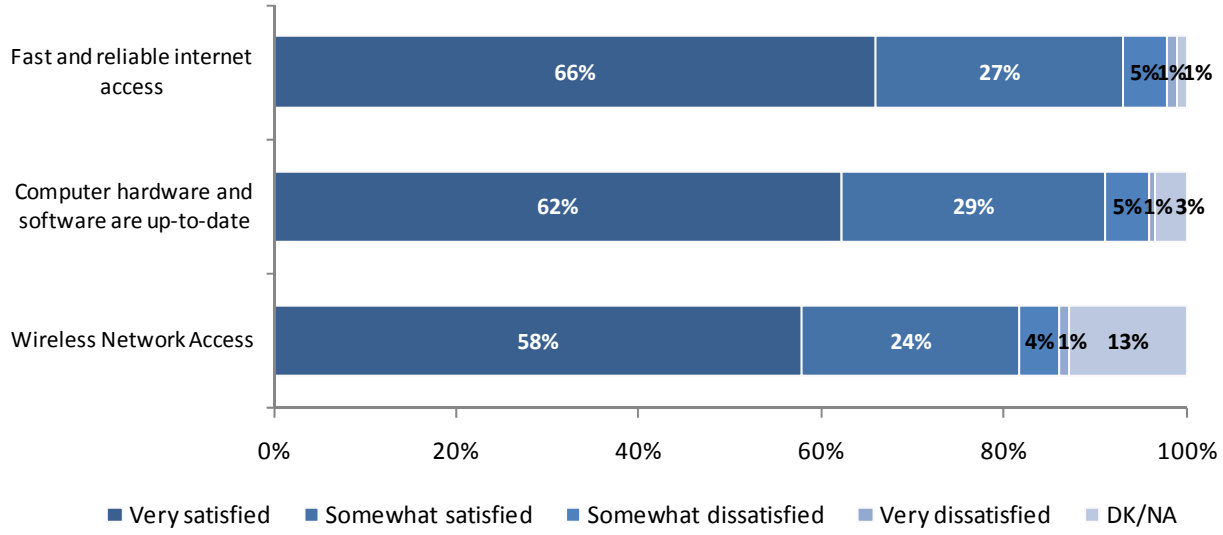
The figures below illustrate the perceptions of reliability and performance of college technology resources for both employees and students. About 93 percent of employees who responded to the *2009 Employee Satisfaction Survey* agreed that the College provides fast and reliable internet access, 91 percent agreed that College technology equipment is reliable, and 89 percent agreed that computer hardware and software are up-to-date.

Figure 43: Reliability and Performance of Campus Technology (Employees)



Similar to the employees, students reported high levels of satisfaction with the reliability and performance of College technology. The *2009 Student Satisfaction Survey* shows that 93 percent of student respondents were satisfied with the speed and reliability of their internet access, 91 percent were satisfied with the computer hardware and software, and 82 percent registered satisfaction with the wireless network access on campus.

Figure 44: Reliability and Performance of Campus Technology (Students)



Planning Agenda

None.

Standard III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Applications Support & Training

Through its Instructional Designer, the College has a formal, ongoing technology training program for all faculty and staff. [IIIC-24] This program is geared towards providing end-user training for the various applications installed and supported by the College. The College also provides one-on-one training support for all faculty and staff on a just-in-time basis. Structured and customized technology training is provided for the following:

- MySite (rosters, grades, email)
- Email (Outlook)
- Word Processing (Word)
- Spreadsheet (Excel)
- Presentations (PowerPoint)
- Online Instruction (Blackboard; MediaSite)
- Computer Basics (e.g., Windows)
- Sharepoint (maintain your dept. website)
- Scanning
- Digital Photography
- Graphics Editing (PhotoShop)
- Digital Media (DVD, CD, Tape)
- Database (e.g., Access)
- Basic Troubleshooting
- Custom Training/Special Projects
- Escape (class scheduling & budgeting)
- Class Scheduling

Distance Education

A substantial portion of the total student enrollment uses the course management system, Blackboard, as the prime vehicle for both campus traditional and online education.

Consequently, the need for technical training has increased substantially. The College has met this challenge by providing:

- Regularly-scheduled workshops for faculty on using Blackboard
- One-on-one customized training and support
- Video tutorials for both faculty and students
- Contracting with a vendor to provide after-hours support

The Distance Education Website has been revised to reflect the growth of distance education at the College. This site includes a new link entitled *Welcome to IVC Online Education*. [IIIC-25] This new website consolidates much of the information that was formerly dispersed throughout the Irvine Valley College website. A major new feature of the Irvine Valley College Online Education webpage is the online orientation instructions now available for all online courses. Students now have a clear focal point for accessing specific orientation instructions for their online courses.

To help students assess their readiness to take online courses, the College provides detailed information regarding computing skills and technological requirements on the College Distance Education website. [IIIC-26] A series of online tutoring sessions has also been developed that is designed to bring students to a level of proficiency to be able to successfully take an online course. Through the use of support tools such as a help line and online tutorials, students are able to receive ongoing assistance and instruction in using the technology that supports online education.

For faculty, the Instructional Designer and Trainer provides training in the tools necessary to teach online. The training program follows the guidelines for certification and competency outlined for the College in two separate documents, *Distance Education – Faculty Technical Competencies*, and *Distance Education – Faculty Technical Certification*, [IIIC-20] and covers the actions needed to ensure regular and effective contact in an online course. [IIIC-27]

<u>Ongoing Professional Development</u>

With its diverse array of faculty and staff, the institution provides professional development activities to meet the needs of its personnel, including workshops that focus on technology-related programs, including:

- Electronic workbook/grading
- Curriculum planning
- Faculty Professional Development Week (Biannual) [IIIC-28]

Media Services

The media services department is available to all faculty and staff for the support of audio visual equipment and other media equipment related needs. This includes providing end-user, operational documentation for the various technology resources in the classroom, such as the projector, document camera, video switch, and desktop computer. The multimedia technicians also provide targeted, just-in-time classroom training on an ongoing basis as requested.

Television/Video Production Services

Television/video production provides services and training in support of traditional and online classes. The College has purchased a Mediasite license to employ the software to create, store, and stream course content produced by instructors. This office also maintains channel 33, which provides television broadcast of instructor lectures and classes. [IIIC-14]

Library

As a major component of the overall instructional program at the College, the Library provides formal courses and workshops for students on how to use its various technology resources, including:

- Research on the library computers
- Using the online library databases

This training is specifically provided by the Chair, School of Library Services, Assistant Professor, Bibliographic Instruction, and Professor, Electronics Librarian. Their services are promoted by advertisements and flyers, and are published in the course catalog and schedule of classes. [IIIC-29]

Alternate Media Service

The Alternate Media Specialist holds workshops and individual training sessions for faculty interested in making their online and traditional course material compliant with Section 508 of the Federal Rehabilitation Act, [IIIC-16] and with the Americans with Disabilities Act. [IIIC-17]

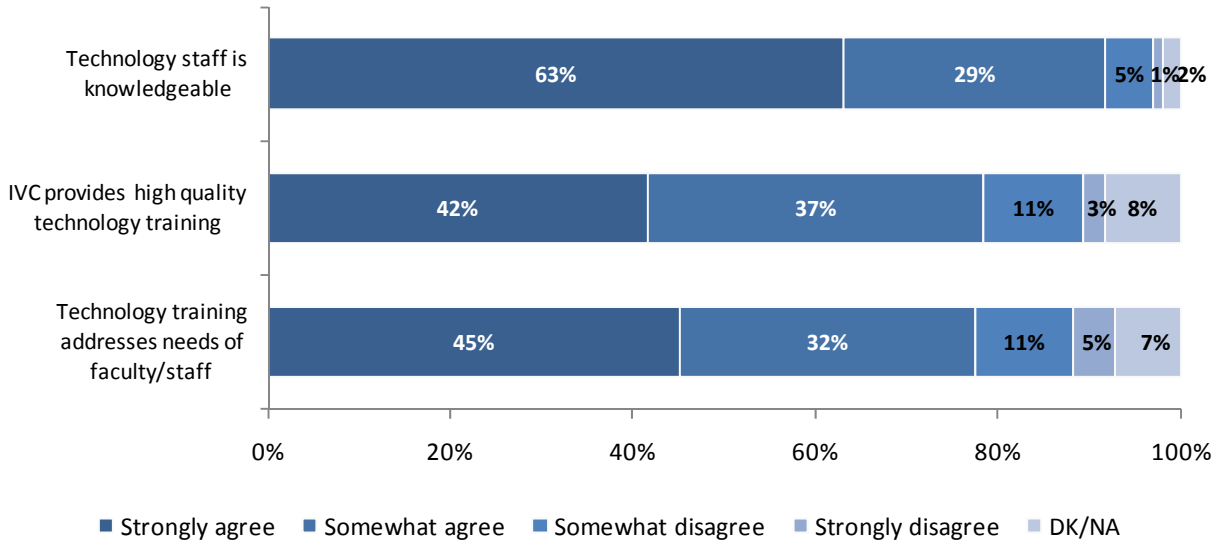
Self Evaluation

The College meets this standard. The *2009 Employee Satisfaction Survey* included two specific statements to assess technology training and one general question regarding the expertise of the technology staff members:

- Technology training addresses the differing needs of faculty and staff;
- IVC provides high quality technology training; and
- Technology staff is knowledgeable.

These survey results indicate that a clear majority of faculty and staff (79%) either "Strongly" (41.5%) or "Somewhat agree" (36.9%) that Irvine Valley College provides high quality technology training, while 77 percent agree that their technology training needs are adequately addressed ("Strongly agree" 45.1%; "Somewhat agree" 32.3%). Over 90 percent of employee respondents agreed that the "Technology staff is knowledgeable" ("Strongly agree" 63.1%; "Somewhat agree" 28.7%).

Figure 45: Employee Perceptions of Technology Training



In addition, students were asked in the *2009 Student Satisfaction Survey* to give their level of satisfaction with the assistance they receive from computer lab staff. Seventy-five percent of student respondents indicated that they were either "Very" (45.1%) or "Somewhat satisfied" (30.0%) with computer lab staff members, whereas eight percent reported that they were "Very" (1.6%) or "Somewhat dissatisfied" (6.2%). Many students (17%) did not give their opinion on this question.

The results of the survey show positive outcomes of a year-round schedule of workshops offered to all faculty and staff (shown below in Table 56). The hands-on training workshops provide experiences at various levels of expertise. The program has been enhanced to include one-on-one follow-up training to reinforce the skills learned in class. The follow-up training is customized to users' specific needs so that their learning is optimally reinforced. Faculty and staff attending workshops have responded favorably to the content of the classes and the expertise of the instructor.

Table 56: Number of Faculty Workshops and Trainings, 2007 - 2010

	2007-08	2008-09	2009-10	% Change (2007-09)
Faculty Blackboard Use	319	339	350	10%
Faculty DE Trainings	239	254	235	-2%

Planning Agenda

None.

Standard III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The Director of Technology Services is responsible for the management, maintenance, and operation of the technological infrastructure and equipment. The Director reports to the Vice President of Instruction who chairs the Academic, Facilities and Technology Planning Committee. The Director monitors the College technology needs to support the instructional and service missions of the College. He receives recommendations from the College Technology and Distance Education Committee and from the Academic, Facilities, and Technology Planning Committee regarding campus technology needs, and evaluates them in relation to college technology standards, which are outlined in the *Computer Inventory and Standards Report* [IIIC-3]. The Director of Technology Services oversees a staff of technicians, a trainer, and a web master; he plans for and assigns this staff to meet the technology maintenance and operation needs of the College. Through the proposed Technology Steering Committee, the College Technology and Distance Education Committee, and through interactions with faculty and staff, the Director plans for and executes the maintenance and operation of the college technological infrastructure and equipment. The Director follows the planning guidelines as outlined in the *Technology Master Plan 2010 – 2015*. The College also follows technology infrastructure guidelines as laid out in the *Network Management System: Best Practices White Paper* by Cisco [IIIC-30] and the Microsoft White Paper*: Optimizing Infrastructure: The Relationship Between IT Labor Costs and Best Practices for Managing the Windows Desktop*. [IIIC-31]

Various procedures address reliability, disaster recovery, privacy, and security. Servers are purchased with Redundant Array of Inexpensive Disks (RAID) configurations, redundant power, and backup Uninterruptible Power Supply (UPS) systems. Core campus switches have redundant management modules, power, and Uninterruptible Power Supply systems. Maintenance and support are standard purchases for servers and core network equipment. Spare equipment is used for maintaining uptime, and data are backed up on all critical servers.

Reliability of the network infrastructure is maintained using fiber and Category 5 & 6 twisted-pair cabling connected to Cisco switches and routers. These switches provide Power Over Ethernet to power the new Cisco IP telephones. A diesel backup generator is used to keep core systems running in the event of a power outage.

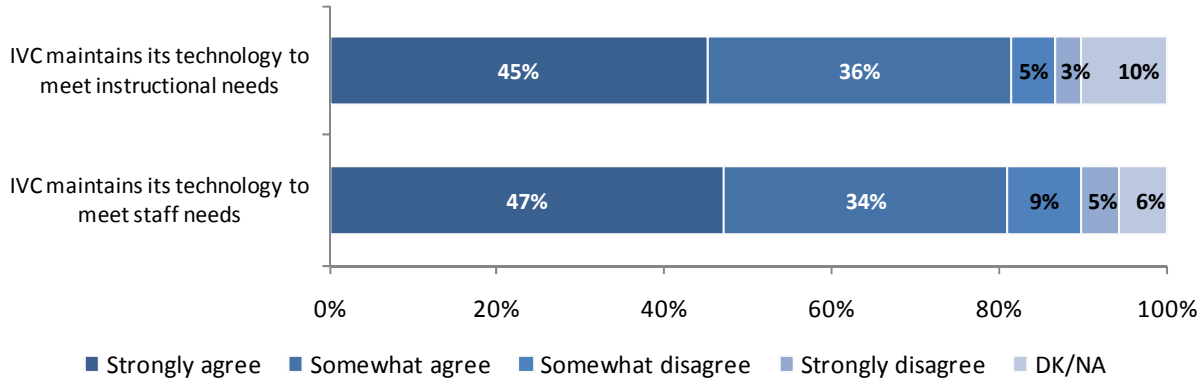
The College has been successful in maintaining a regular maintenance, update, and upgrade schedule for technology. Most classrooms have current technology through media manager lecterns, supported by wireless connectivity in all classrooms. The multimedia capability in each classroom includes a computer, projector, DVD/VCR, sound system, document camera, and internet access. Faculty and staff computers are renewed on a three-year cycle, which meets the standard set forth by the State Chancellor's Office.[IIIC-32]

At the Advanced Technology and Education Park, all classrooms have multimedia capability, with a computer, projector, DVD/VCR, sound system, and internet access. Rooms have multiple power outlets allowing students to power their laptops. Instructors have access to two carts of laptops that can be checked out for use in the classroom. One cart contains mobile workstation laptops, which can be used for SolidWorks/AutoCAD/MasterCAM applications. The other cart contains laptops that can be used to create an instant computer lab environment in classes for special projects in such areas as business management and medical insurance coding. Requests for new purchases or technology upgrades are prioritized and submitted to the Advanced Technology and Education Park Dean of Instruction and Student Services and to the Advanced Technology and Education Park Provost for evaluation in relation to available funds. For ongoing technical support, the Advanced Technology and Education Park has relied on a part-time network services employee or its local web master. For larger-scale technology projects, District technology services are available to the Advanced Technology and Education Park.

Self Evaluation

The College meets this standard. According to the *2009 Employee Satisfaction Survey*, technology support at Irvine Valley College is well received. About 80 percent of survey respondents agreed that the college maintains, upgrades, or replaces its technology infrastructure and equipment to meet instructional and staff needs.

Figure 46: Technology Services Addressing Campus Needs



Planning Agenda

None.

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Through the *Comprehensive Program Review Process,* departments evaluate the technological needs of their programs. As part of the College's *Strategic Planning and Budget Development Process*, technology needs are submitted through the use of a *Strategy Form* which is forwarded to the Academic Facilities, Technology and Planning Committee. Those submitting requests are asked to prioritize their requests. After Academic Facilities, Technology and Planning Committee review, the revised prioritization is submitted to the Strategic Planning Oversight and Budget Development Committee for review, prioritization and recommendation to the President's Executive Council for final approval and funding, pending budgetary constraints. Technology resources are then expended in accordance with the approval of the President's Executive Council according to the prioritization, within the limitations of the current year's budget. The Director of Technology Services maintains a record of the age of all technology in the *Computer Inventory and Standards Report* IIIC-**Error! Bookmark not defined.**, in order to prioritize the upgrade or replacement of technology resources. The facilitator of campus computer laboratories also maintains a *Software License Database Inventory*, IIIC-33 in order to update software licenses on a regular basis.

The Director of Technology Services is charged with establishing and maintaining a robust technical infrastructure. One of the twelve current *College Goals* is "to provide leading-edge technologies and facilities to support student success." IIIC-7 The District and College share responsibility for technology support. The District maintains general infrastructure for such areas as the telephone system, district network and security, administrative computing, and the support structure for distance learning, including Blackboard licenses. The College is charged with maintaining and upgrading computers, hardware, software, and service and support infrastructure. IIIC-34

At the Advanced Technology and Education Park, requests for new purchases or technology upgrades are prioritized and submitted to the Advanced Technology and Education Park Dean of Instruction and Student Services and to the Advanced Technology and Education Park Provost for evaluation in relation to available funds. For ongoing technical support, the Advanced Technology and Education Park has relied on a part-time network services employee or its local web master. For larger-scale technology projects, district technology services are available to the Advanced Technology and Education Park

For online education, the College integrates its technology update plans with those of the District, through the leadership of the Vice Chancellor of Technology Learning Services. The

District and Colleges use Blackboard as a course management system for online education, and the District plans for the support and upgrade of distance education technology. Through the College Technology and Distance Education Committee, faculty and staff have the ongoing opportunity to voice needs for supporting distance learning programs and courses. The College, through the support of the District, maintains a license with Blackboard [IIIC-35] for the development and support of distance learning programs and courses. As the number of student users has increased, the District has increased the license capacity with Blackboard as needed.

Following the guidelines established by state publications and industry standard practices, the College replaces computer technology, especially student computers and faculty and staff office computers, on a three-year cycle. The use and distribution of technology resources is guided by the College Technology and Distance Education Committee, in conjunction with the Director of Technology Services. Pursuant to procedures in the *Technology Master Plan 2010 – 2015*, the proposed Technology Steering Committee will be charged with making recommendations to the Academic, Facilities, and Technology Planning Committee regarding the allocation of technology resources and the prioritization of technology-related projects.

Prior to 2004, as student computers were replaced with new units, older units were upgraded with larger hard drives and additional memory. These upgraded units would be cascaded to faculty and staff. Since 2004, because of extraordinary funding related to basic aid, the cascading of old refurbished units was no longer needed. Instead, new computers were purchased and deployed at a rate of approximately 400 units annually. Given that there are approximately 1,200 computers on campus, a one-third annual replacement was achieved.

Technology Services is investigating virtual desktop infrastructure (VDI) in which virtualization technology can help to extend the life cycle of existing computers. The College is part of a California consortium through which licensing of Microsoft software can be acquired by staff, faculty, and students at a significantly reduced cost. In 2009, the College internet bandwidth was upgraded to support one gigabit of throughput because of high internet data usage. Prior to this, the College had a T3 connection that provided a 45 Megabit/s data rate. Internet service is provided by the Corporation for Education Network Initiatives in California (CENIC), a state-wide provider for all public colleges and universities. Before this, the College shared a 3Megabit/s data rate connection that was the only access available to both South Orange County Community College District colleges through the District office. At the Advanced Technology Education Park, the network bandwidth was recently increased from a T1 to a T3 to allow the Advanced Technology Education Park to serve as a backup storage facility for district off-site data storage, and to allow faster data processing at the Advanced Technology Education Park site.

In a pilot project, contingent on continued funding, the District purchased a first-level Blackboard help desk support service from Presidium [IIIC-13] to assist with faculty and student support calls. The goal is to decrease help desk response time and to provide help to students and staff at times when college staff are not available. The effectiveness of this program is continuing to be assessed.[IIIC-36]

The College is also utilizing ConnectEd [IIIC-37] to provide emergency notification to students, faculty, and staff. This service is contingent upon future funding. On campus, emergency notification is available through the Cisco VoIP telephony system. Berbee Informacast is the paging/alert system that can broadcast text and audio messages to all IP phones on campus. A separate Public Announcement system was also installed in 2008 that can broadcast messages to the entire outdoor population on campus.

In addition to Blackboard, the College utilizes MediaSite [IIIC-14] hardware and software to provide video for students taking online classes. The videos enhance content and materials for areas such as language classes, art history, and science. Continuation of the use of this technology is contingent upon future funding.

Recently, the College upgraded its wireless services to 802.11n, providing faster connectivity to the internet for research and data. Approximately 90 percent of the campus is covered with wireless service. Continued efforts to cover dead spots are ongoing. Most classrooms are fully equipped with multimedia equipment that consists of media manager lecterns housing computers, phones, DVD/VHS players, audio mixers, and digital document cameras. Student computer labs have the latest technologies available and are imaged based on faculty teaching requirements. The College institutional technology department is dedicated to maintaining this focus to ensure that student needs are met first.

The Advanced Technology Education Park has Wi-Fi access, with access points located in every building to ensure maximum bandwidth connectivity.

Self Evaluation

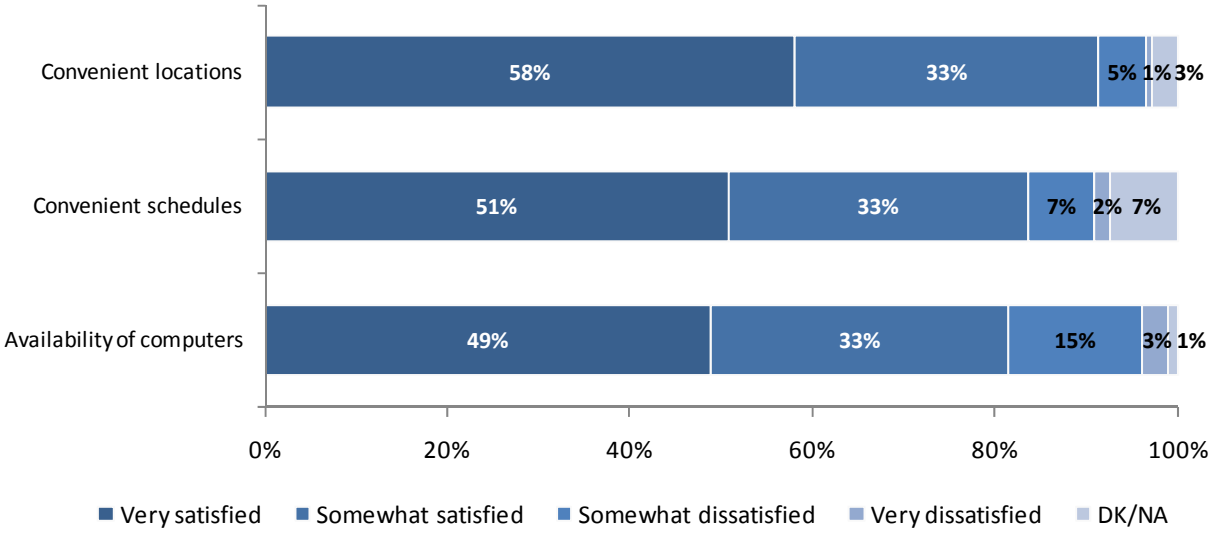
The College meets this standard.

The College has demonstrated a commitment to institutional planning to meet technology needs. It has put managers in place committed to upholding industry standards and developing local standards for regular equipment upgrades and maintenance.

Technology distribution is well received, as evidenced by the results of the *2009 Employee Satisfaction Survey* (for example, see Figure 43 and Figure 46).

According to the *2009 Student Satisfaction Survey*, large majorities of student respondents reported high levels of satisfaction about the availability of open computers and the convenience of computer lab hours and locations. As shown in Figure 47, over 80 percent of student respondents indicated that they were satisfied with each of the items tested in the survey.

Figure 47: Student Satisfaction with the Availability and Convenience of IVC Computer Labs



Planning Agenda

None.

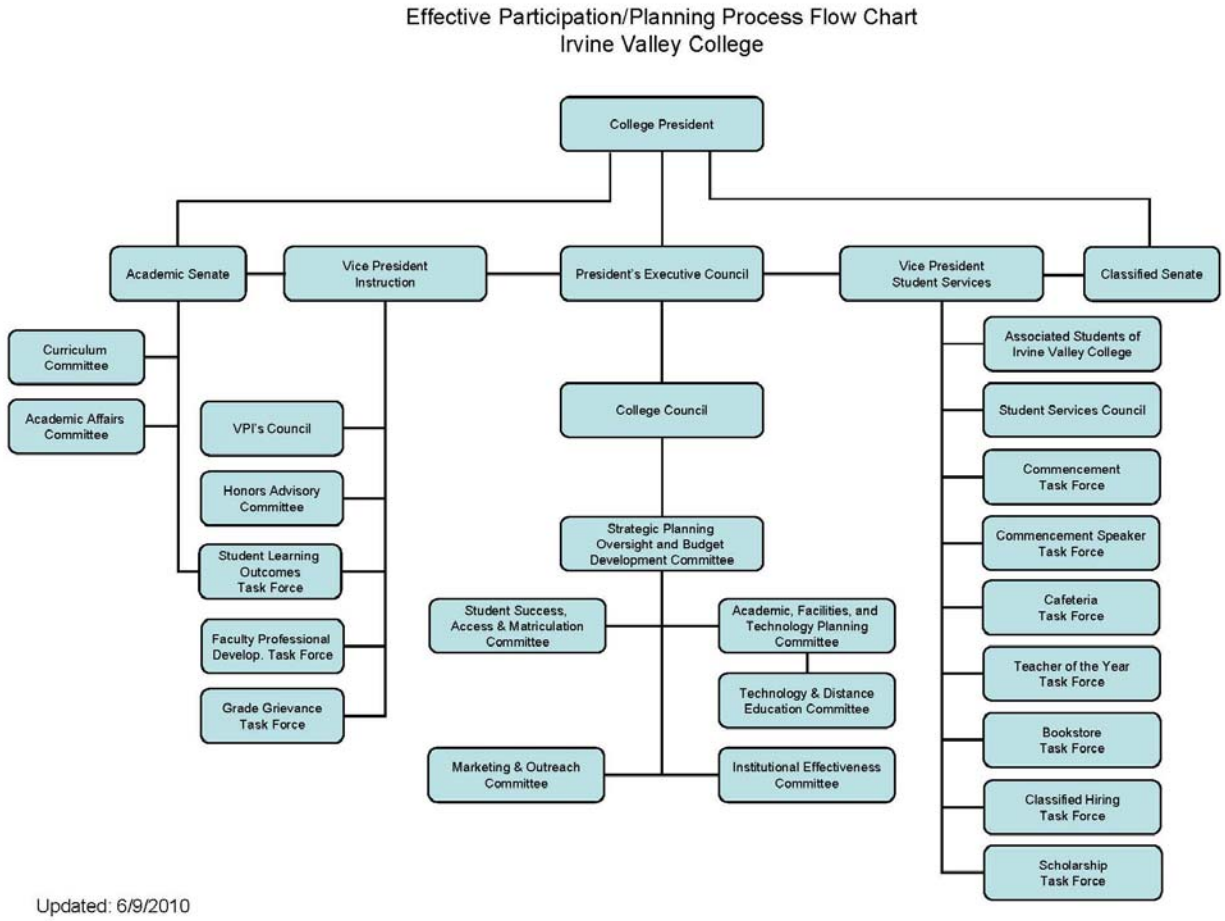
Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The College follows a *Strategic Planning and College Budget Development Process* [IIIC-38] for the planning and implementation of technology equipment and facilities. The *Mission Statement* and *College Goals* are established, then specific planning assumptions and objectives to achieve the goals are formulated and disseminated, and the cycle of planning for needs is followed throughout the year. The *Technology Master Plan 2010 –2015* is aligned with the College *Strategic Planning and Budget Development Process*, and outlines the College process for planning for and evaluating technology needs of students, faculty, and staff. The following Irvine Valley College Decision-Making Flow Chart shows the relationship in relation to technology among the Strategic Planning Committees.

Figure 48: Technology Planning



Through the *Comprehensive Program Review Process*, faculty and staff identify needs, and then develop *Strategy Forms* to document those needs. As part of the *Strategic Planning and Budget Development Process*, the strategy forms for technology needs are prioritized and submitted to the appropriate Vice President. The Vice President reviews the requests and either directs them to the Academic, Facilities, and Technology Planning Committee for review or to another appropriate office, such as facilities. The Academic, Facilities, and Technology Planning Committee then reviews the requests and provides input as to the over-all priority of proposals within college needs. These recommendations then go to the Strategic Planning Oversight and Budget Development Committee for review, additional review, prioritization, and recommendation to the President's Executive Council for final approval, pending budgetary constraints. These committees serve the overall expressed goal of the College, which is "to provide leading edge technologies and facilities to support student success." IIIC-7

The effectiveness of the prioritization of technology purchases is evaluated in a variety of ways. Faculty and staff provide feedback to the College Technology and Distance Education College Committee (pending adoption of the proposed Technology and Distance Education Committee and the Technology Advisory Committee) about their perceptions of how well technology needs

are being met within their areas and within the College. Instructional and student services personnel can consult with their Deans and Vice Presidents on how well their technology needs are being met, and appropriate Strategy Forms can be submitted to document the need for additional technology purchases.

In addition, regular *Employee* and *Student Satisfaction Surveys* of faculty, staff, and students measure how well these various groups perceive the effectiveness of College support for technology. These survey results are presented at a variety of College meetings, such as the Academic Senate, [IIIC-39] the Classified Senate, [IIIC-40] and at the Strategic Planning Oversight and Budget Development Committee, [IIIC-41] and are used to evaluate the effectiveness of the use of technology resources. These results are then incorporated into technology planning.

Self Evaluation

With the implementation of the *Technology Master Plan 2010-2015* in fall 2010, the College will meet the standard of fully integrated technological and institutional planning. The College's *Strategic Planning and Budget Development Process* provides an effective method of incorporating technology needs into college planning, of prioritizing those needs, and of evaluating the effectiveness of the use of technology resources.

Planning Agenda

None.

Evidence Standard III.C.

IIIC-1 College and District IT Initiative Memorandum (7-16-01)
IIIC-2 Technology Request Form: Hardware
Technology Request Form: Software
IIIC-3 Computer Inventory and Standards Report (12-1-08)
IIIC-4 Technology and Distance Education Committee: Charge, Membership, Reporting Responsibilities
IIIC-5 Irvine Valley College Strategy Form
IIIC-6 Five College Strategic Planning Committee Charts: Charge, Membership, Reporting Responsibilities
IIIC-7 Irvine Valley College Vision, Mission and Goals
IIIC-8 College Technology and Distance Education Committee 2010 Agendas
IIIC-9 Online Education Council Chart: Charge, Membership, Reporting Responsibilities
IIIC-10 District Wide Technology Council Chart: Charge, Membership, Reporting Responsibilities
IIIC-11 College Technology Distance Education Committee 2010 Minutes
IIIC-12 Irvine Valley College Office of Technology Services website: *http://www.ivc.edu/technology/pages/default.aspx*
IIIC-13 Presidium website: *http://www.presidiuminc.com/*
IIIC-14 SonicFoundry (providers of Mediasite service) website: *http://www.sonicfoundry.com/*
IIIC-15 Computer Lab Configuration Record
IIIC-16 Section 508 Of The Rehabilitation Act: *http://www.section508.gov/index.cfm?fuseAction=1998Amend*
IIIC-17 Americans with Disabilities Act: *http://www.ada.gov/*
IIIC-18 Irvine Valley College CurricUNET Log-in Screen: *http://www.curricunet.com/irvine/*
IIIC-19 Distance Education Mode of Instruction Proposal Form
IIIC-20 Faculty Certification and Competency Processes
IIIC-21 College Emergency Preparedness website: *http://www.ivc.edu/police/pages/EmergPrep.aspx*
IIIC-22 Board Policy 4000.2 Electronic Communication (12-10-07)
IIIC-23 Administrative Regulation 4000.2 Electronic Communications (4-28-08)
IIIC-24 Faculty/Staff Online Technology Training Schedule Spring 2010
IIIC-25 Irvine Valley College Online Education website: *http://www.ivc.edu/de/pages/onlineeducation.aspx*
IIIC-26 Distance Education List of Frequently Asked Questions: *http://www.ivc.edu/de/pages/faqs.aspx*
IIIC-27 Administrative Regulation 6112 Distance Education (5-24-10)
IIIC-28 Spring 2010 Faculty Professional Development Schedule
IIIC-29 Library 10 Course Description, Irvine Valley College Catalog 2010-11

Library 10 Schedule of Classes, Fall 2010

IIIC-30 *Network Management System: Best Practices White Paper* by Cisco: *http://www.cisco.com/en/US/tech/tk869/tk769/technologies_white_paper09186a00800aea9c.shtml*

IIIC-31 Microsoft White Paper*: Optimizing Infrastructure: The Relationship Between IT Labor Costs and Best Practices for Managing the Windows Desktop*

IIIC-32 California Community Colleges Technology II Strategic Plan 2000-2005, p. 27

IIIC-33 Software License Database Inventory

IIIC-34 District and College IT Delineation of Responsibilities
Delineation of Responsibilities for Distance Education

IIIC-35 Blackboard website: *http://socccd.blackboard.com/*

IIIC-36 District Online Education Council 2010 Meeting Minutes

IIIC-37 ConnectEd website: *http://www.connectedcalifornia.org/*

IIIC-38 Strategic Planning and College Budget Development Process (11-11-09)

IIIC-39 Academic Senate Minutes: Satisfaction Surveys (3-11-10)

IIIC-40 Classified Senate Minutes: Satisfaction Surveys (3-24-10)

IIIC-41 Strategic Planning Oversight and Budget Development Committee Minutes (3-31-10)

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard III.D. Overview

Descriptive Summary

Irvine Valley College's final budget for fiscal year 2009-2010 was $52.1 million including $45.5 million in the unrestricted general fund and $6.6 million in the restricted general fund (*2009-10 Final Budget, p. 19*). The College provides sufficient revenues to support educational improvements. The institution annually allocates funds for strategic planning which includes goals and objectives for institutional and educational improvements. Table 57 shows annual allocations for strategic planning and funded strategies since 2007-2008:

Table 57: IVC Historical Allocations and Funded Strategies for Strategic Planning

Fiscal Year	Strategies Funded in Final Budget	Allocations for Mid-Year Funding	Funded Mid-Year Strategies
2007-08	$152,400	$250,000	$0
2008-09	$239,000	$400,000	$242,000
2009-10	$210,000	$40,000	TBD
2010-11	TBD	TBD	In Progress
Totals	**$601,400**	**$690,000**	**$242,000**

The *Strategic Planning and Budget Development Process* provides a means for setting priorities for funding institutional improvement. Under the College's *Strategic Planning and Budget Development Process*, the Strategic Planning Oversight and Budget Development Committee recommends a prioritized list of strategies to the President's Executive Council which makes final funding decisions. Since 2007-2008, the College has set aside $50,000 to implement improvements in institutional effectiveness as part of the College's *Strategic Planning and Budget Development Process*.[IIID-1] In 2009-2010, $50,000 was approved to assess the institution's business processes with an additional $40,000 to implement business efficiency proposals during the year.[IIID-2]

Self Evaluation

The College meets this standard. It has consistently allocated funds to support educational improvements since 2007-2008 and the *Strategic Planning and Budget Development Process* provides a means for setting priorities for funding institutional improvements. In the current economic environment of limited funding for growth, the institution was able to dedicate funds for institutional improvements annually. The College focuses on program effectiveness and efficiencies in order to redirect its existing resources to fund new program improvements in the future.

Planning Agenda

None.

Standard III.D.1.

The institution relies upon its mission and goals as the foundation for financial planning.

Standard III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The institution regularly reviews and revises, if necessary, the *Mission Statement* and *College Goals* pursuant to the *College Mission Statement and College Goals: Revision Process.*[IIID-3] The review of the *Mission Statement* and *College Goals* is initiated by the Strategic Planning Oversight and Budget Development Committee. Within the review process, the Strategic Planning Oversight and Budget Development Committee also assesses the *College Fiscal Plan* to align it with the *Mission Statement* and *College Goals*.[IIID-4]

The *Mission Statement* and the *College Goals* drive the development of planning objectives. Planning objectives are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. In order to integrate financial planning with institutional planning, the five Strategic Planning Committees formulate planning strategies to align with the *Mission Statement* and *College Goals*. A planning strategy is the proposed action to achieve the objectives and goals. A planning strategy must also be measurable, achievable, reasonable, and time-related.

Approved and funded planning strategies are tracked by the Strategic Planning Oversight and Budget Development Committee including their current status and whether an objective has been reached within the budget cycle for which it was approved.

The institution establishes priorities among competing needs so that it can predict future funding, in accordance with the *Strategic Planning and Budget Development Process* described above under Standard III. D Overview. Planning strategy proposals are submitted using a *Strategy*

Form.[IIID-5] The *Strategy Form* requires the author to complete resource assessments worksheets pertaining to personnel, equipment, facilities, supplies and other resources as necessary. A five-year assessment period must be completed for each resource category of the *Strategy Form*. The five-year assessment of resources projects future spending in the area and allows the institution to establish priorities among competing needs in such a manner that future funding needs can be predictable and in line with revenue projections.

The College has plans that are clearly linked to both short-term and long-range financial plans. The College has developed plans for fiscal years 2007-2008, 2008-2009 and 2009-2010, as part of its *2006-2012 Strategic Plan* (*Irvine Valley College Strategic Plan, 2006-2012, Year One-2007-2008*; *Irvine Valley College Strategic Plan:, 2006-2012, Year Four Update*). In order to track and monitor the measurable outcomes for each planning objective and the implementation of strategies, the College condensed the 2007-2008, 2008-2009, and 2009-2010 measurable outcomes into one document entitled *Strategic Plan 2006-2012: Year Four Update 2009-2010.* The institution can provide evidence that past fiscal expenditures have supported achievement of institutional plans. Table 57 shows that for each of these years, funding was allocated to strategies developed for that year to support the *Mission Statement* and *College Goals*, thereby linking the institution's annual short-term financial plans to the long-term *2006-2012 Strategic Plan*. The Strategic Planning Oversight and Budget Development Committee reviewed the College's long-range five-year (2009+5) financial plans at the annual July 2009 retreat.[IIID-4] Strategies which were institutionalized/implemented were included in the base expenditure projections thereby linking the *2009-2010 Budget* with the long range *2006-2012 Strategic Plan* and *Five-Year Financial Plan*.

The financial planning process relies primarily on institutional plans for content and timelines. The *Strategic Planning and Budget Development Process* drives all institutional and financial planning on an annual timeline. Planning starts well in advance to allow sufficient time for review of the *Mission Statement* and *College Goals* as well as the planning objectives and strategies, and making changes as necessary. The review of the *Mission Statement* and *College Goals* occurs on a three-year cycle.[IIID-3] Planning objectives and strategies are developed and reviewed annually from September to February and budget development begins in February.[IIID-1]

The Board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning. The College Director of Fiscal Services gave a presentation to the Board of Trustees, the Chancellor and other institutional leaders on the College's *Strategic Planning and Budget Development Process* in June 2007. [IIID- 6] At the August 2009 Board meeting, the College President provided an update on this process to the Board of Trustees, the Chancellor and other institutional leaders. Lastly, the College President and Director of Fiscal Services prepare an *Annual Budget Message* as part of the final budget publication. The budget message provides a written update on the College's *Strategic Planning and Budget Development Process* (*2009-10 Final Budget, p. 6*).

Self Evaluation

The College meets this standard. The College's financial planning is integrated with and supports all institutional planning through the *Strategic Planning and Budget Development Process*. The institution has financial plans that are integrated with the institution's plans and prioritized strategies supporting the *Mission Statement* and the *College Goals*.

Planning Agenda

None.

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Individuals involved in the *Strategic Planning and Budget Development Process* receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. Individuals involved in strategic planning are the members of the Strategic Planning Oversight and Budget Development Committee, and chairs and members of the four other Strategic Planning Committees:

- Academic Facilities, Technology and Planning Committee;
- Marketing and Outreach Management Committee;
- Student Success, Access and Matriculation Committee;
- Institutional Effectiveness Committee.

To ensure communication of accurate information and to facilitate coordination, all chairs of the Strategic Planning Committees and the members of the President's Executive Council (President, Vice Presidents, and Director of Fiscal Services) are also members of the Strategic Planning Oversight and Budget Development Committee. The College obtains further information regarding financial resource availability and regular updates on the District Revenue Allocation Model from the District Resource Allocation Council. The Strategic Planning Oversight and Budget Development Committee has developed and submitted a number of recommendations to the District Resource Allocation Council proposing changes in the *District Resource Allocation Process*. [IIID-7]

At its July 2009 retreat, the Strategic Planning Oversight and Budget Development Committee reviewed the College's five-year revenue and expenditure projections including ongoing projections and anticipated changes. [IIID-4] At the Strategic Planning Oversight and Budget Development Committee's September 2, 2009 meeting, the *2009-10 Final Budget* publication was circulated for the committee members' review and comments. [IIID-8]

Institutional planning is tied to the development of financial resources, partnerships and expenditure requirements. The main source of financial resources is property tax revenues allocated through the District Revenue Allocation Model based on the State Apportionment Model (*2009-10 Final Budget, p. 5: Guiding Principle 10 (Funding for Growth)*). The Strategic Planning Oversight and Budget Development Committee reviews the District Revenue Allocation Model to link the institutional planning to the revenue allocation process. Excess revenue above apportionment is allocated to the College or District for one-time purposes including capital outlay projects (*2009-10 Final Budget, p. 4: Guiding Principle 7.b. (Basic Aid)*). The College's *Capital Outlay Plan* is based on the *Facilities and Educational Master Plan*[IIID-9] which in turn is tied to the *Strategic Plan.* Specifically, *Strategic Objective XIII* of the *2006-2010 Strategic* Plan states:

> Update the Facilities and Educational Master Plan based on current enrollment trends, sustainability, and LEED (Leadership in Energy and Environmental Design) standards." The next *Facilities and Instructional Master Plan* update will begin in fall 2011.

Other sources of financial resources, including grants, partnerships, the Irvine Valley College Foundation and other auxiliary funds, are linked to institutional planning and there is realistic understanding of any restrictions on expenditures from those funds as discussed in sections III D.2.d and III D.2.e. There is also a realistic understanding of the availability of those funds. Specifically, the budget for the Associated Students of Irvine Valley College is presented to the Board of Trustees in an open session.[IIID-10] Copies of the *Associated Students of Irvine Valley College Budget* are available at the Student Affairs Office upon request. The Child Development Center and Community Education Fund budgets are posted online (*2009-10 Final Budget, p. 15*). The Irvine Valley College Foundation budget is presented to the Foundation Board of Governors in an open session[IIID-11] and is available at the Foundation Office upon request. Budgets for grants are reviewed annually by the Strategic Planning Oversight and Budget Development Committee along with other restricted projects.[IIID-12]

The institution establishes funding priorities in order to reasonably achieve its strategic goals. According to the *Strategic Planning and Budget Development Process* and *Strategic Planning and Budget Development Timeline*, proposed planning strategies are submitted to the appropriate Strategic Planning Committee using a *Strategy Form* in order to request funding and/or the necessary resources to implement planning strategies. The *Strategy Form* requires the author to specify how the funding request supports the *College Mission* and *College Goals*. The chair of the Strategic Planning Committee forwards endorsed strategy forms to the Strategic Planning Oversight and Budget Development Committee for evaluation, which makes recommendations on funding priorities to the President's Executive Council, which makes final funding decisions. The status and outcomes of the approved strategies and corresponding objectives are tracked for accountability and to assist the institution in achieving its underlying goals in reasonable fashion.

Items focused on student learning are given high priority. According to the *Mission Statement*:

> The College is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities.[IIID-13]

In addition, the first *College Goal* is "to meet the current and future learning needs of our diverse community."[IIID-13] Lastly, *Strategic Objective XII* of the *2006-2012 Strategic Plan* states that the College will:

> …meet the Accreditation Commission's proficiency criteria for Student Learning Outcome Assessment by publishing annual comprehensive *Student Learning Outcome Assessment Reports* that inspire widespread institutional dialogue about the assessment results and purposefully impact decisions concerning the improvement of student learning.[IIID-14]

The College has strategies to construct an institutional plan for posting student learning outcome assessment results for the purposes of obtaining institutional dialogue toward the maintenance of successful practices and improvement of student learning and to create an institutional procedure for generating annual, comprehensive student learning outcome assessment reports (*Irvine Valley College Strategic Plan, 2006-2012:* Objective III, strategies 3.08; Objective XII, strategies 12.01, 12.02). The Student Learning Outcomes Co-Chairs and the Institutional Effectiveness Committee have submitted *Strategy Forms* seeking funding for software and equipment used to track and assess student learning outcomes.[IIID-15] Thus, resource allocation and strategic planning are used to support student learning. In addition, the *Comprehensive Program Review Process* is designed to integrate College and Departmental Goals and planning objectives, including those related to student learning outcomes, to the *Strategic Planning and Budget Development Process.*[IIID-16]

As described above, the *Strategy Form* is the main document that ties the resource allocation to the *College Goals* and planning objectives. Other documents describing funding priorities used by institutional planners includes Education Code Section 84362 (the 50 percent law) which requires all community college districts to spend at least half of their "current expense of education" for "salaries of classroom instructors." To comply with this requirement, "classroom instruction" is given a high funding priority by institutional planners. Documents describing any restrictions on the use of special funds are also used in the planning and budget development process.

In spring 2010, the College, via the Institutional Effectiveness Committee, began developing an *Annual Program Review Process* which includes *Administrative Unit Reviews*.[IIID-17] The *Annual Program Review* will be completed by all academic programs, student services, and administrative offices. The draft template for the annual review is an abbreviated version of the *Comprehensive Program Review* template. Academic programs and student services have a Mission Statement/purpose, goals, objectives and strategies within the *Comprehensive Program Review*. Within the *Annual Program Review Process*, the Administrative offices will also develop mission statements, goals, objectives and strategies. Academic programs and student

services will provide an annual update of student learning outcomes assessment data, including how instructional programs and student services have been modified (if necessary) based on the assessment data. Administrative offices will develop and assess *Administrative Unit Outcomes*. Based on the program review data provided, including student learning outcome and administrative unit review data, all programs, services, and offices requests for fiscal resources (human, physical, equipment, technology, supplies, and contracts) will be routed to the appropriate strategic planning committee and/or process as described within the *Comprehensive Program Review Process*.[IIID-18]

Self Evaluation

The College meets this standard. Institutional planning at Irvine Valley College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Planning Agenda

None.

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The institution has evidence of long-term fiscal planning and priorities. Specifically, the institution's *Five-Year Fiscal Plan* was reviewed at the Strategic Planning Oversight and Budget Development Committee's July 2009 retreat. The *Five-Year Fiscal Plan* was developed by the College's Fiscal Office utilizing various sources of information including the District Revenue Allocation Model, costs-of-living-and-doing-business assumptions, and enrollment growth assumptions. The *Five-Year Fiscal Plan* was utilized as a planning tool to maintain the financial health of the institution while realistically assessing the resources that would be available for institutional improvements.

The College has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. The College follows the Board of Trustees *2009-2010 Budget Development Guidelines* published annually as part of the District's final budget. The guidelines disallow deficit financing defined as a budget in which projected expenditure exceeds projected revenue for the year (*2009-10 Final Budget, p. 4: Guiding Principle 5 (Deficit Financing)*). Furthermore, the institution's practice is to commit ongoing revenues to cover ongoing expenditures only, while committing one-time revenues to one-time expenditures. Ongoing revenues are identified through the District Revenue Allocation Model and include primarily the property taxes within the state apportionment formula and non-

resident tuition fees. The bulk of ongoing expenditures are permanent personnel and utility costs. The institution has a long-term debt in the amount of $1.8 million with the Municipal Finance Corporation for the Viron Mechanical Retrofit and Energy Management Project for an annual ongoing cost of $214,000, and $1.4 million with the California Energy Commission loan for the Energy Conservation Assistance Project for an annual cost of $197,000.[IIID-19] The College treats these long-term liabilities as ongoing costs and therefore it has dedicated ongoing revenues from the unrestricted general fund to cover those costs.

At the District level, there are no long-term debts. The Other Post-employment Employee Benefits (OPEB) liability has been fully funded through a trust fund. Liability insurance costs are covered as an assessment on college Full Time Equivalent Student (FTES) income through the District Revenue Allocation Model.[IIID-20] Building maintenance costs have been covered through a combination of state and local scheduled maintenance funds. The College has submitted a *20-Year Capital Plan* to the Board of Trustees. The *20-Year Capital Plan* covers scheduled maintenance as well as new construction.[IIID-21] This information is used in short-term and annual budget and other fiscal planning.

Self Evaluation

The College meets this standard. Through integrated and regular planning processes, the institution is able to assure that its short-range and long-range priorities are consistent. The institution meets its liabilities and future obligations while maintaining financial stability.

Planning Agenda

None.

Standard III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The processes for financial planning and budget are recorded and made known to College constituents. The *Strategic Planning and Budget Development Process*[IIID-1] and the *Strategic Planning and Budget Development Timeline* are posted on the Strategic Planning Oversight and Budget Development Committee's website. These documents are shared with the College community on a regular basis.[IIID-22]

To ensure the inclusiveness of the *Strategic Planning and Budget Development Process*, all constituent groups of the College are represented on all Strategic Planning Committees. The *Planning and Decision-Making Manual* defines the composition of the Strategic Planning Committees as well as the District Resource Allocation Council.[IIID-23] In addition, the Academic Senate has a standing agenda item on the *Strategic Planning and Budget Development Process* to familiarize faculty with the process.

Self Evaluation

The College meets this standard. Guidelines for financial planning and budget development are clearly defined in the *Strategic Planning and Budget Development Process*. The *2009 Employee Satisfaction Survey* showed that respondents were most familiar with the *Mission Statement* and *College Goals*, followed by *Strategic Planning* and the *Budget Development Process.* For example, 92 percent of surveyed employees reported that they were at least "A little familiar" with the *Mission Statement* and *College Goals* (36% "Very familiar;" 36% "Somewhat familiar;" 20% "A little familiar"). Furthermore, among those respondents who were at least "A little familiar" with the *Mission Statement* and *College Goals*, 64 percent believed that the *Mission Statement* and *College Goals* were effective decision-making processes (only 21% indicated that the *Mission Statement* and *College Goals* were ineffective; 17% selected the "Don't know" response category). As might be expected, familiarity with the *Mission Statement* and *Goals* conditioned perceptions of effectiveness: 85 percent of those who were "Very familiar" with the *Mission Statement* and *College Goals* rated these college processes as either "Very" or "Somewhat effective," whereas 68 percent of respondents who were "Somewhat" or "A little familiar" with the *Mission Statement* and *College Goals* felt that they were effective college processes.

Similarly, 85 percent of survey respondents also indicated that they were at least "A little familiar" with the *Strategic Planning and Budget Development Process* with 25 percent indicating that they were "Very familiar" with this college decision-making process; however, members of the classified staff were less likely to be aware of the *Strategic Planning and Budget Development Process* than faculty members: 25 percent of classified staff respondents reported that they were "Not at all familiar" with the *Strategic Planning and Budget Development*

Process, whereas only 6 percent of faculty members indicated that they were unfamiliar with strategic planning at the College. When assessing the effectiveness of the *Strategic Planning and Budget Development Process,* 63 percent of those employees who were at least a little familiar with the process believed that it was an effective decision-making process; about 15 percent of the employees opted for the "Don't know" response category suggesting that some employees were not familiar enough with the process to be able to rate its effectiveness. Again, awareness conditioned the respondents' attitudes regarding the effectiveness of the *Strategic Planning and Budget Development Process*. For example, 88 percent of respondents who were "Very familiar" rated the *Strategic Planning and Budget Development Process* as "Very" or "Somewhat effective," whereas 70 percent of respondents who were "Somewhat" or "A little familiar" with the *Strategic Planning and Budget Development Process* felt that it was an effective college decision-making process.

Lastly, the survey showed that 78 percent of respondents indicated that they were at least "A little familiar" with the College's *Budget Development Process,* with 16 percent reporting that they were "Very familiar" with this College decision-making process. Members of the classified staff were less likely to be aware of the *Budget Development Process* than faculty members: 31 percent of surveyed classified staff employees reported that they were "Not at all familiar" with the *Budget Development Process,* whereas 15 percent of faculty members indicated that they were unfamiliar with budget development at the college.

When assessing the effectiveness of the College's *Budget Development Process,* 63 percent of those employees who were at least a little familiar with the process believed that it was an effective decision-making process. Furthermore, about 17 percent of respondents did not rate the effectiveness of the *Budget Development Process*. Awareness strongly influenced the respondents' attitudes regarding the effectiveness of the budget development process. For example, 93 percent of respondents who were "Very familiar" rated the budget development process as "Very" or "Somewhat effective," whereas 65 percent of respondents who were "Somewhat" or "A little familiar" with the budget development process felt that it was an effective college decision-making process.

The guidelines for *Strategic Planning and Budget Development* are clearly followed. As discussed in Standard I.B.3., all academic programs and student services participate in a *Comprehensive Program Review*, which mirrors and is integrated with the *Strategic Planning and Budget Development Process*. All programs identify program objectives, which are associated with the *College Mission* and *College Goals*. Thus, the program level planning process is integrated with the college strategic planning process to ensure that the *College Mission* and *College Goals* are achieved. Academic and student support programs develop program objectives and planning strategies which are specific, measureable, achievable, realistic, and time related. The *Strategy Form* serves as the primary vehicle for requesting resources for new proposals in a manner that integrates the proposed change with the *College Mission* and *College Goals*. The vice presidents and the President of the College are actively promoting the *Strategic Planning and Budget Development Process* within their respective areas.

The composition of strategic planning committees, as described in the *Planning and Decision-Making Manual*, ensures that all constituencies are given appropriate opportunities to participate in developing institutional plans and budgets. As discussed in Standard IV. B.2.b, Strategic Planning Committees, Task Forces, and Administrative Councils operate collegially on the basis of consensus with the focus on the establishment of a safe harbor for healthy dialogue. The constituents involved in these processes are faculty, classified staff, administrators, managers, and students representing a variety of areas such as instruction, student services, supportive services, research, technology, facilities, and the student body. Strategic Planning Committee minutes are posted on their individual web pages. The minutes record the attendance of the committee members and demonstrate a high participation rate for all constituent groups.

Planning Agenda

None.

Standard III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Funds are allocated, as shown in the *College Budget*, in a manner that will realistically achieve the institution's stated goals for student learning. As stated in the *Mission Statement:*

> The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities.

Irvine Valley College's first *College Goal* is "to meet the current and future learning needs of our diverse community."[IIID-13] All but one of the fourteen *Strategic Planning Objectives* of the College support this goal and funding has been identified and allocated in accordance with the strategies developed to reach the objectives (*Irvine Valley College Strategic Plan, 2006-2012, Year One-2007-2008*; *Irvine Valley College Strategic Plan:, 2006-2012, Year Four Update*). In 2009- 2010, the College allocated 87 percent of its budget to salaries and benefits (*2009-10 Final*

Budget, p. 9). Of the total allocation for salaries in fiscal year 2009-2010, 65 percent was allocated for faculty and instructional aides' salaries as shown in Table 58.

Table 58: Allocation of Employee Salaries and Benefits

Category	Amount
Total Budget:	$45,514,763
All Salaries:	$30,640,238
All Benefits:	$9,179,996
All Salaries and Benefits:	$39,820,234
% of Salaries and Benefits	87%
Faculty Salaries:	$19,932,586
All Salaries:	$30,640,238
% of Faculty Salaries	65%

An audit of the district's financial records, including those of Irvine Valley College, is conducted in the fall of every year.[IIID-24] This audit is designed to provide reasonable assurance that the financial statements are free of material misstatement. It considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. The District's financial management is reflected in the limited number of audit findings. The past three audits have resulted in a total of five findings; four in 2005-2006, none in 2006-2007, and one on compliance in 2007-2008. Each of the findings was corrected before the next audit. The audit is presented to the Board of Trustees at the November board meeting.

Table 59 shows the historical audit findings and their current status district-wide.

Table 59: SOCCCD Historical audit findings and their current status

Year	Findings	Implementation
2007-2008	08-1 Indirect Costs (Saddleback)	Yes
2006-2007	None	N/A
2005-2006	06-1 Non-Credit Course Assessment	Yes
	06-2 Cal WORKS	Yes
	06-3 Concurrent Enrollment	Yes
	06-4 Federal Payroll Distribution (compliance)	Yes
2004-2005	05-1 Board Minutes	Yes
2003-2004	04-1 Timing of the Return to Title IV Funds (IVC)	Yes
2002-2003	03-1 Timing of the Return of Title IV Funds (IVC)	No
	03-2 Submission of Final Report – VATEA (Saddleback)	Yes
	03-3 Concurrent Enrollment (IVC)	Yes

Budget and audit documents are posted to the District Business Services website. Budgets are posted at: *http://socccd.edu/businessservices/bs_fiscal_budget.html*.

Audits are posted at: *http://socccd.edu/businessservices/bs_fiscal_audit.html*.

Self Evaluation

The College meets this standard. Documents containing the institution's financial information demonstrate that the allocation of resources supports student learning. The audit statements indicate that financial management is sound and corrections to audit exceptions are timely.

Planning Agenda

None.

Standard III.D.2.b

Appropriate financial information is provided throughout the institution.

Descriptive Summary

The District's tentative and final budgets are approved at the Board of Trustee's June and August meetings, respectively, each year.[IIID-25] The District audit reports and findings are reported to the Board in November of each year.[IIID-26] In addition, the College Director of Fiscal Services provides a college-wide presentation on the College Budget, its fiscal condition and financial planning in August and January of each year.[IIID-27] The Director of Fiscal Services also provides periodic updates on financial matters to the College Council.[IIID-28] Lastly, the College President sends periodic college-wide emails with information pertaining to the state and local budget developments and fiscal analysis.

Self Evaluation

The College meets this standard. Information about budget, fiscal conditions, financial planning, and audit results is provided throughout the College. This information is sufficient in content and timing to support institutional and financial planning and financial management.

Planning Agenda

None.

Standard III.D.2.c

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The College aims to maintain sufficient reserves to address a possible situation when no growth funding is available to cover the step-and-column and other built-in mandatory cost increases. The College's unrestricted general fund ending balances in the last three years are as follows: $2,200,000 (estimated) in 2009-2010 (*2010-11 Tentative Budget, p. 20*), $2,188,422 in 2008-2009 (*2009-10 Final Budget, p. 20*), and $3,484,935 in 2007-2008 (*2008-09 Final Budget, p. 20*). These balances included reserves for economic uncertainties as follows: $600,000 in 2009-2010 (*2009-10 Final Budget, p. 20*), $600,000 in 2008-2009 (*2008-09 Final Budget, p. 20*), and $350,000 in 2007-2008 (*2007-08 Final Budget, p. 7*). In addition, the District is in compliance with Board Policy 3100 (Budget Preparation),[IIID-29] which states that "unrestricted general fund reserves shall be no less than 7.5%" which is higher than the 5% recommended by the State Chancellor's Office. For these reasons, the institution believes that it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation. The capital outlay fund of the District has a substantial cash balance committed to specific future capital projects. This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the state budget and accounting manual.

The College is also allocated money from District basic aid funds. In the South Orange County Community College District, property tax revenues exceed the amount the District would receive in state apportionment. Under these conditions, districts are allowed to retain the local property tax monies and do not receive state apportionment. The excess revenue above state apportionment is referred to as basic aid. Basic aid revenue is received monthly with the largest tax payments made in December and April. Basic aid funds are allocated to the College based on the Board of Trustees *Process for the Allocation of District Basic Aid Funds for Priority Projects*. Annually, through the strategic planning committees, the College prepares a *Basic Aid Priority List* which is submitted to the Vice Presidents and the President for approval. The *College Priority List* is submitted to the Deputy Chancellor and Chancellor who prepare a *District-wide Priority List*. Items are ranked on a scale of 1 to 5 based on the following criteria: availability of state funding, benefit to students, common projects (instructional equipment, scheduled maintenance, keying system, parking, flooring), compliance with conveyance agreements, codes and statutes, district-wide modifications (instructional technology, equipment and software, telephones), new construction, property development, project completion, safety, and secondary effects. The district-wide list is sent to the Board for approval and funding.[IIID-30]

The institution believes that the cash receipt schedule does not pose any cash flow difficulties for the College. The capital outlay fund has a substantial cash balance committed to specific future capital projects. This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the State Budget and Accounting Manual. The institution's cash balances in the general fund and capital outlay funds are displayed in Table 60 below:

Table 60: SOCCCD Historical Cash Balances

Fiscal Year	Ending Cash Balance
2005-2006	$149,241,180
2006-2007	$173,391,987
2007-2008	$139,570,991
2008-2009	$168,279,879
2009-2010	TBD

SOURCE: SOCCCD audit statements FYs 2005-2006 through 2008-2009.

The District is not self-insured but participates in several joint power authorities (JPAs) such as the State-Wide Association of Community Colleges (SWACC) (property and liability), Self-Insured Schools of California (SISC) (medical), and the Protected Insurance Program for Schools (PIPS) (workers compensation) lessening its risk factor and reducing costs. The District reviews its coverage annually in the spring and carries an excess liability policy. The District implemented an irrevocable trust for its Other Post-employment Employee Benefits (OPEB) in spring 2008, fully funding the liability in June 2008.

Self Evaluation

The college meets this standard. The institution has sufficient cash flow and reserves to maintain stability. The College has appropriate strategies for risk management and realistic plans to meet financial emergencies and unforeseen occurrences.

Planning Agenda

None.

Standard III.D.2.d

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The College develops its budgets based on funding sources available for operation. The unrestricted general fund is allocated for the main operations of the College based on the District Resource Allocation Model. Restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities. The director or administrator of each department/project is responsible for managing their budgets. Expenditure reports are provided by the Fiscal Office on a quarterly basis or as needed to assist with budget management. Any expenditure above budget is corrected within the department or by the appropriate vice president/president. At the end of each year a comprehensive review of actual revenues/expenditures is conducted by the Fiscal Office to strengthen fiscal management and

correct any possible errors. The review is shared with the management and outcomes are incorporated into the next year's budget.

Additionally, the Fiscal Office conducts periodic training sessions on the purchasing software, Escape Online 5 (Escape). Escape is used as a fiscal management tool as it limits expenditures of non-personnel accounts to the corresponding budgeted amount. The software ensures that requisitions are approved by the corresponding approvers both at the College and District levels based on the type of expenditure and the dollar threshold.

All auxiliary funds (Associated Student Government, Community Education, Child Development Center, Foundation, and financial aid grants) undergo an annual independent financial audit along with the College's general fund. In addition to the annual audit, most programs have rules, guidelines, reporting requirements and separate audits specific to the program.

Associated Students of Irvine Valley College (ASIVC) financial guidelines are contained within *The Constitution of the Associated Students of Irvine Valley College*.[IIID-31] Specifically, Article VIII, Section 1 of *The Constitution of the Associated Students of Irvine Valley College* states that:

> Associated Students of Irvine Valley College shall finance its program of government and activities through the sale of the Associated Students of Irvine Valley College Cards, contract services and other legal fundraising activities it may sponsor.

Furthermore, section 2.03470 of the *Associated Students of Irvine Valley College Bylaws* defines the role and responsibility of the Associated Student Government Treasurer, while section 11.04 of the *Associated Students of Irvine Valley College Bylaws* describes the financial aspect of club operations.[IIID-32]

The Child Development Center undergoes an accreditation review every three years. During this process, the program is examined from an organizational standpoint including a general budget review.[IIID-33]

The Irvine Valley College *Foundation Bylaws* established a Finance Committee to oversee all financial, planned giving and investment activities of the Foundation, and develop fiscal policies and procedures including the *Foundation Annual Budget* for the Board of Governors' approval.[IIID-34]

The financial aid grants and operations are audited at least on an annual basis as part of the district, state, federal or veteran's affairs audits. In addition, the Blue Book "is intended to provide guidance to those offices and individuals responsible for managing, keeping records of, accounting for, and reporting on the use of federal funds at institutions that participate in the Title IV, Federal Student Aid programs." There is a self-reporting requirement for the financial aid programs at the year end.[IIID-35]

Institutional grants are administered by the Office of Career Technical Education and Workforce Development. State and federally funded grants are allocated by the State Chancellor's Office.[IIID-36] There is a self-reporting requirement for these programs at the year end.

The College outsources bookstore and cafeteria services. The Associated Students of Irvine Valley College are contractually guaranteed a minimum of $25,000 from the cafeteria service and $350,000 from the bookstore service annually. Because these services are outsourced, the responsibility of financial oversight is also passed on to the vendors providing the services. Under the individual district's contracts, the vendors are required to have a liability insurance of at least $1 million.

District funds are maintained by the County Treasurer's Investment Pool or the state Local Agency Investment Fund (LAIF) in accordance with Board Policy 3102 (Investment Policy),[IIID-37] Administrative Regulation 3102 (Investment Policy),[IIID-38] and Government Code 53635. Quarterly reports are made to the Board of Trustees at regularly scheduled meetings showing the balances and yields.

Table 59 above displays the District's audit findings for the past six years and the resulting action. For each of the past six years the independent auditors report has been unqualified for the District's financial statements. The District received unqualified reports from the auditors on compliance for five of the past six years. In 2008 the report was qualified due to a finding for Saddleback College on indirect rate calculations. The recommendations on the findings have been implemented.[IIID-39]

Self Evaluation

The College meets this standard. The institution exercises effective oversight of finances and provides effective fiscal management of its auxiliary programs.

Planning Agenda

None.

Standard III.D.2.e

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

The *2006-2012 Strategic Plan* and the *College Budget* are made available to the college community through regular workshops and electronic communication. Through these processes, the departments, including auxiliary programs, are attuned to the strategic direction of the College and are equipped to coordinate their operations with the *Strategic Planning and Budget Development Process*. Specifically, the Associated Students of Irvine Valley College have the opportunity to appoint representatives to all Strategic Planning Committees which provides a connection between the student government and the *Strategic Planning and Budget Development Process*. In addition, if a strategy appears to be eligible for funding using an auxiliary source, the Strategic Planning Oversight and Budget Development Committee may refer the *Strategy Form* to the appropriate auxiliary program for funding consideration. This provides another avenue for coordinating the activities of the auxiliary programs with the *Mission Statement* and the *College Goals*.

The membership of the Irvine Valley College Foundation Board of Governors has been expanded to include a larger group of representatives from the College's shared governance groups, specifically the Academic Senate and the classified staff. Also, the deans and directors of individual departments approve expenditures from the foundation accounts in their areas. The Foundation Director, the College President and/or the Director of Fiscal Services approve the foundation requisitions and sign checks. Since the College leadership is closely involved with the institution's *2006-2012 Strategic Plan*, these internal controls assure that the Foundation operations are integrated with the activities of the College, the *Mission Statement* and the *Goals*.

Self Evaluation

The College meets this standard. The financial resources of auxiliary programs of the College are used in a manner consistent with the *Mission Statement* and the *College Goals.* Financial resources are used with integrity.

Planning Agenda

None.

Standard III.D.2.f

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

All contracts with external entities are approved by the College President and the Deputy Chancellor of the District and ratified by the Board of Trustees. If warranted, the District seeks external legal advice prior to signing a contract to protect the College against liabilities and maintain the integrity of the institution. Contracts with a potentially large or strategic impact on the College are sunshined at the College Council by the President for college-wide input.[IIID-40] The Office of Instruction and Academic Senate have an agreement to sunshine academic contracts in the Academic Senate to provide discipline experts an opportunity to vet the contracts and to assure the contracts are conducive to academic freedom.

Annual facility rentals are signed by the Director of Facilities who serves on the Strategic Planning Oversight and Budget Development Committee as well as the Academic, Facilities and Technology Planning Committee. The contracts signed by the District have an early termination clause for situations when work performed does not meet the expectations of the institution. Lastly, the Strategic Planning Oversight and Budget Development Committee is charged to oversee the contract negotiations with the Bookstore and Cafeteria

Self-Evaluation

The College meets this standard. The institution has strong internal controls in place pertaining to contract negotiations and there are strong connections between the contract operations and the *Strategic Planning and Budget Development Process*.

Planning Agenda

None.

Standard III.D.2.g

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

The institution has an annual external audit to provide feedback on its processes. A financial and compliance audit is conducted annually by an independent certified accounting firm in accordance with California Education Code Section 8848.[IIID-41] The audit is conducted in accordance with generally accepted auditing standards and is planned to obtain reasonable assurance on whether the financial statements are free of material misstatement. This process includes examination and testing of supporting documentation as well as an examination of internal controls. The review of internal controls is the mechanism to provide feedback on processes that require improvement or adjustments. The audit assesses the accounting principles used and management's estimates to provide reasonable assurance that material misstatements which could affect the financial statements as a whole are detected.

The College reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs. In order to track and monitor the measurable outcomes for each planning objective and the implementation of the planning strategies, the College condensed the 2007-2008, 2008-2009, and 2009-2010 measurable outcomes into one document entitled *Strategic Plan 2006-2012: Year Four Update 2009-2010* which contains all of the College's planning objectives, strategies, and measurable outcomes for 2006-2010.

Through the *Strategic Planning and Budget Development Process* and outcomes review, the institution assesses the effectiveness of the strategies funded in prior years in order to make necessary adjustments for the upcoming planning cycle. The director or administrator of each department/project is responsible for managing their budgets. Expenditure reports are provided by the Fiscal Office on a quarterly basis or as needed to assist them with budget management. Any expenditure above budget is corrected within the department or by the appropriate Vice President/President within the budget. At the end of each year a comprehensive review of actual revenues/expenditures is conducted by the Fiscal Office to strengthen fiscal management and correct any possible errors. The review is shared with the management and outcomes are incorporated into the next year's budget. A regular review of the fiscal management processes itself would allow the College to make improvements in these processes and therefore further strengthen the institution's effectiveness in this area.

Self Evaluation

The College meets this standard but can improve its review processes. The annual external audit includes an examination of internal controls, which is the mechanism to provide feedback on processes that require improvement or adjustments. The internal institutional review of financial management processes described above, existing financial management processes, and the results of the evaluation are used to improve financial management systems. However, the College would benefit from a regular review of the fiscal management process itself, which would allow the College to make improvements and strengthen its effectiveness in this area.

Planning Agenda

None.

Standard III.D.3

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

The institution assesses its use of financial resources through an *Annual Review of Strategic Planning Progress and Outcomes* conducted by the Strategic Planning Oversight and Budget Development Committee. The Committee may also initiate a selective review of a specific area to identify possible improvements and efficiencies. Specifically, in 2009-2010 the institution implemented a strategy for selective reviews of business processes of the College to identify areas for improvement.[IIID-2] At an operational level, during the budget development process the Fiscal Office reviews the departmental baseline budgets with the departments and the appropriate Vice Presidents in order to make adjustments and corrections as needed. Any substantial changes are reported back to the Strategic Planning Oversight and Budget Development Committee for information and/or approval.

The *Strategy Form* Section E relates to revenues, savings and cost avoidance. This section must be filled out to establish any proposed improvement in fiscal operations of the College. To the extent that a strategy is approved based on the results of an evaluation of financial resources, the strategy becomes a part of the *Annual Review of Strategic Planning Progress and Outcomes*. During this process, the Fiscal Office verifies whether the proposed strategy has generated the revenues or savings stipulated in the proposal.

Self Evaluation

The College meets this standard. The institution reasonably ensures that it assesses its use of financial resources systematically and effectively and uses the results of the evaluation as the basis for improvement.

Planning Agenda

None.

Evidence Standard III.D.

IIID-1 IVC Strategic Planning and Budget Development Process
IIID-2 Strategy Form: Conduct Selective Review of Business Processes & Revenue Expenditure Patterns (1-13-09)
IIID-3 Irvine Valley College Mission Statement and College Goals: Revision Process (7-15-10)
IIID-4 Strategic Planning Oversight and Budget Development Committee Minutes (7-09-10)
IIID-5 Irvine Valley College Strategy Form
IIID-6 June 2007 Board Meeting Highlights (*http://www.socccd.org/board/highlights/June25-07highlights.htm*)
IIID-7 Strategic Planning Oversight and Budget Development Committee Minutes (11-18-09)
IIID-8 Strategic Planning Oversight and Budget Development Committee Minutes (09-02-09)
IIID-9 SOCCCD 2006 Facilities Master Plan: (*http://www.socccd.org/about/about_masterplan.html*)
IIID-10 Board of Trustees Meeting Minutes (6-30-10)
IIID-11 Foundation Board of Governors Meeting Minutes (9-16-09)
IIID-12 Strategic Planning Oversight and Budget Development Committee Agenda (08-05-09)
IIID-13 IVC Mission and Goals (*http://www.ivc.edu/about/pages/mission.aspx*)
IIID-14 IVC Objective XII (*http://www.ivc.edu/CollegePlanning/spobdc/pages/ObjectiveXII.aspx*)
IIID-15 Institutional Effectiveness Committee Meeting Minutes (1-25-10)
IIID-16 Student Services Program Review Template (Adopted 8-28-06; Revised 8-7-07)
Academic Program Review Template (Adopted 8-28-06; Revised; 7-29-09)
IIID-17 Institutional Effectiveness Committee Meeting Minutes (1-25-10)
Academic Senate Meeting Minutes (4-01-10)
Instructional Council Meeting Agenda (4-23-10)
IIID-18 Draft Annual Program Review Process (5-7-10)
IIID-19 Municipal Finance Corporation Debt Payment Schedule
California Energy Commission Debt Payment Schedule
IIID-20 2010-11 Tentative Budget DRAC Model
IIID-21 Board of Trustees Meeting Minutes (4-26-10) (Video link: *http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=195&meta_id=23610*)
IIID-22 All-College 2009-10 Final Budget and Planning Presentation, slide 10 (August 2009)
College-Wide Strategic Planning Meeting Video Presentation (10-23-09) (*http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=dbf1eacd73904373add012e0406c9b2d*)
IIID-23 Five Strategic Planning Committee Charts: Charge, Membership, Reporting Responsibility (3-10-10)

District Resources Allocation Council Chart (2009-10)

IIID-24 SOCCCD Audit Reports: (*http://www.socccd.org/businessservices/bs_fiscal_audit.html*)

IIID-25 Board of Trustees Meeting Minutes (6-22-09)
Board of Trustees Meeting Minutes (8-31-09)

IIID-26 Board of Trustees Meeting Minutes (11-17-09)

IIID-27 Fall 2009 Faculty Professional Development Week Schedule
Spring 2010 Faculty Professional Development Week Schedule

IIID-28 College Council Meeting Agenda (4-28-10)

IIID-29 Board Policy 3100 Budget Preparation (4-28-08)

IIID-30 Board of Trustees Meeting Agenda, Item 16: Process for the Allocation of District Basic Aid Funds for Priority Projects (8-29-05)

IIID-31 The Constitution of the Associated Students of Irvine Valley College (4-7-94) (*http://www.ivc.edu/asivc/pages/documents.aspx*)

IIID-32 Associated Students of Irvine Valley College Bylaws (*http://www.ivc.edu/asivc/pages/documents.aspx*)

IIID-33 National Association for the Education of Young Children Accreditation Criteria (9-16-08)

IIID-34 Irvine Valley College Foundation Bylaws, p. 10

IIID-35 Information for Financial Aid Professionals: The Blue Book (*http://www.ifap.ed.gov/bbooks/102005BlueBook.html*)

IIID-36 Grant Agreement Template

IIID-37 Board policy 3102 Investment Policy (10-27-08)

IIID-38 Administrative Regulation 3102 Investments (10-27-08)

IIID-39 Implementation of audit findings: http://www.socccd.org/businessservices/bs_fiscal_audit.html

IIID-40 College Council Meeting Agenda (2-10-10)

IIID-41 CA Education code 8848 (*http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=08001-09000&file=8448-8450*)

STANDARD IV. LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.

Standard IV.A. Decision Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1

Institutional leaders create environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

To create an environment for empowerment, innovation, and institutional excellence, College leadership encourages faculty, staff, administrators, and students to participate fully in the *Strategic Planning and Budget Development Process*. In order to ensure that all members of the college community have the opportunity to effectively participate, the College developed and adopted a *Planning and Decision-Making Manual* for Irvine Valley College in 2008, which was updated in March 2010. The manual clearly delineates the role and scope of authority of all College Committees, Task Forces, Administrative Councils, and of each constituent group in order to provide information to ensure that individuals can take initiative in improving the practices, programs and services within the institution. In addition, the manual specifies the relationship between college constituent groups and the District Administrative Councils and, when appropriate, defines the process by which the College participates in district-wide decision making as well as the process by which College leadership interacts with the Board of Trustees. (*Planning and Decision-Making Manual*)

Planning and decision making at the College is predicated on the *College Mission Statement* and the *College Goals*, which are reviewed by the college community pursuant to the Irvine Valley College *Mission Statement and College Goals Revision Process*.[IVA-1] The *College Goals* reflect the institution's commitment to excellence.[IVA-2] In order to ensure that the *College Goals* are clearly articulated and understood by all, the College community participates in the review of the *College Goals* pursuant to the procedures stated within the aforementioned revision process and they are posted on the website.[IVA-2] In order to increase awareness of how members of the

college community can participate in assisting the institution in achieving the *College Goals*, college-wide strategic planning and decision making meetings are held on a regular basis and a video of the *Strategic Planning and Budget Development Process* was produced for members of the college community who are unable attend the college-wide meetings. IVA-3

The *Planning and Decision-Making Manual* specifies the systematic processes by which individuals, constituent groups, and administrative councils work together to make decisions which support student learning programs and services, and institutional effectiveness. The charge, membership, role and scope of authority of Strategic Planning Committees, Operational Committees, Task Forces, the Academic Senate, the Classified Senate, employee bargaining units, and Administrative Councils are clearly delineated in the manual in order to ensure that all individuals have the opportunity for effective participation in the planning and decision-making processes.

The five College Strategic Planning Committees are as follows:

- The Strategic Planning Oversight and Budget Development Committee;
- The Academic, Facilities, and Technology Planning Committee;
- The Institutional Effectiveness Committee;
- The Marketing and Outreach Committee;
- The Student Success, Access, and Matriculation Committee. IVA-4

In order to ensure that institutional planning efforts provide opportunity for effective participation and that individuals can bring forward ideas for institutional improvement, in 2008 with the adoption of the *Planning and Decision-Making Manual*, the College adopted a decision-making philosophy based on the Commission theme of honest and open dialogue through the establishment of a safe harbor in order to achieve consensus. According to this philosophy, it is the responsibility of institutional leaders to establish a safe harbor wherein members of the College community can engage in honest and open dialogue. A safe harbor provides a venue for the free expression of views and opinions without fear of retaliation or retribution. As described by the Commission, dialogue occurs when individuals see themselves as colleagues and suspend their own views to listen to one another in order to understand differing viewpoints. Most importantly, dialogue allows controversial topics that may have been sources of disagreement and division to be discussed in a useful context. The College is committed to the precept that dialogue differs from debate, in which individuals attempt to score points and persuade. As noted by the Commission, dialogue may not lead to resolution of a conflict, however, it can lead to mutual understanding, respect, and institutional growth.

Each Strategic Planning Committee meets regularly throughout the academic year, has specific charges, agreed-upon membership, and reporting responsibilities. All meetings are open and interested parties are encouraged to attend and participate. Committee agendas and minutes are posted on the *College Planning and Decision-Making Website*. IVA-5 All meetings are open and all interested parties are invited to attend. Dialogue concerning student learning, programs and

services, institutional planning, and the evaluation and assessment of College policies, procedures, and practices occurs in all of the committees, task forces, and councils. Therefore, the organizational structure of the College is designed to provide the opportunity for effective participation, inclusivity, and communication.

The Strategic Planning Oversight and Budget Development Committee regularly evaluates the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness. The results of the evaluation are widely communicated and form the basis for improvement. IVA-4

According to Board Policy 2001 (Administrative Organization), the development of college committees is the responsibility of the College President. According to Title 5, §53200(c) and Board Policy 2100.1 (Delegation of Authority to the Academic Senate), "district and college governance structures, as related to faculty roles" is defined as an academic and professional matter requiring collegial consultation between the College President and the Academic Senate. Therefore, proposals for new committees or revisions to the pre-existing committees are submitted to the College President and the Academic Senate for deliberation. The College President makes the final decision regarding the charge, membership, and reporting responsibilities of all college committees (*Planning and Decision-Making Manual*).

There are two Operational Committees which address specific College functions: the College Technology and Distance Education Committee and the Honors Advisory Committee. The specific charge, membership and reporting responsibilities of the two operational committees are clearly defined in the manual. IVA-6

In order to address specific tasks such as Program Review and student learning outcomes, the College has formed numerous Task Forces. The Task Forces meet on an as-needed basis and membership is selected by the appropriate constituent group. IVA-7

In addition to the College Committees and Task Forces, the Associated Student Government, Academic Senate, Curriculum Committee, Academic Affairs Committee, Classified Senate, and the bargaining units have a clearly delineated role for effective participation in the college dialogue regarding institutional planning and decision making. The role of each constituent group is clearly delineated in the California Education Code, Title 5, California Code of Regulations, in board policies, and in the *Planning and Decision-Making Manual*.

Implementation of policies and procedures regarding institutional improvement is the responsibility of the Administrative Councils. The College Administrative Councils include the College Council, the President's Executive Council, the Vice President of Instruction's Council, the Instructional Council, and the Student Services Council. Each Administrative Council has specific charges, a defined membership, and a clearly delineated system of reporting responsibilities. IVA-8

In order to provide opportunity for effective participation by all members of the college community, membership on the aforementioned committees, task forces, and councils includes faculty, classified staff, and administrative representation. IVA-4, IVA-6, IVA-7, IVA-8

Self Evaluation

The *Planning and Decision-Making Manual* was developed in 2008 in response to the *Commission Action Letter* of January 31, 2008. The Commission requested that the College respond to the following recommendations:

> **Recommendation 7**: The Board of Trustees, district leadership and college leadership, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision-making processes. (Standard IV. A. 1. 2. 3. 5.)
>
> **Recommendation 8**: The Board of Trustees, Chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the college. (Standard IV. A. 1. 2. 2a. 2b. 3. 5.) IVA-9

As recommended by the Commission, representatives of the Board of Trustees and the District, and the College came together to discuss, and agree upon, the "…leadership roles and scopes of authority of college and district constituent groups and governance committees…" and clarify the decision-making process as recommended by the Commission in Recommendation 7. As stated in the 2008 Progress Report, p.45, "[T]he implementation of the manual is intended to enhance communication and clarity within the College in order to reduce the frustration and confusion that can often lead to hostility, cynicism, despair, and fear as noted by the Commission in Recommendation 8."

During the development of the manual, in-depth dialogue and communication occurred which brought the parties together regarding a mutual understanding of the roles and scopes of authority and the decision-making processes. The manual has been well received by the College. Of those surveyed in the *2009 Employee Satisfaction Survey*, 75 percent indicated that they were at least "A little familiar" with the *Planning and Decision-Making Manual*; however, 25 percent reported that they were "Very familiar" with this College document. Additionally, members of the classified staff were less likely to be aware of the manual than faculty members. Specifically, 36 percent of surveyed classified staff employees reported that they were "Not at all familiar" with the *Planning and Decision-Making Manual*, whereas 15 percent of faculty members indicated that they were unfamiliar with the manual. (*2009 Employee Satisfaction Survey)*

When assessing the effectiveness of the *Planning and Decision-Making Manual*, 64 percent of those employees who were at least familiar with the document believed that it was an effective decision-making process. Furthermore, perceptions regarding the effectiveness of the *Planning and Decision-Making Manual* were strongly shaped by the respondents' familiarity with the

manual. For example, 92 percent of respondents who were "Very familiar" rated the *Planning and Decision-Making Manual* as "Very" or "Somewhat effective," whereas 64 percent of respondents who were "Somewhat" or "A little familiar" with the *Planning and Decision-Making Manual* felt that the manual was an effective college process. (*2009 Employee Satisfaction Survey)*

As documented in Standard I, the *College Goals* are the basis for strategic planning. The goals are reviewed every three years according to the revised *College Mission Statement and Goal Review Process*.[IVA-1] The goals are predicated on the College's commitment to excellence.

According to the *2009 Employee Satisfaction Survey*, employee respondents indicated that they were most familiar with the *College Mission Statement and Goals* among the college decision-making processes tested. For example, 92 percent of surveyed employees reported that they were at least "A little familiar" with the *College Mission Statement and Goals* (36% "Very familiar;" 36% "Somewhat familiar;" 20% "A little familiar"). Furthermore, among those respondents who were at least "A little familiar" with the *College Mission Statement and Goals*, 64 percent believed that the *Mission Statement* and *College Goals* were effective decision-making processes (only 21% indicated that the *Mission Statement and College Goals* were ineffective; 17% selected the "Don't know" response category). As might be expected, familiarity with the *Mission Statement and College Goals* conditioned perceptions of effectiveness: 85 percent of those who were "Very familiar" with the *Mission Statement and College Goals* rated these college processes as either "Very" or "Somewhat effective," whereas 68 percent of respondents who were "Somewhat" or "A little familiar" with the *Mission Statement and College Goals* felt that they were effective college processes. (*2009 Employee Satisfaction Survey)*

The College is committed to creating an environment in which all members of the college community have the opportunity to effectively participate in institutional planning and decision making. Dialogue concerning student learning, programs and services, institutional planning, and the evaluation of institutional performance occurs in all of the aforementioned Committees, Task Forces, constituent groups, and Administrative Councils. Therefore, student learning is the focus of the governance process (decision-making processes). Individuals are encouraged to bring ideas for improvement, through their representatives on the Committees, Task Forces, constituent groups, and Administrative Councils through the agreed upon decision-making processes as described in the manual. The *Planning and Decision-Making Manual* is the primary mechanism whereby the institution articulates the responsibilities of individuals to develop ideas for improvement within their areas.

As documented in Standard I, information regarding institutional performance is contained in the *Institutional Effectiveness Annual Reports* and within *Comprehensive Program Reviews*. The information is made available to all members of the college community, is easily accessed via the internet, is understandable, and is used regularly as the basis for decision making.

According to the *2009 Employee Satisfaction Survey*, 91 percent of faculty members and administrators reported that they were at least "A little familiar" with the *Institutional Effectiveness Annual Reports* (30% "Very familiar;" 31% "Somewhat familiar;" 31% "A little familiar"). For those who indicated that they were familiar with the *Institutional Effectiveness Annual Reports*, 63 percent believed that the reports were an effective instrument and 19 percent believed that it was ineffective for college decision making. Many respondents (18%), however, did not know enough about the reports to rate their effectiveness. Awareness of the *Institutional Effectiveness Annual Report*s were a strong determinant of effectiveness. About 92 percent of respondents who were "Very familiar" with the reports rated it as a "Somewhat" or "Very effective" college decision-making process. In comparison, 67 percent of those who were either "Somewhat" or "A little familiar" with the reports rated the reports as "Somewhat" or "Very effective." (*2009 Employee Satisfaction Survey)*

Opinions regarding *Comprehensive Program Reviews* were similar to opinions about the *Institutional Effectiveness Annual Reports.* Faculty and administrator respondents indicated that they were most familiar with the *Comprehensive Program Review* among the instructional decision-making processes tested. For example, 94 percent of surveyed employees reported that they were at least "A little familiar" with the *Comprehensive Program Review* (56% "Very familiar;" 28% "Somewhat familiar;" 11% "A little familiar"). Furthermore, among those respondents who were at least "A little familiar" with *Program Review*, 72 percent believed that it was an effective decision-making process. As might be expected, familiarity with *Program Review* conditioned perceptions of effectiveness: 87 percent of those who were "Very familiar" with *Program Review* rated this college process as either "Very" or "Somewhat effective," whereas 63 percent of respondents who were "Somewhat" or "A little familiar" with *Program Review* felt that it was an effective college process. (*2009 Employee Satisfaction Survey)*

Planning Agenda

1. In order to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement, the College will review, integrate, and continue to raise awareness of the College's decision-making processes, including:

    - *Institutional Effectiveness Annual Reports* which provide quantitative and reliable data about the College's programs and services in order to determine how well the institution is meeting student needs.

    Through the *IVC Evaluation Timelines for 2006-2012 Strategic Plan*, the College will continue to systematically review the effectiveness and integrity of college decision-making processes and communicate the results of the evaluations to all campus constituencies.

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Standard IV.A.2.b

The institution relies on faculty, its Academic Senate, or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The *Planning and Decision-Making Manual* was developed in order to ensure that faculty and administrators have a substantive and clearly defined role in institutional governance and are able to exercise a substantial role in institutional policies, planning, and budget as related to their respective areas of responsibility and expertise. The manual also clearly establishes mechanisms for classified staff and students to provide input into institutional decisions. In addition, the manual provides the procedures to ensure that the institution relies on the Academic Senate, the Curriculum Committee, and academic administrators for the appropriate recommendations regarding student learning and services. (*Planning and Decision-Making Manual)*

The role and scope of authority of the Academic Senate, Classified Senate, and students are defined by the California Education Code, Title 5, California Code of Regulations, Board Policies and Administrative Regulations.

The Right to "Participate Effectively" vs. "Shared Governance"

According to the guidelines developed by a joint task force of representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate of the California Community Colleges, the term "shared governance" can take on many meanings. The joint task force suggested that the use of the term "shared governance" be curtailed in favor of the more precise terms as defined by Education Code §70902(b)(7), which requires the Board of Governors to enact regulations to "ensure faculty, staff, and students…the right to participate effectively in district and college governance" (emphasis added). [IVA-10] Education Code §70902(b)(7) further specifies "the right of Academic

Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards".

The Board of Governors adopted Title 5, California Code of Regulations, which defines the right of the Academic Senate, the Classified Senate, and Associated Students of Irvine Valley College (ASIVC) to participate effectively in district and college governance.

Title 5 procedures specify different levels of involvement for each constituent group:

- The Academic Senate represents faculty;
- The Classified Senate represents classified staff; and
- The Associated Students of Irvine Valley College represents students.

The meetings of the Academic Senate and the Associated Students of Irvine Valley College are open meetings pursuant to Government Code §54950 et. seq. The meetings of the Classified Senate are also open meetings. Agendas, minutes, meeting dates, and times are posted on the College website. [IVA-11]

To clarify the roles and scope of authority of the Academic Senate, the Classified Senate, and the Associated Students of Irvine Valley College, the right to participate effectively is defined in the *Planning and Decision-Making Manual*.

1. Effective Participation: The Academic Senate

a) <u>The Right to Participate Effectively</u>

Board policies 2100.1 (Delegation of Authority to the Academic Senates), 2100.2 (Role and Scope of the Academic Senates) [IVA-12], and Title 5, California Code of Regulations, §53203 define the right to participate effectively for faculty. Board Policy 2100.1 requires the Governing Board to consult collegially with the Academic Senate on academic and professional matters.

b) <u>Academic and Professional Matters</u>

Title 5, §53200(c) and Board Policy 2100.1 (Delegation of Authority to the Academic Senates) define academic and professional matters as follows:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;

- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development and;
- Other matters as mutually agreed upon between the Board of Trustees and the Academic Senate, or as otherwise provided by statute or regulation.

c) Process of Collegial Consultation

Title 5, §53200(d) allows districts to choose between two mechanisms to implement collegial consultation. The mechanisms are primary reliance or mutual agreement. In order to implement the process of collegial consultation, the Academic Senate(s) and the Board of Trustees have agreed upon the mechanism of primary reliance per Board Policy 2100.1. IVA-12

d) Primary Reliance

Title 5, §53203(d)(1) defines primary reliance as the acceptance of the recommendations of the Academic Senate unless there are exceptional circumstances or compelling reasons.

If a recommendation of the Academic Senate pertaining to academic and professional matters is not accepted, the Board of Trustees or its designee will promptly communicate its reasons in writing. The explanation will convey the "exceptional circumstances and compelling reasons" that necessitated the action in question (Title 5, §53203(d)(1)). IVA-12

e) Mutual Agreement Between the Board of Trustees and the Academic Senate

Board Policy 2100.2 (Role and Scope of the Academic Senates) provides for mutual agreement between the Board of Trustees and the Academic Senate in three narrowly defined areas.

First, Education Code §87360, requires that hiring criteria and policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senates, and approved by the Board. IVA-12

Second, Education Code §87458, requires that the process by which the Board of Trustees determines whether an administrator whose administrative assignment has expired or has been terminated possesses the minimum qualifications for assignment as a first year probationary faculty member, shall be developed and agreed upon jointly by

representatives of the Board of Trustees and the Academic Senate, and approved by the Board. IVA-12

Third, Education Code §87359, requires that the process, as well as the criteria and standards, by which the Board of Trustees determines whether a potential faculty member possesses qualifications at least equivalent to the minimum qualifications specified in the regulations of the Board of Governors, shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senate, and approved by the Board. IVA-12

In order to assist the Academic Senate in its responsibilities, the Senate has two standing sub-committees: the Curriculum Committee and the Academic Affairs Committee. The scope of authority, charge, and reporting responsibilities are defined below.

CURRICULUM COMMITTEE	
The Curriculum Committee relies on the recommendations of the Technical Review Committee (selected representatives) for specific revisions to the course outlines of record and the General Education Committee (1 representative per academic school) for review/revisions to the general education requirements. As a subcommittee of the Academic Senate, all Curriculum Committee recommendations are forwarded to the Academic Senate for approval.	
Charge:	• Review & Recommend Approval of Course Outlines of Record for all College Curriculum • Review & Recommend Approval of New Curriculum • Review & Recommend Approval of Associate Degree and Certificate Requirements • Review & Recommend Approval of Courses to meet CSU/UC/ IGETC General Education Requirements for Transfer • Review & Approve College General Education Patterns • Review & Recommend Approval of Prerequisites, Co-requisites, and Advisory preparation for courses • Review & Recommend Approval of Distance Learning Modes of Instruction Applications • Review & Recommend Approval of New Career Technical Education Programs and New Academic Programs • Review and Recommend Policies Relating to Curriculum, Program, and Distance Learning Approval Processes • Other charges as determined by the Academic Senate
Chairs:	Faculty (Appointed by the Representative Council of the Academic Senate)
Members:	Academic Senate: 1 representative per Academic School (10) (Appointed by the Academic School) Vice President of Instruction Ex-Officio (voting) Member: Faculty Articulation Officer Ex-Officio (non-voting) Members: Curriculum Specialist Director Admissions & Records or Designee Publications-Catalog Description Specialist
Reporting/Recommending Responsibilities:	Primary: Academic Senate; Board of Trustees (Board Policy 6100)

ACADEMIC AFFAIRS COMMITTEE	
As a subcommittee of the Academic Senate, all Academic Affairs Committee recommendations are forwarded to the Academic Senate for approval.	
Charge:	• Review & Recommend Approval of Program Realignment Proposals • Review & Recommend Approval of Program Discontinuance Proposals • Review & Recommend Approval of Faculty Professional Development Conference Requests • Review & Recommend Approval of Faculty Professional Development Funding Requests • Review & Develop Faculty Professional Development Workshops • Co-Chair the Strategic Planning Oversight & Budget Development Committee • Coordinate the Annual (Spring) Development of the Faculty Hiring Priority List • Other charges as determined by the Academic Senate
Chairs:	Faculty (Appointed by the Representative Council of the Academic Senate)
Members:	Academic Senate: 1 representative per Academic School (10) (Appointed by the Academic School)
Reporting/Recommending Responsibilities:	Primary: Academic Senate; Board of Trustees (Board Policy 6100)

2. Effective Participation: The Classified Senate

a) The Right to Participate Effectively

Board Policy 4056 (Classified Employees Participation in Decision Making) and Title 5, §51023.5, define the right to participate effectively for the Classified Senate as follows:

- The classified staff shall be provided with opportunities to participate effectively in district and college governance.
- In the joint formulation and development of District policies and procedures, the Board will reasonably determine, in consultation with the Classified Senates, which policies will significantly affect the classified staff.
- The opinions and recommendations of the Classified Senates of the District will be given every reasonable consideration.
- Except in unforeseeable emergency situations, the Board of Trustees shall not take action on matters significantly affecting the classified staff until it has provided an opportunity for participation in the formulation and development of those matters through appropriate structures and procedures, as determined by the Board, in accordance with the provisions of this policy.

b) Classified Staff: Representation on College and District Committees

According to Board Policy 4056:

> When a college or district committee and or task force consults with classified staff regarding implementation of Board Policy 4056 or deals with other issues which have been determined by the Board of Trustees to significantly affect classified staff, the appointment of classified representative(s) shall be made as follows:
>
> The exclusive representative shall appoint the first classified staff representative for the respective bargaining unit. When additional representatives are to be selected from the classified staff, appointment will be made in consultation with the appropriate Classified Senate(s). Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives. In all cases, representatives shall be selected from the category that they represent.
>
> In developing and carrying out the policies and procedures set forth above, the Board of Trustees shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or

contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another.

In order to comply with Government Code Sections 3540 et seq., such procedures for staff participation shall not intrude on matters within the scope of representation as set forth in Section 3543.2 of the Government Code. The Board of Trustees shall not interfere with the exercise of employee rights to form, join and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Policy shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and the Board of Trustees. IVA-13

3. Effective Participation: The Associated Students of Irvine Valley College

a) The Right to Participate Effectively

Board Policy 5627 (Student Participation in Governance) and Title 5, 51023.7 define the right to participate effectively for the Associated Students of Irvine Valley College as follows:

The Associated Students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law (Title 5, Calif. Code of Regulations, Section 51023.7 and Calif. Ed. Code, Section 70902[b][7]).

b) Student Representation: College and District Committees

According to Board Policy 5627:

The selection of student representatives to serve on South Orange County Community College District committees or task forces shall be made after consultation with the Associated Student Governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.

Except for emergency situations, the Board of Trustees shall not take any action on matters subject to this policy until the designated student groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Education Employment Relations Act, Government Code, Section 3540, et seq.

Nothing in this policy shall be construed to cause changes in current practices of student participation in the formulation and development of South Orange County Community College District policies and procedures. IVA-14

4. Effective Participation: Irvine Valley College Administrative Councils

To ensure that administrators have a substantive and clearly defined role in institutional governance and exercise a substantial role in institutional policies, planning and budget, the manual clearly delineates the role and scope of authority of the Administrative Councils. The administrative structure consists of the College Council, the President's Executive Council, the Vice President of Instruction's Council, the Instructional Council, and the Student Services Council. The charge of each council, membership, and reporting responsibilities are defined as follows.

The President's Executive Council

The President's Executive Council is chaired by the College President and membership includes the Vice President of Instruction, the Vice President of Student Services, and the Director of Fiscal Services. According to the *Strategic Planning and Budget Development Process*, the Strategic Planning Oversight and Budget Development Committee makes recommendations to the President's Executive Council pertaining to strategic planning, budget development and allocation of college resources in the following areas: staffing, academic planning, facilities, technology, enrollment management, marketing and outreach, institutional effectiveness, student success, access and matriculation. IVA-8, IVA-15 (The recommendations are developed by the appropriate strategic planning committee.) In addition, Academic Senate recommendations regarding academic and professional matters as defined by Title 5, §53200(c) are forwarded to the President's Executive Council for final disposition. Classified Senate and Associated Students of Irvine Valley College recommendations are also forwarded to the President's Executive Council for final deliberation.

The College Council

The College Council is chaired by the College President and membership includes all administrators, classified managers, the Chief of Police, the Research and Planning Analyst, Academic Senate and Classified Senate leadership, and the President of Associated Students of Irvine Valley College. The College Council facilitates communication and understanding among all administrators, classified managers, the Academic Senate, the Classified Senate and the Associated Students of Irvine Valley College. The College Council reviews and recommends approval of all policies and procedures affecting the operations of the college. IVA-8, IVA-16

The Vice President of Instruction's Council

The Vice President of Instruction's Council is chaired by the Vice President of Instruction. Membership includes the Vice President of Student Services, the Deans representing the ten Academic Schools, the Dean of Career Technical Education and Workforce Development, and the Coordinator of Academic Programs, Student Learning, and Research. The Council is the principal advisory group for the Vice President of Instruction regarding planning, coordination, and operational functions for the instructional units of the College. The Council is responsible for promoting the principles of effective participation in decision making, including efficient, fair, and effective implementation of management rights, review of the instructional budgets, recommendations regarding establishment of enrollment targets and funding per Academic School/discipline, recommendations regarding the allocation of state-funded growth monies, recommendations regarding room and facilities utilization, implementation of the faculty and classified contracts, and implementation of district and College policies and procedures. IVA-8

The Instructional Council

The Instructional Council is an advisory body that makes recommendations to the Vice President of Instruction regarding scheduling, room utilization, weekly student contact hours/full-time equivalent faculty (WSCH/FTEF) targets, and other operational aspects of instruction. Membership includes the Vice President of Student Services, the Deans of the ten Academic Schools, the Coordinator of Academic Programs, Student Learning, and Research, the Research and Planning Analyst, the Academic Chairs, the Curriculum Specialist and Chair of the Curriculum Committee, the Executive Assistant to the Office of Instruction, Senior Administrative Assistants, the Registrar of Admissions and Records, and the Directors of Extended Education and Honors. IVA-8

The Student Services Council

The Student Services Council is chaired by the Vice President of Student Services. Membership includes the Dean of Counseling Services, the Dean of Instruction and Student Services (Advanced Education and Technology Park)**,** the directors of Admissions and Records, the Child Development Center, Financial Aid, Fiscal Services, the Health and Wellness Center, Student Development, Supportive Services, and the Registrar. The Student Services Council is the principal administrative body for Student Support Services. The council meets bi-weekly to review issues related to students, staff, and the College as a whole. It regularly assesses departmental student learning outcomes and program reviews, identifies and implements interventions for increasing student success and staff satisfaction, participates in the development of *District* and *College Goals*, and reviews and implements District and College policies and procedures. IVA-8

The role of faculty, administrators, classified staff, and students in multi-college district decision making will be discussed in Standard IV.B.3.a.

Self Evaluation

As stated in the self evaluation in Standard I.A, the development and implementation of the *Planning and Decision-Making Manual* in response to Commission Recommendations 7 and 8, clarified the roles and scope of authority of the Academic Senate, classified staff, students, and administration.

The faculty, through the Academic Senate, Curriculum Committee, and Academic Affairs Committee, play a central role in determining the content of student learning and have a substantive, clearly defined role in institutional decision making. The institution relies on Academic Senate recommendations in the following areas:

- The development of new curriculum and modification of existing curriculum based on a six-year review cycle;
- The development and assessment of course, program, degree/certificate, and institutional student learning outcomes;
- New and existing program development through the agreed upon *New Program Development Process* and through the *Comprehensive Program Review Process* which occurs on a six-year cycle;
- The development, review, and revision of the *Strategic Planning and Budget Development Process*;
- The development of the *Full-Time Faculty Hiring Priority List*;
- The development of faculty professional development activities during flex week and throughout the academic year;
- Faculty roles, involvement, and participation in accreditation processes, including self-study and annual reports;
- Policies regarding degree and certificate requirements as well as grading policies and student preparation/success.

The Academic Senate, in collaboration with the administration, played an integral role in establishing the process for the preparation of the *2010 Accreditation Self Study*. The process provided for widespread faculty participation on the 2010 Accreditation Self Study Steering Committee and on the Accreditation Standard Task Forces. [IVA-17]

The collective bargaining agent for the faculty is the South Orange County Community College District Faculty Association (SOCCCDFA). The SOCCCDFA represents the faculty in matters relating to wages, hours, and work conditions.

Classified staff have established mechanisms for providing input and play an important role within institutional planning and decision making through their participation in the Classified Senate and in the California State Employees Association (CSEA), the bargaining agent for classified staff. In order to ensure widespread participation, all Strategic Planning Committees and Task Forces have two classified staff representatives (small Task Forces may include one

representative). In accordance with Board Policy 4056 (Classified Employees Participation in Decision Making) and Title 5, §51023.5, CSEA appoints one representative and the Classified Senate selects the second representative, if appropriate. IVA-13

In addition to the classified staff participation on the Strategic Planning Committees and Task Forces, classified staff are organized into seven "Classified Senate Committees", including Classified Staff Development, Constitution and Bylaws, Fund Raising, Green Alternatives, Nominating, Senate Scholarship Selection, and the New Employees Welcoming committees. Each of the Classified Senate committees has a regular meeting schedule or meets on an as needed basis. IVA-18

Additionally, the institution values the input of classified staff in the accreditation self-study process, therefore two classified staff representatives serve on the 2010 Accreditation Self-Study Steering Committee and two representatives serve on each of the Accreditation Standard Task Forces. IVA-17

Students are provided with the opportunity for effective student participation in institutional planning, decision making, and the accreditation self-study process. To this end, all Strategic Planning Committees, Task Forces, the 2010 Accreditation Steering Committee, and the Accreditation Standard Task Forces include Associated Students of Irvine Valley College representatives. Since the primary role of the student body is to attend classes, membership and attendance at College Committee and Task Force meetings can be sporadic. Committee co-chairs are in frequent communication with the Director of Student Affairs to identify student committee members who are available to attend meetings as well as their classes.

At the College, the administration has a substantive and clearly defined role in institutional decision making and exercises a substantial role in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The role of faculty, administrators, classified staff, and students in multi-college district decision making will be discussed in Standard IV.B.3.a.

Planning Agenda

None.

Standard IV.A.3

Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

In 2008, when the Commission requested that the College respond to a third consecutive Progress Report, a representative of the Governing Board, administrators, faculty, staff, and students came together to openly and honestly address the issues the Commission noted in Recommendation 6 (Micromanagement), Recommendation 7 (Roles), and Recommendation 8 (Climate). As reported in the *2008 Progress Report* (p.5), the College, the Board, and the District formed the 2008 Accreditation Progress Report Focus Group. The Focus Group included the Board President, Deputy Chancellor, College President, Vice President of Instruction (Accreditation Liaison Officer and Focus Group Co-Chair), Vice President of Student Services, two faculty co-chairs (including the Senate President), four representatives from the Academic Senate, two representatives from the classified staff, and one representative from the Associated Students of Irvine Valley College. The faculty and classified bargaining agents were consulted on an as-needed basis.

The focus group decided that clarification of the roles and scopes of authority of all groups was necessary as recommended by the Commission and developed (as discussed in Standard IV.A.1. and A.2 above), the *Planning and Decision-Making Manual* delineating and establishing the decision making structure, processes, and practices by which the Governing Board, administrators, faculty, staff, and students can work together for the good of the institution. The processes are designed to allow for honest discussion of ideas and effective communication among the college community.

As reported in the *2008 Progress Report* (p. 52), all constituent groups were optimistic that the products of the Focus Group's work, including clarification of the roles and scope of authority among all parties and the implementation of the policies and procedures included in the manual, would enhance communication and provide clarity in order to reduce the frustration and confusion that can often lead to hostility, cynicism, despair, and fear as noted by the Commission in Recommendation 8.

The *2008 Progress Report* and the *Irvine Valley College Planning and Decision-Making Manual* reflect a positive and constructive collaboration between the Board, College and District administrators, faculty, classified staff, and students. Due to the collegial relationships established during the work of the 2008 Focus Group, the College decided to continue the process in the development of the *2010 Accreditation Self Study.* The Board President and Deputy Chancellor were invited to participate on the Accreditation Steering Committee and on the Standard IV Accreditation Task Force. The College President continued as the facilitator of the Steering Committee and the balance of the committee comprised administrators, faculty, classified managers, classified staff, and a representative from the Associated Students of Irvine

Valley College. [IVA-17] The positive and constructive collaboration continued in preparation of the *2010 Accreditation Self Study*.

As indicated in the *2009 Employee Satisfaction Survey* and *2009 Student Satisfaction Survey* discussed below, with a few exceptions, there has been notable improvement at the College. There has also been improvement in the College and Board relationship. The issues associated with district-level decision making will be discussed in Standard IV.B.3.a.

Self Evaluation

In order to inform faculty, administrators, classified staff, and students of their respective roles, numerous college-wide accreditation and strategic planning dialogue meetings have been held throughout 2008, 2009, and 2010. In addition, many of the meetings were videotaped and posted on the college website for members of the college community who could not attend the meetings. [IVA-3] To ensure that faculty, classified staff, and students are informed of the opportunities to participate in planning and decision making and the institutional efforts to achieve goals and improve learning, presentations are made at meetings of the Academic Senate and Classified Senate. [IVA-19]

A strong majority of respondents in the *2009 Employee Satisfaction Survey* agreed that they regularly receive the information that they need to fulfill their job responsibilities (31% "Strongly agree;" 39% "Somewhat agree"). Further, 64 percent felt that they have the opportunity to participate meaningfully in shared governance (31% "Strongly agree;" 39% "Somewhat agree"). (*2009 Employee Satisfaction Survey)*

Most employees who responded to the *2009 Employee Satisfaction Survey* also indicated that they were at least somewhat informed about campus events as well as what is occurring within their school or department. For example, 28 percent of respondents reported that they were "Very informed" and another 55 percent said that they were "Somewhat informed" about "what is happening at IVC." Conversely, only 17 percent reported that they were "Somewhat" (13%) or "Very uninformed" (4%) about Irvine Valley College news and events. This level of awareness was not appreciably different among various sub-groups of respondents, including bargaining unit, area of work, or length of employment. College employees were even more informed about their own school or unit. More than half of employees (52%) reported that they were "Very informed" about what is happening in their "division or unit." About a third of respondents (32%) indicated that they were "Somewhat informed" about their own unit. Seven and nine percent of employees in the survey indicated that they were "Somewhat" and "Very uninformed" respectively. (*2009 Employee Satisfaction Survey)*

Planning Agenda

None.

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves, expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Based on documentation of the institution's past accreditation history, the College is committed to meeting the Accrediting Commission standards, policies, and guidelines as well as Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes.

Based on the *2004 Accreditation Self-Study*, the Commission noted difficulties in meeting accreditation standards. The College has responded to the following commission recommendations with honesty and integrity.

- 2005 Progress Report and Site Visit: Eight Recommendations;
- 2006 Progress Report and Site Visit: Three Recommendations;
- 2007 Focused Mid-Term Report: Three Recommendations;
- 2008 Progress Report: Three Recommendations;

2005 Accreditation Progress Report and Site Visit: 8 Recommendations

As stated in the *2005 Progress Report* (p. 2) and in the January 31, 2005, *Action Letter and Evaluation Report*, the Commission reaffirmed the College's accreditation with a requirement that the College complete a progress report by October 15, 2005 addressing eight recommendations. The submission of the *2005 Progress Report* was followed by a site visit on November 3, 2005. The eight recommendations were as follows:

Recommendation 1: The College develop, implement and evaluate a long-range strategic planning process that is cyclical, comprehensive, inclusive, systematic and integrates budget and resource allocations with program review and all institutional planning, which includes educational master planning, human resource planning, physical resource planning, technology resource planning, and fiscal resource planning. (Standards I.B.1,2,3,4,5,6,7: II.B.1, 3, 4; and II.C.2)

Recommendation 2: The College implement college-wide dialogue on establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standard I.B.1)

Recommendation 3: The College develop and implement cyclical and systematic evaluations and improvements of the program review processes in instructional and student services programs. (Standards II.A.1.2; B.1.3)

Recommendation 4: The College develop and implement research to support the establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standards II.A.1.c. 2.e.f.h. I; A.3. 6.a; B.1.3.4.; and C.1.2.)

Recommendation 5: The College assess the high rate of turnover among administrators and other staff, take actions to reduce the number of vacant administrative and classified positions filled on a short-term basis, and fill the positions that are necessary to ensure the integrity of the College's programs and services. (Eligibility Requirement 5; Standard III.A.2)

Recommendation 6: The Board of Trustees cease involvement in College and District operations, delegate all non-policy issues and policy implementation at the district and college level to the Chancellor and presidents respectively. (Standard IV.B.1.e.j)

Recommendation 7: The Board of Trustees, district leadership, and college leadership define, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision-making processes. (Standard IV.A.1.2.3.5)

Recommendation 8: The Board of Trustees, Chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the College.

The eight Commission recommendations were taken seriously by the College and the faculty, classified staff, and administration came together to address the recommendations as documented in the *2005 Progress Report*. The College began developing a long-range *Strategic Planning and Budget Development Process* commensurate with Recommendation 1 (*2005 Progress*

Report, pp. 3-4). College-wide dialogue regarding the establishment and assessment of student learning outcomes began in the Academic Senate and spread throughout the institution in accordance with Recommendation 2 (*2005 Progress Report*, pp. 6-8). The *Program Review Process* was reviewed and revised per Recommendation 3 (*2005 Progress Report*, p. 10). Research support for the establishment and assessment of student learning outcomes was implemented per Recommendation 4 (*2005 Progress Report*, pp. 12-14). In response to Recommendation 5 regarding administrative and classified turnover, dialogue began relative to how to best address the issue. In 2005, three permanent dean positions were filled in the School of Health, Physical Education and Athletics, the School of Guidance and Counseling, and the schools of Fine Arts and Humanities and Languages (*2005 Progress Report*, pp. 15-16).

In 2005, Recommendations 6, 7, and 8 were difficult to address. As stated in the *2005 Progress Report* (p. 18) relative to Recommendation 6, "the College looks forward to continued dialogue with regards to this issue". In 2005, the parties had not yet defined, published, or regularly evaluated their respective roles and scopes of authority as recommended by the Commission in Recommendation 7, although some initial efforts had been made (*2005 Progress Report,* p. 20). As reported in the *2005 Progress Report*, Recommendation 8 proved to be the most challenging. At the College, the administration and the Academic Senate made a concerted effort to work together in a collaborative and collegial manner in order to reduce the hostility, cynicism, despair, and fear noted by the Commission. However, the reduction of hostility, cynicism, despair, and fear within the District was reported as "far more difficult to describe and/or document and may be best described as mixed" (*2005 Progress Report*, pp. 22-24).

According to the commission findings and conclusions in the *Accreditation Progress Visit Report* of November 3, 2005, the visiting team found that the College was moving forward in addressing Recommendations 1 through 5, although there was more work to be done. With regards to Recommendations 6, 7, and 8, the team found that relationships at the College had improved, however the recommendations had not been met. IVA-20

On January 26, 2006, the College received the *Commission Action Letter*, informing the College that the *2005 Progress Report* was accepted. However, the Commission requested that the College submit another progress report addressing Recommendations 6, 7, and 8 on October 15, 2006, to be followed by a site visit on November 30, 2006. IVA-21

2006 Accreditation Progress Report

In order to address Recommendations 6, 7, and 8, the College, District, and Board of Trustees agreed to participate in the formal process of technical assistance which was facilitated by Dr. Diane Woodruff, Interim Director of the Community College League of California, and Professor Ian Walton, President of the Academic Senate of the California Community Colleges. Two special board meetings were held on February 13, 2006 and on April 24, 2006. Dr. Barbara Beno, Executive Director of the Accrediting Commission attended the April 2006 meeting (*2006 Progress Report*).

As stated in the *2006 Progress Report* (p. 18), outcomes of the technical assistance meetings included draft documents of new and revised Board Policies delineating the roles and scopes of authority of the Board of Trustees (Board Policy 112, Duties and Responsibilities of the Board of Trustees), the Academic Senate (Board Policy 2100.2, Role and Scope of Authority of the Academic Senate), and the Classified Senate (Classified Employees Participation in Decision Making). The Board subsequently approved the Board Policies. IVA-12, IVA-13, IVA-22

According to the *Accreditation Progress Visit Report* of November 30, 2006, the visiting team stated:

> The team commends the College for writing a thorough and candid progress report to the commission, which details the College's ongoing efforts to demonstrate progress in addressing Recommendations 6, 7, and 8, and identifies the areas where further improvements are warranted. The team was impressed with the college climate that was even more relaxed, collegial, and positive than the team found during the prior Progress Report visit in October 2005. IVA-23

The team concluded that some progress had been made relative to Recommendations 6, 7, and 8. With respect to Recommendation 6 (Micromanagement), the team stated that "[P]rogress in addressing Recommendation 6 was evident, however, continued progress is needed". The team noted that strained relationships still existed regarding Recommendation 7 (Roles and Scopes of Authority), however, there was progress. And regarding Recommendation 8 (Climate), the team concluded that while the College had made "significant progress" in addressing Recommendation 8, much work remains to be done to "improve the District as a whole". IVA-23

On January 31, 2007, the College received the *Commission Action Letter*, informing the College that the *2006 Progress Report* was accepted. However, the Commission requested a Focused Midterm Report requiring the College to again address, "with special emphasis", Recommendations 6, 7, and 8. IVA-24

2007 Focused Midterm Report

In the *2007 Focused Midterm Report*, the College documented the responses to Recommendations 6, 7, and 8 as requested by the Commission. In addition, on September 12, 2007, the College was directed by the Board and the Chancellor to include a "Board of Trustees and Chancellor response" to Recommendations 6, 7, and 8 in the *Focused Midterm Report*. With regards to Recommendation 6 (Micromanagement), the College reported that there was continued disagreement as to whether the Chancellor and the Board engaged in micromanagement of the College (*2007 Focused Midterm Report*, pp. 30-37). In the Board of Trustees and Chancellor response to Recommendation 6, it was reported that there was continued disagreement relative to Recommendation 6 (*2007 Focused Midterm Report*, pp. 37-39).

In response to Recommendation 7 (Roles and Scope of Authority), the College reported that on September 25, 2006, the Board adopted Board Policy 2100.2 (Role and Scope of Authority of the Academic Senate), and on December 11, 2006, the Board adopted Board Policy 4056 (Classified Employees Participation in Decision Making). On August 27, 2007, the Board adopted board policies delineating the role and scope of authority of the Board of Trustees (Board Policy 102, Functions of the Governing Board) (*2007 Focused Midterm Report*, pp. 41-42). In the Board of Trustees and Chancellor response to Recommendation 7, they report continued disagreement as to roles and scope of authority of constituent groups (*2007 Focused Midterm Report*, pp. 43-45).

Relative to Recommendation 8 (Climate), the College reported that with regards to College-District projects, there had been improvements such as integration of district planning with the college *Strategic Planning and Budget Development Process* and continued collaborative research efforts between the District and the College to develop and assess student learning outcomes at the course, program, and degree/certificate level. With regards to greater administrative stability and empowerment, the College reported that administrative staffing ratios (at the college level) and workload issues needed to be examined further. The College also reported that there had been collaboration between the College and the District in enhancing the communication structure (*2007 Focused Midterm Report*, pp. 46-55).

In the Board of Trustees and Chancellor response to Recommendation 8, they highlight board actions to reinforce a positive environment such as formal resolutions recognizing students, faculty, and staff, as well as Board Forums, and Trustee attendance at College events. The response also states that faculty behave in a negative, disrespectful, and unprofessional manner at board meetings and at Chancellor's Cabinet meetings, and that faculty file complaints with the State Chancellor's Office and discuss district issues with the media (*2007 Focused Midterm Report*, pp. 55-58).

On January 31, 2008, the College received the *Commission Action Letter* informing the College that the Commission had accepted the *2007 Focused Midterm Report* with the requirement that the College complete another progress report addressing Recommendations 6, 7, and 8 by October 15, 2008. In addition, the letter stated:

> …under Department of Education regulations institutions out of compliance with standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Irvine Valley College must correct the deficiencies by **January 2009**. The recommendations below represent deficiencies that were first noted by the Commission in January 2005 (as a result of the October 2004 comprehensive evaluation team), and therefore, Irvine Valley College has exceeded the two years permitted to resolve deficiencies. [IVA-9]

2008 Progress Report

In order to meet the directive stated in the January 31, 2008, *Commission Action Letter* regarding the implementation of good practice in governance and bring the College into compliance with the Department of Education requirements, the College, the District and the Board formed the 2008 Accreditation Focus Group. As previously stated, the Focus Group included representatives from all constituent groups, including the Board President, the Deputy Chancellor, senior College administrators, the Academic Senate, the Classified Senate, and a representative from the Associated Students of Irvine Valley College. As reflected in the minutes of the bimonthly meetings, members of the Focus Group engaged in honest and collegial dialogue regarding Recommendations 6, 7, and 8. [IVA-25]

As reported in the *2008 Progress Report* (pp. 9-11), the Focus Group made significant progress in resolving issues related to Recommendation 6. The collaboration with the Board President and the Deputy Chancellor in the preparation and development of the *2008 Progress Report* was reported as "extremely helpful and collegial" (*2008 Progress Report*, pp. 11-12). Due to the opportunity for direct communication between all parties, Focus Group members agreed that some perceived instances of Board micromanagement were unfounded. Further, as stated in the *2008 Progress Report* (p. 12), the collaboration with the Board President, Deputy Chancellor, administrators, and constituent groups was important in establishing a dialogue regarding what actions could be construed as micromanagement and the Focus Group came to agreement as to how to avoid future misunderstandings. Within the discussions, it became apparent that many former issues may have stemmed from a lack of understanding of the appropriate roles and scopes of authority by all parties. [IVA-25]

As documented in Standard IV.A.1.2 and 3, in response to Recommendation 7 (Roles and Scope of Authority), the 2008 Focus Group developed and proposed the *Planning and Decision-Making Manual*, which was adopted by the College on September 10, 2008 and updated in spring 2010 to reflect continuous improvements in the planning and decision-making processes. The manual has been implemented at the College resulting in the clarification of the roles and scopes of authority as recommended by the Commission. At the College, implementation of the manual assisted in addressing the issues in Recommendation 6 (Micromanagement) because the role of all constituent groups is clearly defined and the manual demarcates the responsibility of the Board of Trustees and its relationship with the College.

The 2008 Focus Group readily acknowledged the importance of reducing the level of despair, fear, hostility, and cynicism seen by past visiting teams as plaguing the College and the District

in Recommendation 8. The *2008 Progress Report* strongly suggested an upward trend demonstrating that the College has moved toward a much more positive climate (*2008 Progress Report*, pp. 39-52). In order to objectively gauge campus climate, and to provide direct evidence of this positive trend, the Focus Group developed a proposed *Employee Satisfaction Survey* which was deployed in spring 2009 as projected. The results of the survey have been incorporated into this report.

In spring 2009, most employee respondents reported that they were satisfied with Irvine Valley College. About 42 percent of survey respondents indicated that they were "Very satisfied" and another 40 percent reported that they were "Somewhat satisfied." Looking more closely at overall satisfaction, members of the faculty (46% "Very satisfied") and college administrators (57% "Very satisfied") registered slightly more intense levels of satisfaction than the classified staff (35% "Very satisfied"), although total satisfaction levels were similar across all bargaining units (*2009 Employee Satisfaction Survey*).

Survey respondents were most satisfied with their employment benefits, followed by their relationships with their co-workers, their current position, their salaries, and their relationships with their supervisors. On average, the survey respondents were at least "Somewhat satisfied" with these areas of their employment. The respondents were less likely to be satisfied with their opportunities for personal growth, opportunities to make suggestions, and opportunities for advancement. Responses were similar for both members of the faculty and classified staff except in three areas where faculty members registered significantly higher levels of satisfaction: "Opportunities for advancement" (percent difference in satisfaction = 33%); "Opportunities for personal growth" (percent difference in satisfaction = 25%); and "Salary" (percent difference in satisfaction = 16%). (*2009 Employee Satisfaction Survey*)

In addition, employees were asked to rate the campus environment for employees at Irvine Valley College. About 57 percent reported a positive rating of the campus environment (15% "Excellent"; 43% "Good"), a quarter of respondents (26%) believed that the campus environment was "Fair," while 15 percent gave a negative rating of the campus environment (13% "Poor"; 2% "Very poor"). Classified staff members were more likely to rate the environment as "Fair" rather than "Excellent" or "Good" than other campus bargaining units. A plurality of respondents (38%) felt that the campus environment for employees was improving, while about a third of respondents (33%) believed that the campus environment was staying about the same. Twenty-four percent of employee respondents felt that the campus environment was getting worse. Classified staff members were much less positive than employees from the other groups on campus: only 21 percent of classified staff members indicated that the campus environment was "Getting better," more than 30 percent less than members of the faculty or administration.

In addition, respondents were asked several questions that indirectly measure employees' perception of their job climate. Among these items, 70 percent of respondents agreed that they regularly receive the information that they need, 66 percent believed that they are treated with respect and dignity, and 64 percent felt that they have the opportunity to participate in the college decision-making process. Majorities of employee respondents agreed that professional

development activities are encouraged by the college (61%), and that their work is appreciated (59%). (*2009 Employee Satisfaction Survey*)

Lastly, the survey measured the "Sense of Community" felt by Irvine Valley College employees. In other words, the survey measured the feeling of belonging, inclusiveness, and shared commitment among campus employees. Sixty percent of the surveyed employees agreed that "IVC has a strong sense of community." About one out of four employees, however, "Somewhat disagreed" and another 13 percent "Strongly disagreed" that the College has a strong sense of community. More importantly, results from the survey show that feelings of shared community closely tracked with overall satisfaction, perceptions about administrative leadership, and evaluations of campus decision-making processes. Consistent with other research findings, sense of community was strongly correlated with overall satisfaction: three-fifths of respondents (62%) who agreed that Irvine Valley College has a strong sense of community were "Very satisfied" with the College, whereas only 13 percent of respondents who disagreed that the College has a strong sense of community were "Very satisfied." In addition, employees with a strong sense of community were much more likely to report an improvement in the campus environment than those with a weak sense of community (*2009 Employee Satisfaction Survey*).

Feelings of shared community at Irvine Valley College also were correlated with perceptions of the administrative leadership at the College. For example, about 82 percent of employees who believe that the College has a strong sense of community agreed that the President communicates regularly with all constituencies; conversely, only 37 percent of employees who disagree that Irvine Valley College has a strong sense of community expressed the same opinion. Similarly, 76 percent of employees with a strong sense of community agreed that the college administration provides effective leadership, but only 25 percent of employees with a weak sense of community had the same perceptions of effectiveness (*2009 Employee Satisfaction Survey*).

Feeling a sense of community at Irvine Valley College strongly correlated with opinions about both the familiarity with and effectiveness of college decision-making processes. For example, 59 percent of employees with a strong sense of community reported that they were somewhat or very familiar with the *Planning and Decision-Making Manual*, whereas 41 percent of employees with a weak sense of community were familiar with the manual. When comparing perceptions of effectiveness of the *Planning and Decision-Making Manual*, 87 percent of employees with a strong sense of community felt that the manual was effective. Conversely, only 47 percent of employees with a weak sense of community rated the manual as an effective process (*2009 Employee Satisfaction Survey*).

Self Evaluation

The College has demonstrated honesty and integrity in complying with accrediting commission standards, policies and procedures as demonstrated in the *2005 Progress Report*, the *2006 Progress Report*, the *2007 Focused Midterm Report*, the *2008 Progress Report*, and in the present *2010 Self Study Report*. When the College has experienced challenges in addressing Commission recommendations, the issues have been honestly addressed in the aforementioned

reports. When the College has experienced positive results, those results have been documented and presented to the Commission.

The institution's communications of institutional effectiveness to the public have been accurate. As documented in Standard I. B.5., the College Office of Research Planning, and Accreditation in collaboration with the District Research Office has produced *Annual Institutional Effectiveness Reports* for 2006-2007, 2007-2008, and 2008-2009.

Planning Agenda

None.

Standard IV.A.5

The role of leadership and the institution's governance and decision making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The College has institutionalized regular evaluation of the role of leadership and the decision-making structures and processes in order to ensure integrity and effectiveness. The Strategic Planning Oversight and Budget Development Committee is charged with the following responsibilities:

- The regular evaluation of the *Strategic Planning and Budget Development Process*;
- The regular evaluation of the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness;
- The distribution of evaluation results and recommended improvements;
- The integration of data into the planning process using internal and external data scans;
- The regular review of the *College Mission Statement* and *College Goals*;
- The integration of *Comprehensive Program Review* planning strategies with the *Strategic Planning and Budget Development Process*.

In order to implement the role and charge of the committee, in July of each year the Strategic Planning Oversight and Budget Development Committee conducts an annual review of the college *Strategic Planning and Budget Development Process,* including an evaluation of the role of leadership and the decision-making processes. [IVA-26]

Annual reviews of the planning process, and the role of leadership and the decision-making processes occurred on July 11, 2007, June 20, 2008, July 10, 2009, and July 14, 2010. [IVA-27]

In order to ensure participation by all members of the college community, the recommendations of the Strategic Planning Oversight and Budget Development Committee are subsequently submitted to the four other Strategic Planning Committees and the Academic Senate, classified staff, and associated students for review and input. [IVA-27] The annual review of the *Strategic Planning and Budget Development Process,* the role of leadership, and the decision-making process is supplemented by continuous review and revisions throughout the year, as necessary, to make the process more effective. (See revision dates on all planning documents as evidence of the continuous, systematic review and modification of all aspects of the *Strategic Planning and Budget Development Process*.)

In addition, the 2008 Focus Group recommended that the College conduct a regular *Employee* and *Student Satisfaction Survey* to assess the efficacy of the planning process, and to evaluate the role of leadership and the decision-making processes. The *2009 Employee Satisfaction Survey*

was conducted in spring 2009 and the results were posted on the college internet, the intranet, and communicated to the college community via e-mail. [IVA-28] In addition, the *Employee Satisfaction Survey* was presented at Academic Senate and Classified Senate meetings. [IVA-29]

Self Evaluation

The College is committed to regular evaluation of the planning processes, the role of leadership, and the decision-making process in order to assure their integrity and effectiveness. The results of the evaluations are used to revise and update the processes on a continuous basis.

In order to address areas that need improvement, on March 31, 2010, the Strategic Planning Oversight and Budget Development Committee requested that all Strategic Planning Committees and Task Forces, the Academic Senate, the Classified Senate, and the Associated Students of Irvine Valley College review the *2009 Employee Satisfaction Survey* and the *2009 Student Satisfaction Survey* and submit recommendations for improvement to the co-chairs of the Strategic Planning Oversight and Budget Development Committee. [IVA-30] The recommendations were in progress at the time of the submission of this report.

Planning Agenda

None.

Evidence: Standard IV.A.

IVA-1 Irvine Valley College Mission Statement and College Goals Revision Process (Adopted 2-27-08; Revised 7-15-10)
2009-2010 Strategic Planning and Budget Development Timeline (9-17-08; revised 7-10-09)

IVA-2 College Goals: *http://www.ivc.edu/about/pages/mission.aspx*

IVA-3 College-wide Strategic Planning Meeting Announcement (1-30-08)
College-wide Strategic Planning Meeting Announcement (2-26-08)
All-College Meeting Accreditation Dialog Agenda (4-30-08)
College-wide Accreditation Update Announcement (8-19-08)
College-wide 2010 Accreditation Self Study Dialog Announcement (4-7-09)
College-wide Budget and Strategic Planning Presentation (8-17-09)
College-wide Strategic Planning and Decision-Making Meeting Announcement (10-28-09)
College-Wide Strategic Planning Meeting Video Presentation (10-23-09) (*http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=dbf1eacd73904373add012e0406c9b2d*)
College-wide Accreditation Meeting Announcement (5-3-10)

IVA-4 Five Strategic Planning Committee Charts: Charge, Membership, Reporting Responsibility (3-10-10)

IVA-5 IVC Planning and Decision Making Website: *http://www.ivc.edu/collegeplanning/pages/default.aspx*

IVA-6 Two College Operational Committee Charts: Charge, Membership, Reporting Responsibility (3-10-10)

IVA-7 College Task Force Charts: Charge, Membership, Reporting Responsibility (3-10-10)

IVA-8 College Administrative Council Charts: Charge, Membership, Reporting Responsibilities (3-10-10)

IVA-9 Commission Action Letter (1-31-08)

IVA-10 *Participating Effectively in District and College Governance (Fall 1998)*

IVA-11 Academic Senate Website: *http://www.ivc.edu/asenate/pages/default.aspx*
Classified Senate Website: *http://www.ivc.edu/csenate/pages/default.aspx*
Associated Students of Irvine Valley College Website: *http://www.ivc.edu/asivc/pages/default.aspx*

IVA-12 Board Policy 2100.1 Delegation of Authority to the Academic Senates (7-26-04)
Board Policy 2100.2 Role and Scope of the Academic Senates (9-25-06)

IVA-13 Board Policy 4056 Classified Employees Participation in Decision-Making (12-11-06)

IVA-14 Board Policy 5627 Student Participation in Governance (12-11-00)

IVA-15 Strategic Planning Oversight and Budget Development Committee: Strategic Planning and College Budget Development Process (11-11-09)
IVA-16 College Council Meeting Minutes (11-9-09)
IVA-17 2010 Accreditation Self-Study Organization and Process (3-27-09)
2010 Accreditation Self-Study Steering Committee (2-26-09)
2010 Accreditation Standards Task Forces (2-26-09)
2010 Accreditation Standards Proposed Members (3-27-09)
Academic Senate Meeting Minutes (2-26-09)
IVA-18 Classified Senate Committees 2009-2010
IVA-19 Academic Senate Meeting of the General Assembly Agenda: Planning and Decision Making Manual: Review (1-8-09)
Academic Senate Meeting of the Representative Council Minutes (3-11-10)
Classified Senate Meeting Presentation: Planning and Decision- Making (9-30-09)
http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=26373a2e7cfa44d3827cd6c44c5e6ca01d
IVA-20 Accreditation Progress Visit Report (11-3-05)
IVA-21 Commission Action Letter (1-31-06)
IVA-22 Board Policy 112 Duties and Responsibilities of the Board of Trustees (8- 27-07)
IVA-23 Accreditation Progress Visit Report (11-30-06)
IVA-24 Commission Action Letter (1-31-07)
IVA-25 2008 Accreditation Progress Report Focus Group Minutes, reflecting open honest dialogue:
Accreditation Focus Group Meeting Minutes (6-13-08)
Accreditation Focus Group Meeting Minutes (6-27-08)
IVA-26 Strategic Planning Oversight and Budget Development Committee Chart
2009-2010 Strategic Planning and Budget Development Timeline (9-17-08; revised 7-10-09)
IVA-27 Strategic Planning Oversight and Budget Development Committee: Annual Planning Retreats Agendas/Minutes (7-11-07; 6-20-08; 7-10-09; 7-14-10)
IVA-28 College-Wide Email: Employee and Student Satisfaction Surveys (2-25-10)
IVA-29 Academic Senate Minutes: Employee Satisfaction Survey (2-25-10; 3-11-10)
Classified Senate Minutes: Employee Satisfaction Survey (3-24-10)
IVA-30 Strategic Planning Oversight and Budget Development Committee Meeting Minutes: Review Employee and Student Satisfaction Surveys (3-31-10) (6-16-10)

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1.

The institution has a Governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Governing Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Standard IV.B.1.a

The Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

According to Board Policy 112 (Duties and Responsibilities of the Board of Trustees) the Board governs on behalf of the citizens of the South Orange County Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. Board Policy 112 states:

The Board is committed to:

- Establish the mission of the District
- Assure the development and implementation of short-term and long-term educational and facilities plans
- Assure fiscal health and stability
- Monitor institutional effectiveness and educational quality
- Delegate power and authority to the Chancellor/Chief Executive Officer to effectively lead the District
- Work respectfully with the Chancellor and the district/college faculty and staff
- Refer suggestions and concerns to the Chancellor
- Work respectfully with other Board members
- Hire and evaluate the Chancellor

- Advocate for and protect the District
- Establish policies that implement the district mission and goals, and set prudent, ethical and legal standards for college operations
- Represent the public interest.[IVB-1]

Pursuant to California Education Code §70902(d) and Board Policy 2100 (Delegation of Authority to the Chancellor), the Board delegates authority to the Chancellor as follows:

> [T]he Board of Trustees shall employ a qualified person as Chancellor and chief administrative officer of the District. The Chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the District.
>
> The Board of Trustees specifically authorizes the Chancellor to perform the following functions:
>
> 1. To hire academic and classified employees for the District, subject to ratification by the Board.
> 2. To authorize and direct employees of the District to incur travel expenses, including but not limited to mileage to conduct district business, including conference travel, within the limits and budget requirements (Calif. Ed. Code, Section 87032).
> 3. To sign applications for funds and contracts for the District, subject to ratification by the Board (Calif. Ed. Code, Section 81655).
> 4. The Board hereby delegates to the Chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the Board when accepted in writing by the Chancellor or his or her designee. If the resignation does not specify an effective date, the Chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting (Calif. Ed. Code, Sections 87730 and 88201).
> 5. To establish and maintain the District's purchasing procedure (Calif. Public Contract Code, Sections 20650, et seq., and Calif. Ed. Code, Sections 81641 et seq.; Board Policy 3200).[IVB-2]

Board Policy 2001 (Administrative Organization) further provides:

> The Board of Trustees affirms its legal responsibility to adopt policies governing the District and its colleges. In so doing, it directs the Chancellor to implement those policies within an approved organizational structure (Calif. Ed. Code, Section 70902).
>
> For the District and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business.
>
> The Chancellor is authorized and responsible for organizing all district standing and ad hoc committees to assist in the operation of the District. Each College President is authorized and responsible for organizing college committees as needed to assist in college operations.
>
> To support the Board's stated philosophy concerning internal administration, it is the policy of the Board that all matters called to its attention by district personnel or by students shall be presented through the Chancellor. Conversely, the Board shall direct appropriate matters through the Chancellor.[IVB-3]

Board Policy 4011.6 contains the employment procedures for the Chancellor. According to the policy, the employment of a highly qualified Chancellor is essential to the mission of the District. Therefore, the Governing Board has the responsibility to select a highly qualified Chancellor with input from administration, faculty, and staff. [IVB-4] The Chancellor or Board designee is responsible for the appointment of a search committee consisting of no more than eleven and no less than seven voting members. A majority of the search committee consists of administrators and managers. Each Academic Senate selects one faculty member, the faculty and classified bargaining agents each select a representative, and the Police Officers Association selects one representative. [IVB-4] All interview questions and requirements are confidential and job related. Each applicant is given a set and equal amount of time for the interview and committee members are expected to rate the candidate based on their independent judgment. The chair of the committee (appointed by the Chancellor or board designee) and the Human Resource Specialist assemble a ranked list of candidates and the committee determines the lowest scored to qualify as a preliminary finalist for the second-level interviews. The committee forwards at least three finalists to the second-level interviews. The Board is provided with an unranked list of finalists and conducts the second-level interviews. In addition, the Board of Trustees may interview additional candidates from the first-level interview pool in the order of the search committee rankings.

Self Evaluation

All Board Policies are maintained in the South Orange County Community College District *Policy and Administrative Regulation Manual* which is available in the Office of the Deputy Chancellor and are available on the District website.[IV-5] The Board is responsible for establishing policies to ensure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution. The Governing Board represents the public interest and the composition of the Board reflects public interest in the institution.

Board members are or have been active in the community and represent the District on numerous local, state, and national organizations such as:

- Orange County Community College Legislative Task Force
- Orange County School Boards Association
- Community College Advocacy Committee of the Orange County Legislative Task Force
- Association of Community College Trustees
- Orange County Academic Decathlon Association
- Orange County Chapter of the American Jewish Committee
- Orange County Administrator-Public Guardian
- Chairman Emeritus of the Orange County Food Bank of Society of Saint Vincent De Paul
- Senior Fellow of the Claremont Institute
- Community College League of California Legislation and Finance Commission
- California Elected Women's Association for Education and Research
- American Lung Association

As members of the aforementioned governing bodies, board members work with elected officials and other community members on behalf of the District. In addition, board members attend numerous college events and take an active interest in the College Foundation which raises money to support student learning and the institution.

The hiring procedures for the Chancellor were adopted in 2006 and were implemented in 2010 with the resignation of the Chancellor.

Planning Agenda

None.

Standard IV.B.1.b

The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Governing Board establishes policies commensurate with the *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals* to ensure the quality, integrity, and improvement of student learning programs and services

According to the *District-Wide Vision Statement*, the District strives "to be an educational leader in a changing world." According to the *District-Wide Mission Statement*, the District will "provide a dynamic learning environment and diverse opportunities for fostering student success and contributing to the community"

The 2009-2010 *District-Wide Goals* also provide evidence of the Board's commitment to support student learning.

The 2009-2010 *District-Wide Goals* are as follows:

- Develop a plan to meet all capital and scheduled maintenance needs
- Acquire, develop, and utilize technologies that support data-driven decisions and ongoing accountability
- Complete the production and implementation of the Student Information System, including effective training and backup procedures for the registration process
- Develop and implement comprehensive emergency preparedness plans and a disaster recovery plan for information technology services
- Assess all administrative units and develop and implement action plans to increase efficiency, effectiveness, electronic security, and cost savings
- Establish a legacy in environmental sustainability in all areas including instruction, operations, construction, facilities, energy conservation, and stewardship
- Enhance online certificate/degree programs and the accompanying online student support services
- Assess the degree to which the colleges are aligning education programs with community needs in order to offer relevant academic and career technical education programs

The *District-Wide Goals* that demonstrate the Board's commitment to quality, integrity, and improvement include planning for capital and scheduled maintenance needs as well as emergency/disaster preparedness, ongoing accountability, and the assessment of administrative units.

The *District-Wide Goals* that demonstrate the Board's commitment to student learning include the implementation of the Student Information System, sustainability, and the support for online certificate/degree programs.

The *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals* are reviewed and revised, if necessary, on an annual basis to ensure that there is systematic review and continuous improvement.[IVB-6]

The Board establishes policies consistent with the *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals.* The following Board Policies have been adopted to ensure the quality, integrity, and student learning: 5300 (Grading Policy), 5300 (Grade Changes), 5301(Course Repetition), 5320 (Academic Renewal), 5401 (Rules And Regulations for Student Behavior), 5505 (Grade Grievance Policy), and 5600 (Associate Degree Requirements).[IVB-7]

Board policies 2100.1 (Delegation Of Authority to the Academic Senate), 2100.2 (Role and Scope of the Academic Senate), 6100 (Curriculum), and 6110 (Articulation Of Courses) ensure that the Board collegially consults and relies primarily on the Academic Senate and faculty expertise in making decisions that affect educational programs and curriculum as well as other academic and professional matters pursuant to Title 5, California Code of Regulations, §53200 et seq.[IVB-8]

Self Evaluation

The Board maintains broad oversight of the quality and integrity of student learning through the development and review of the *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals* as well as Board Policies designed to improve student learning programs and services. Since 2007, the *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals* are reviewed annually in February and April by the Chancellor's Cabinet which includes representatives from all constituent groups.[IVB-9] The planning and review sessions are open, all district and college administrators, classified managers and staff, and faculty are invited to attend, allowing for broad participation by the district and college communities.[IVB-9] The sessions have been well attended. The *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals* are sent to the Board annually for review and approval in June. According to the agreed upon process, the Board has the opportunity to review and revise the *District-Wide Mission Statement*, the *District-Wide Vision Statement*, and the *District-Wide Goals* prior to approval.[IVB-9]

The Board maintains broad oversight of student learning via the review and approval of new and revised curriculum on a monthly basis. Additionally, Board Policy 6100 (Curriculum) requires the Academic Senate to provide an annual report to the Board regarding curriculum development and revisions.[IVB-8] In order to ensure that the Board relies primarily on the recommendations of the Academic Senate regarding academic and professional matters related to student learning programs and services, all board agenda items which require primary reliance reflect the outcome of the collegial consultation. For example, Board Agenda Item 6.5 of the February 22, 2010 board meeting states:

> Six board policies are presented to the Board for "Discussion/Approval." The new language and amendments to the board policies were reviewed and revised by the District's Board Policy and Administrative Regulation Advisory Council…and includes collegial consultation with the Academic Senates, pursuant to Title 5, Section 53200 et seq.[IVB-10]

The Board establishes an annual schedule of discussion topics which provides the Board with the opportunity to receive information pertaining to student learning programs and services. The 2010 schedule of discussion topics includes:

- Statewide and district efficiencies and budget reduction strategies
- Accreditation
- Emergency preparedness and disaster recovery plans
- Institutional Effectiveness Report
- Capital and scheduled maintenance needs
- Career technical education programs
- Delivery of student services: Student Information System
- Financial aid and scholarship programs
- Online educational programs and services
- Accountability Report for Community Colleges
- Veterans outreach program
- Alignment of educational programs with community needs. [IVB-11]

Planning Agenda

None.

Standard IV.B.1.c

The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The responsibilities of the Board are defined by California Education Code and by Title 5 California Code of Regulations, and by Board Policy 112 (Duties and Responsibilities of the Board).

Pursuant to California Education Code §70902:

> (a)(1) every community college district shall be under the control of a Board of Trustees, which is referred to herein as the "Governing Board". The Governing Board of each district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the Governing Board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.

California Education Code §70902 (b) (1-14) further specifies the responsibilities of the Board, which include ensuring the educational quality and the financial integrity of the District. The Board has the ultimate responsibility for:

- Establishing policies for academic and facilities plans
- Establishing policies for approving curriculum and educational programs
- Establishing academic standards; probation, dismissal and readmission policies; and graduation requirements
- Employing and assigning all personnel, and establishing employment practices, salaries, benefits for all employees
- The determination and control of the District's operational and capital outlay budgets.
- The management and control of district property
- Establishing procedures to ensure faculty, staff, and students have the opportunity to express their opinions, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards
- Establishing rules and regulations governing student conduct
- Establishing student fees
- Receiving and administering gifts, grants, and scholarships

The Board is responsible for legal matters which are deliberated in closed session pursuant to Government Code 54950 et seq. (California Open Meeting Act) and, if appropriate and required by statute, in open session. The Board routinely seeks advice from legal counsel to ensure the integrity of its decisions.

The Board has adopted numerous board policies to ensure the financial integrity of the District including board policies 3100 (Budget Preparation), 3101 (Budget Management), 3101.5 (Fiscal Management), and 3102 (Investment Policy).

According to Board Policy 3100:

> Each year the Chancellor shall direct the staff in the methods of budget development and present to the Board a budget, prepared in accordance with Title 5 and the *California Community Colleges Budget and Accounting Manual*. The schedule for presentation and review of budget proposals shall comply with state laws and regulations, and provide adequate time for board study.
>
> Budget development shall meet the following criteria:
>
> - The annual budget shall support the District's educational master plans
> - Assumptions upon which the budget is based are presented to the Board for review
> - Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner
> - A schedule is provide to the Board by the annual December board organization meeting that includes dates for presentation of the tentative budget and required public hearings that interested persons may attend and address the Board regarding the proposed budget or any item in the proposed budget
> - Unrestricted general reserves shall be no less that 7.5 percent
> - Budget projections address long term goals and commitments[IVB-12]

Self Evaluation

Although the Board has the ultimate authority with regards to the district budget, effective participation in district budget development occurs through the District Resource Allocation Council, comprised of District and College administrators, classified managers, staff, and faculty from both colleges. The District Resource Allocation Council meets regularly to review the budget model and develop the annual budget. The College Strategic Planning Oversight and Budget Development Committee makes budget recommendations pertaining to the College to the District Resource Allocation Council.[IVB-13]

As defined by the California Education Code, Title 5 California Code of Regulations as well as the aforementioned board policies and as stated in California Education Code §70902 (a)(1), "every community college shall be under the control of a Board of Trustees". Thus, the Board

has the ultimate responsibility for educational quality, legal matters, and the financial integrity of the district.

The Board exercises its responsibilities with diligence and independence by reviewing and approving (if applicable) all items as defined by statute, regulation, and policy. The Board is presented with monthly financial status reports which enable the trustees to carefully monitor the district budget to ensure the financial integrity of the district.

Planning Agenda

None.

Standard IV.B.1.d

The institution or the Governing Board publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board Bylaws and Board Policies specifying the size, duties, responsibilities, structure and operating procedures are published on the district website. Board Policy 103 (Board Membership) provides for a seven-member Board elected by procedures delineated in Board Policy 106 (Board Elections).[IVB-14]

Board Policy 106 provides:

> The term of office of each trustee shall be four years, commencing on the first Friday of December following the election. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. Trustees shall be elected at large throughout the District but have legal residence within one of the seven (7) trustee areas (the *Trustee Area Boundary Map* is available at the District Office):
>
> - Area 1: Irvine*
> - Area 2: Tustin*, Santa Ana* Irvine, unincorporated area
> - Area 3: Laguna Beach, Aliso Viejo, Dana Point, Laguna Hills*, Newport Beach*, unincorporated area
> - Area 4: San Clemente, Laguna Niguel, San Juan Capistrano, Rancho Santa Margarita*, Coto de Caza, unincorporated area
> - Area 5: Laguna Hills*, Laguna Woods, Laguna Niguel
> - Area 6: Lake Forest, Mission Viejo*, Foothill Ranch/Portola Hills, unincorporated area
> - Area 7: Mission Viejo*, Rancho Santa Margarita*, unincorporated area
>
> (*) Not entire community/city[IVB-14]

Education Code §72023.5 and Board Policy 104 (Student Member of the Board of Trustees) allows for a student to serve on the Board in an advisory, non-voting capacity for a one-year term with elections occurring in the spring semester. The Student Trustee does not participate in closed sessions or on personnel matters.[IVB-14]

The duties and responsibilities of the Board are delineated in Education Code §70902 and Board Policy 112 as discussed in Standard IV.B.1.a and c.

Board meeting agendas are prepared in compliance with Government Code §54950 et. seq. and Board Policy 128 (Meeting Agendas) by the District and College administration in consultation with board leadership. The agendas are reviewed in Chancellor's Cabinet which consists of the district administration, College Presidents, Academic Senate and Classified Senate presidents, the employees bargaining agent presidents, and a representative from the Police Officer's Association. In the case of regular board meetings, agendas are posted 72 hours in advance and 24 hours in advance of special or emergency meetings.[IVB-15]

The Board conducts its meetings in compliance with Government Code §54950 et. seq. (California Open Meeting Act) and Board Policies 120 (Regular Meetings of the Board), 122 (Closed Sessions), 124 (Special And Emergency Meetings), 126 (Quorum And Voting). Most items are discussed in open session, unless the item falls within the purview of the closed session provisions of the Government Code and Board Policy 122.[IVB-15] All matters to be discussed in open session as well as closed session are described on the agenda.

Members of the public are allowed to address the Board prior to the closed session as well as prior to the open session meeting pursuant to Government Code and Board Policies 130 (Public Participation at Board Meetings) and 132 (Speakers). Minutes of the meeting are recorded and posted on the district website pursuant to statute and Board Policy 136 (Minutes). Additionally, video tapes of the meetings are posted on the district website at *http://socccd.granicus.com/ViewPublisher.php?view_id=2*.

At regular meetings of the Board, the agenda provides for a written or oral report from the College President, Academic Senate and Classified Senate presidents, the employee bargaining unit presidents, and the President of the Associated Students of Irvine Valley College.

Self Evaluation

The Board operates in accordance with statutes and board policies pertaining to the size of the Board, its duties and responsibilities, structure and operating procedures. The Board Policies are published and available on the district website at *http://www.socccd.org/about/about_boardpolicy.asp*

Planning Agenda

None.

Standard IV.B.1.e

The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

On April 24, 2006, the Board adopted Board Policy 107 (Board Policy and Administrative Regulation), which delineates the procedures for Board Policy review and development. A companion regulation, Administrative Regulation 107 (Development of Board Policy and Administrative Regulation) was adopted on April 13, 2006. Board Policy 107 and Administrative Regulation 107 were updated in 2007.[IVB-16] The Board Policy 107 and Administrative Regulation 107 established the Board Policy and Administrative Regulation Advisory Council, chaired by the Deputy Chancellor. Membership of the Council includes District and College administrators, classified managers and staff, Academic Senate and classified staff representatives, and employee bargaining agent representatives.

Board Policy 107 provides:

> The Board of Trustees will periodically review board policies.
>
> The Chancellor shall assist the Board of Trustees in the formation and revision of all board policies. In addition, recommendations for new or revised board policies may originate at any time from members of the Board of Trustees, the Chancellor, members of the district or college administration, faculty, staff, students, or members of the public. The Chancellor shall receive recommendations for policy and/or administrative regulation development or revision from the Academic and Classified Senates, Associated Student organizations as well as the various bargaining units, in addition to other segments of the administration. If the Chancellor concludes that a new or revised policy and/or administrative regulation is appropriate or necessary, then he shall refer the matter to the appropriate groups, identified above, either for the development or revision of proposed policies and/or administrative regulations, or for the timely review and comment on draft policies and/or administrative regulations. IVB-16

Administrative Regulation 107 specifies the procedures for the review of board policies and administrative regulations. New and/or revised policies and regulations are reviewed by the Board Policy and Administrative Regulation Advisory Council. Policies and regulations are distributed to all affected groups for their review and input. Once the policy or regulation has been reviewed by the appropriate group, including legal counsel if appropriate, it is subsequently forwarded to Chancellor's Cabinet for review and recommendation. Board policies are sent to the Board for review and study, and subsequently for approval. Administrative regulations are approved by the Chancellor.[IVB-16]

The Board Policy and Administrative Regulation Advisory Council meets twice per month to review policies and administrative regulations. The District subscribes to the California Community College League and modifies the model policies accordingly.

Self Evaluation

As documented in the *2007 Focused Midterm Report* (p. 51):

> The team observed a sense of pride regarding the achievements of the Board Policy and Administrative Regulation Advisory Council. Due to the expertise and leadership of the Deputy Chancellor, the council has continued to operate in a collegial manner since the visit of the accrediting commission in 2006. The evidence of the dedicated efforts of the council are found in the board approval of numerous board policies and the approval of administrative regulations.

In the *2008 Progress Report* (p. 44), the College reported continued success in the review and development of board policies.

> throughout 2007-2008, the Board Policy and Administrative Regulation Advisory Council has continued to work together in a collegial manner in the development, evaluation, and revision of board policies and, as a result, numerous revised board policies have been adopted. In accordance with Standard IV.B.1.e, with minor revisions to a few policies, the Board has consistently adopted the revised policies as recommended by the advisory council/Chancellor.

The College is pleased to report that throughout 2009-2010, the Board Policy and Administrative Regulation Advisory Council has continued to work together in a collaborative and collegial manner resulting in the development, revision, and board adoption of numerous board policies and administrative regulations.[IVB-17] The work of the council has assisted communication and understanding between the Board and the members of the college community. For example, based on the recommendations of the 2008 Progress Report Focus Group, the Board has adopted several new policies. In the preparation of the *Planning and Decision-Making Manual*, the Focus Group discovered that the District did not have a Board Policy delegating authority or identifying the role and scope of authority of the College President in a multi-college district. Moreover, the California League of Community Colleges model policy only pertained to the role of the President in a single-college district. With the assistance of the Deputy Chancellor, the Board Policy and Administrative Regulation Advisory Council developed a new Board Policy (Board Policy 2101) delegating authority to the College President and clarifying the role and scope of authority of the College President.[IVB-18]

The 2008 Accreditation Focus Group further recommended clarification of the role and scope of authority of the College President regarding the employment procedures for administrators and managers (Board Policy 4011). In the *2008 Progress Report* (p. 33), the focus groups reported problems with the prior policy language which resulted in the Chancellor meeting with and extending the offer of employment to several college administrators. The Board adopted the

revised policy on August 31, 2009, which clarified the role of the College President in making the final selection of college administrators.[IVB-19]

Additionally, the 2008 Accreditation Progress Report Focus Group recommended the development of a Board Policy regarding reassigned time and stipends for faculty participating in college decision-making processes. Until 2009, the District had operated on the basis of a1999 board action limiting the total reassigned time the College President could offer to faculty to two percent of the college budget. The Advisory Council developed a new Board Policy (4073, Faculty Reassigned Time and Stipends) clarifying the method of calculating reassigned time and stipends, which was adopted by the Board on May 26, 2009, ending a long-standing issue within the District.[IVB-20]

Based on the foregoing, the Board has a system for evaluating and revising policies and regulations on a regular basis and the system has been successfully implemented since 2006. As reported in the *2008 Progress Report* (p. 13), the continued work of the Board Policy and Administrative Regulation Advisory Council and the open process for the regular evaluation of policies and regulations have contributed to the resolution of numerous issues as documented above. The Board has consistently adopted the revised policies and has acted in a manner consistent with the policies.

Planning Agenda

None.

Standard IV.B.1.f

The Governing Board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

In order to provide training for new and continuing trustees, the Board adopted Board Policy 109 (Board Education) which states that:

> The Board of Trustees is committed to ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.
>
> It is the responsibility of each individual trustee to pursue professional development opportunities to maintain knowledge of evolving educational governance, policies, legislation, best practices, employee relations, and leadership.[IVB-21, IVB- 22]

In order to provide for continuity of board membership, terms of office are staggered pursuant to Board Policy 106 which states:

> Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.[IVB-14]

Self Evaluation

The Board membership has not changed since 2004. Therefore, new Trustee orientation has not occurred during the 2010 Accreditation Self Study period.

The Trustees are members of local, state, and national organizations as discussed in Standard IV.B.1.a. [IVB-23]

The Student Trustee meets regularly with the Chancellor to review the role of the Board and the role of the Student Trustee.

The Commission's *Guide to Evaluating Institutions (2009)* indicates that that the Board development program should address the Board's need to learn about accreditation standards and expectations. In accordance with Eligibility Requirement 20 and Standard IV.B.1.i, Board Policy 5520 (Accreditation) states:

> The College Presidents shall ensure the College complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other district programs that seek special accreditation.
>
> The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations.
>
> The Chancellor shall ensure that the District and the Board are involved in any accreditation process in which the district and the board participation is required.
>
> The Chancellor shall provide the Board with the Accreditation Reports.[IVB-24]

Planning Agenda

None.

Standard IV.B.1.g

The Governing Board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board regularly conducts a self evaluation in association with an evaluation of the Chancellor. Board Policy 172 (Board Self Evaluation) outlines the self-evaluation process.[IVB-25] On May 20, 2009, the Board conducted a self evaluation and an evaluation of the Chancellor with the assistance of a consultant.[IVB-26] Within the evaluation process, the Board identified its strengths and the strengths in the Board-Chancellor relationship, in order to build on those strengths, and identified weaknesses in order to correct them. Additionally, board members evaluated themselves over an exhaustive range of issues drawn principally from the *Trustee Handbook of the Community College League.* The assessment document served as the basis for discussion among the Board, Chancellor, and the consultant.

According to the consultant, the District is in a unique position to become a leader in community college education and it is the Board's responsibility to guide the colleges in assuming that leadership role. The consultant noted that the Chancellor had been in the position an unusually long time. The Chancellor's resignation in January of 2010 and the ensuing nationwide search for a new Chancellor provides the District with an opportunity to hire a leader for these new and uniquely challenging times. The Board looks forward to working together cohesively through the search process to find a Chancellor it can trust to realize the full potential of the District. The collective process of selecting a new Chancellor will serve as a role model for effective, collaborative board governance in the future.

Self Evaluation

The Board conducts a self evaluation on a regular basis in an open session meeting pursuant to Government Code §54950 (California Open Meeting Act). During the self evaluation the trustees evaluate their performance on a list of criteria provided by the California League of Community Colleges and strengths and weaknesses are identified.

Planning Agenda

None.

Standard IV.B.1.h

The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Board Policy 1400 (Code of Ethics for Members of the Board of Trustees) delineates the ethical standards expected of members of the Governing Board.[IVB-27] As a member of the Board, Trustees must be willing to donate many hours of service in serving as a Trustee. Trustees attend monthly board meetings, college functions, conferences and workshops, and must study issues and problems demanding thoughtful consideration.[IVB-27]

Board Policy 154 (Conflict of Interest) prohibits Board members from voting, debating, or attempting to influence the vote regarding a contract wherein the Trustee is financially interested as defined by Government Code §1091. Pursuant to Government Code and Board Policy 154, Board members shall file statements of economic interest with the filing officer.[IVB-28]

Self Evaluation

The Board has a Board Policy clearly delineating a code of ethics and a policy which provides for disclosure of a financial interest in contracts coming before the Board. Presently, there is no policy outlining the procedures for an alleged violation of the code of ethics. California statutes provide the legal recourse for unethical conduct by elected officials.

Planning Agenda

None.

Standard IV. B.1.i

The Governing Board is informed about and involved in the accreditation process.

Descriptive Summary

The Governing Board has been informed and participated in the *2008 Progress Report* and the *2010 Accreditation Self Study* in accordance with Commission standards. In preparation for the *2008 Progress Report*, the Chancellor directed the College to include a member of the Board and a district administrative representative on the 2008 Accreditation Progress Report Focus Group and the College complied. As documented in the *2008 Progress Report* (p. 5), the Board President and the Deputy Chancellor served on the 2008 Accreditation Progress Report Focus Group, which met bimonthly, and participated as the report was drafted, reviewed, and finalized. As documented in Standard IV.A.4, the minutes of the bimonthly meetings reflect that members of the Focus Group engaged in honest and collegial dialogue regarding Commission standards and recommendations.[IVB-29]

Due to the success and the collegial relationships established during the work of the 2008 Focus Group, the College continued the process in the development of the *2010 Accreditation Self Study*. The Board President and Deputy Chancellor were invited by the College to participate on both the 2010 Accreditation Steering Committee and on the Standard IV Accreditation Task Force.[IVB-30] The positive and constructive collaboration continued in preparation of the *2010 Accreditation Self Study*.

Self Evaluation

Due to directly participating in the drafting, review, and finalization of the *2008 Progress Report* and the *2010 Accreditation Self Study*, the Board is knowledgeable of accreditation standards, informed of institutional reports to the Commission, and of Commission recommendations. At a joint Irvine Valley College and Saddleback College Standard IV Task Force meeting in November 2009, all members agreed that the college and district communities have greatly benefited from the opportunity for members of the Board and District to work together in the preparation of accreditation reports.[IVB-31]

The collegial relationships established between members of the Board, district representatives, faculty, staff, and administration during the accreditation process has resulted in continued communication and support for planning, resource allocation, and institutional improvements. For example, Board Policy 4073 (Faculty Reassigned Time and Stipends), resolved a decade-long difficulty regarding compensation for faculty involved in leadership positions in the accreditation process, the development and assessment of student learning outcomes, curriculum, and the Academic Senate.[IVB-20] The Board's actions reflect their commitment to supporting the College in meeting accreditation standards, improving student learning outcomes, and institutional improvement.

In addition to participating in the preparation of the Accreditation Reports, the Board participates in training sessions pertaining to Accreditation Standards. A Trustee attended the Commission training session hosted by Irvine Valley College in 2009. As documented in the *2007 Focused Midterm Report* (pp. 16-17), the Board participated in two technical assistance meetings focused on accreditation in spring 2006.

As documented in Standard IV.B.1.b, the Board receives updates regarding accreditation, student learning outcomes, and institutional effectiveness at board meetings in the form of oral reports and written presentations.[IVB-11] The Board also receives Accreditation Reports for review prior to their submission to the Commission commensurate with Commission guidelines.

The assessment criteria used by the Board in their self evaluation are developed by the *California League of Community Colleges* which reflect best practices in the state and are commensurate with Accreditation Standards.

Planning Agenda

None.

Standard IV. B.1.j

The Governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-college district/system or the college chief administrator (most often known as the President) in the case of a single college. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the Governing Board establishes a clearly defined policy for selecting and evaluating the Presidents of the colleges.

Descriptive Summary

The South Orange County Community College District is a multi-college district. Thus, the Governing Board has the responsibility for selecting and evaluating the Chancellor. The established board process for conducting the search and selection process for the Chancellor is contained in Board Policy 4011.6 (Employment Procedures for the Chancellor).[IVB-4]

Pursuant to Board Policy 4011.6, in the selection of a chancellor, the Board of Trustees may consider the employment of a professional consultant to assist in the process. The selection procedures include an advertisement and recruitment period designed to attract the most qualified candidates. The policy establishes a search committee comprised of administrators, faculty, classified staff, and a representative from the Police Officers Association. The search committee develops the screening criteria and job-related interview questions which are forwarded to the Office of Human Resources and the Vice Chancellor for review, and to the Board for final approval. The search committee members review and score each application pursuant to the established criteria and the Office of Human Resources and Search Committee Chair assemble a list of first-level interview candidates.

After the conclusion of the interviews, the search committee and the Human Resource Specialist assemble a ranked list of candidates and their final scores. Using this list, the committee determines the lowest score to qualify as a preliminary finalist for a second-level interview. The committee forwards to the Board at least three finalists for second-level interview and the Board conducts the second-level interviews. Upon selection of the finalist by the Board of Trustees, the recommendation is submitted to the Office of Human Resources for the offer of employment and presentation to the Board for final approval.[IVB-4]

On August 27, 2007, the Board adopted Board Policy 148 (Evaluation of the Chancellor) which states:

> The Board shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed upon by the Board and the Chancellor. The criteria for evaluation shall be based on board policy, the Chancellor job description, and performance goals and objectives developed in accordance with Board Policy 2100 (Delegation of Authority to the Chancellor).[IVB-32]

Board expectations are set for the Chancellor through the *Annual Performance Evaluation of the Chancellor*.

The Board delegation of administrative authority to the Chancellor is defined in Board Policy 2100 (Delegation of Authority to the Chancellor) as follows:

> In accordance with the provisions of the California Education Code, Section 70902, the Board of Trustees specifically authorizes the Chancellor to perform, but is not limited to, the following functions:
>
> 1. To hire academic and classified employees for the District, subject to ratification by the Board.
> 2. To authorize and direct employees of the District to incur travel expenses, including but not limited to mileage to conduct district business, including conference travel, within the limits and budget requirements (Calif. Ed. Code, Section 87032).
> 3. To sign applications for funds and contracts for the District, subject to ratification by the Board (Calif. Ed. Code, Section 81655).
> 4. The Board hereby delegates to the Chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the Board when accepted in writing by the Chancellor or his or her designee. If the resignation does not specify an effective date, the Chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting (Calif. Ed. Code, Sections 87730 and 88201).
> 5. To establish and maintain the District's purchasing procedure (Calif. Public Contract Code, Sections 20650, et seq., and Calif. Ed. Code, Sections 81641 et seq.; Board Policy 3200).[IVB-2]

The Board receives weekly and monthly updates from the Chancellor, monthly updates from the College Presidents as well as presentations from the College regarding institutional performance in order to ensure that the Board can fulfill its responsibility for educational quality, legal matters, and financial integrity.

The Board has a clearly defined policy for selecting the Presidents of the Colleges. The hiring procedures are delineated in Board Policy 4011 (Employment Procedures for Administrators and Classified Managers). Board Policy 4011 mirrors the hiring procedures for the Chancellor outlined above and clearly specifies rigorous hiring procedures to ensure that the College President is sufficiently qualified to guarantee the integrity of programs and services.[IVB-32]

Presently, there is no board policy outlining the evaluation criteria for the College President. The Chancellor sets the goals for the College President.

Self Evaluation

Board Policy 4011.6 (Employment Procedures for Chancellor) and Board Policy148 (Evaluation of the Chancellor) establish written and clearly defined policies for selecting and evaluating the Chancellor. The most recent chancellor served in this capacity since 2002 and with his resignation in 2010, the Board has implemented Board Policy 4011.6 (Employment Procedures for Chancellor) in the selection of the new Chancellor. The Board evaluates the Chancellor annually pursuant to Board Policy 148 and Board Policy 172 (Board Self Evaluation). The Board delegates authority to the Chancellor in accordance with Board Policy 2100 (Delegation of Authority to the Chancellor) and holds him accountable for the operation of the District.

Planning Agenda

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - A policy and procedure manual clearly delineating the role and scope of authority of the District in relation to the College, including the delineation of the responsibilities and functions of the District.

Standard IV.B.2.

The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The President of Irvine Valley College has the primary responsibility for the quality of the institution. The current President was appointed in 2002. Prior to his appointment as President of the College, he served in the capacity of Vice President of Instruction, Dean of Advanced Technology, Chair of the School of Physical Sciences and Technology, and Professor of Geology.

In collaboration with faculty, classified staff, and administration, the College President has worked diligently to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The evidence may be summarized and has been documented in this report as follows:

- The development and implementation of the *College Mission Statement* and *College Goals*, including the development of the *Mission Statement and Goal Review Process*.
- The development and implementation of a transparent, data-driven *Strategic Planning and Budget Development Process* wherein resource allocation is directly related to planning, the *College Mission Statement* and *College Goals*.
- Continued resource allocation to the Office of Research, Planning, and Accreditation to support the acquisition of data that form the basis of the annual college strategic planning efforts and the *Institutional Effectiveness Reports* (2006 through 2010).
- The integration of the *College Strategic Planning and Budget Development Process* with the district planning and goal-setting process.
- The reorganization of the College Committee structure resulting in the integration of strategic planning and decision making.
- The development, implementation, and updating of the *Planning and Decision-Making Manual* which sets forth the roles and scope of authority of all constituent groups providing the means for widespread and effective participation by members of the college community.
- Continued support for the collegial decision-making processes for hiring new and replacement faculty and classified staff positions.
- The initiation of the *Facilities and Educational Master Planning Process* beginning in fall 2010.
- Effective and long standing leadership in the development of the Advanced Technology and Education Park.

- Effective leadership in the establishment of the Early College Program, which has provided the first two years of transfer education to local area high school students.
- Oversight of the construction of the Performing Arts Center, the Business Science Education and Technology Center, and the maintenance and renovation of pre-existing facilities.
- Oversight of the plans for the Fine Arts Building and Life Sciences Building.

Self Evaluation

Since the *2004 Accreditation Self Study*, the College President has worked diligently to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and in the assessment of institutional effectiveness. In 2005, the Commission recommended that:

> **Recommendation 1**: The College develop, implement and evaluate a long range strategic planning process that is cyclical, comprehensive, inclusive, systematic and integrates budget and resource allocations with program review and all institutional planning, which includes educational master planning, human resource planning, physical resource planning, technology resource planning, and fiscal resource planning. (Standards I.B.1,2,3,4,5,6,7: II.B.1, 3, 4; and II.C.2)(*2005 Accreditation Progress Report)*

Since 2005, the College President, in collaboration with the Academic Senate, the classified staff, and administration, has established an effective, transparent and data-driven *Strategic Planning and Budget Development Process* which integrates financial and human resource allocation with decision making. In 2006-2007, the College President provided effective leadership, in collaboration with the college community, in the reorganization of the College Committee structure, providing a means for all members of the community to participate effectively (as defined by statute and regulation) in college decision making.[IVB-33]

Of those surveyed in the *2009 Employee Satisfaction Survey*, 85 percent indicated that they were at least "A little familiar" with the College's *Strategic Planning and Budget Development Process* with 25 percent indicating that they were "Very familiar" with this college decision-making process. In addition, members of the classified staff were less likely to be aware of the *Strategic Planning and Budget Development Process* than faculty members: 25 percent of classified staff respondents reported that they were "Not at all familiar" with the *Strategic Planning and Budget Development Process*, whereas only 6 percent of faculty members indicated that they were unfamiliar with strategic planning at the college.

When assessing the effectiveness of the College's *Strategic Planning and Budget Development Process*, 63 percent of those employees who were at least familiar with the process believed that it was an effective decision-making process; about 15 percent of the employees opted for the "Don't know" response category suggesting that some employees were not familiar enough with the process to be able to rate its effectiveness. Familiarity impacted respondents' attitudes regarding the effectiveness of the *Strategic Planning and Budget Development Process*. For

example, 88 percent of respondents who were "Very familiar" rated the *Strategic Planning and Budget Development Process* as "Very" or "Somewhat effective," whereas 70 percent of respondents who were "Somewhat" or "A little familiar" with the *Strategic Planning and Budget Development Process* felt that it was an effective college decision-making process.

In 2005, the Commission recommended that:

> **Recommendation 7**: The Board of Trustees, District leadership, and College leadership define, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision making processes. (Standard IV.A.1.2.3.5) (*2005 Progress Report)*

In response to the recommendation, the College President supported the development of the *Planning and Decision-Making Manual* which describes how all members of the College and District community are involved in strategic planning and decision making by clearly delineating the roles and responsibilities of all parties as defined by statute and regulation. The manual serves as a living document that is regularly updated to reflect continuous improvements in strategic planning and decision making at the College. (The manual was updated in March of 2010.) Of those surveyed in the *2009 Employee Satisfaction Survey*, 75 percent indicated that they were at least "A little familiar" with the *Planning and Decision-Making Manual*, with 25 percent reporting that they were "Very familiar" with this college document. Survey results revealed that members of the classified staff were less likely to be aware of the manual than faculty members (36% of classified staff employees "Not at all familiar;" 15 % of faculty members "Not at all familiar").

When assessing the effectiveness of the *Planning and Decision-Making Manual*, 64 percent of those employees who were at least familiar with the document believed that it was an effective decision-making process. Furthermore, perceptions regarding the effectiveness of the *Planning and Decision-Making Manual* were strongly shaped by the respondents' familiarity with the manual. For example, 92 percent of respondents who were "Very familiar" rated the *Planning and Decision-Making Manual* as "Very effective" or "Somewhat effective," whereas 64 percent of respondents who were "Somewhat familiar" or "A little familiar" with the *Planning and Decision-Making Manual* felt that the manual was an effective college process.

Based upon funding, the District full-time faculty obligation number set by the California Community College Systems Office, and California Education Code §84362, the College President, the Chancellor, and the Board of Trustees authorized funding for 16 faculty positions in 2008-2009 and seven faculty positions for 2009-2010. [IVB-34]

Based on a historical overview of classified hiring from 2005 to the present, the College President supported filling 12 classified positions in 2005, seven classified positions in 2006, six classified positions in 2007 (*2007 Focused Midterm Report*, p.28) and 22 classified positions from 2008 through 2010.[IVB-35]

On May 6, 2009, the Strategic Planning Oversight and Budget Development Committee ranked the 2009-2010 *Classified Hiring Priority List*, which was submitted to and approved by the College Council on May 15, 2009. On December 7, 2009, 22 classified positions were in the hiring process.[IVB-35] The 2010-2011 *Classified Hiring Priority List* was reviewed by the Strategic Planning Oversight and Budget Development Committee on June 16, 2010 and a recommendation was forwarded to the President's Executive Council.[IVB-35]

Since the *2004 Accreditation Self Study*, the College President has been committed to addressing the concerns raised in Commission Recommendation 8 which states:

> **Recommendation 8**: The Board of Trustees, Chancellor, Presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the College. (*2005Progress Report)*

The aforementioned changes, and the dedication and commitment of the College President to providing effective leadership contributed to an overall improvement in the college climate. In spring 2009, most employee respondents reported that they were satisfied with Irvine Valley College. About 42 percent of survey respondents indicated that they were "Very satisfied" and another 40 percent reported that they were "Somewhat satisfied." Looking more closely at overall satisfaction, members of the faculty (46% "Very satisfied") and college administrators (57% "Very satisfied") registered slightly more intense levels of satisfaction than the classified staff (35% "Very satisfied"), although total satisfaction levels were similar across all bargaining units (*2009 Employee Satisfaction Survey*).

Survey respondents were most satisfied with their employment benefits, followed by their relationships with their co-workers, their current position, their salaries, and their relationships with their supervisors. On average, the survey respondents were at least "Somewhat satisfied" with these areas of their employment. The respondents were less likely to be satisfied with their opportunities for personal growth, opportunities to make suggestions, and opportunities for advancement. Responses were similar for both members of the faculty and classified staff except in three areas where faculty members registered significantly higher levels of satisfaction: "Opportunities for advancement" (percent difference in satisfaction = 33%); "Opportunities for personal growth" (percent difference in satisfaction = 25%); and "Salary" (percent difference in satisfaction = 16%) (*2009 Employee Satisfaction Survey*).

In addition, employees were asked to rate the campus environment for employees at Irvine Valley College. About 57 percent reported a positive rating of the campus environment (15% "Excellent"; 43% "Good"), a quarter of respondents (26%) believed that the campus environment was "Fair," while 15 percent gave a negative rating of the campus environment (13% "Poor"; 2% "Very poor"). Classified staff members were more likely to rate the environment as "Fair" rather than "Excellent" or "Good" than other campus bargaining units. A plurality of respondents (38%) felt that the campus environment for employees was improving, while about a third of respondents (33%) believed that the campus environment was staying about the same. Twenty-four percent of employee respondents felt that the campus environment

was getting worse. Classified staff members were much less positive than employees from the other groups on campus: only 21 percent of classified staff members indicated that the campus environment was "Getting better," more than 30 percent less than members of the faculty or administration.

In addition, respondents were asked several questions that indirectly measure employees' perception of their job climate. Among these items, 70 percent of respondents agreed that they regularly receive the information that they need, 66 percent believed that they are treated with respect and dignity, and 64 percent felt that they have the opportunity to participate in the college decision-making process. Majorities of employee respondents agreed that professional development activities are encouraged by the College (61%), and that their work is appreciated (59%) (*2009 Employee Satisfaction Survey*).

Lastly, the survey measured the "Sense of Community" felt by Irvine Valley College employees. In other words, the survey measured the feeling of belonging, inclusiveness, and shared commitment among campus employees. Sixty percent of the surveyed employees agreed that "IVC has a strong sense of community." About one out of four employees, however, "Somewhat disagreed" and another 13 percent "Strongly disagreed" that the College has a strong sense of community. More importantly, results from the survey show that feelings of shared community closely tracked with overall satisfaction, perceptions about administrative leadership, and evaluations of campus decision-making processes. Consistent with other research findings, sense of community was strongly correlated with overall satisfaction: three-fifths of respondents (62%) who agreed that Irvine Valley College has a strong sense of community were "Very satisfied" with the College, whereas only 13 percent of respondents who disagreed that the College has a strong sense of community were "Very satisfied." In addition, employees with a strong sense of community were much more likely to report an improvement in the campus environment than those with a weak sense of community (*2009 Employee Satisfaction Survey*).

Feelings of shared community at Irvine Valley College also were correlated with perceptions of the administrative leadership at the College. For example, about 82 percent of employees who believe that the College has a strong sense of community agreed that the President communicates regularly with all constituencies; conversely, only 37 percent of employees who disagree that Irvine Valley College has a strong sense of community expressed the same opinion. Similarly, 76 percent of employees with a strong sense of community agreed that the college administration provides effective leadership, but only 25 percent of employees with a weak sense of community had the same perceptions of effectiveness (*2009 Employee Satisfaction Survey*).

Feeling a sense of community at Irvine Valley College strongly correlated with opinions about both the familiarity with and effectiveness of college decision-making processes. For example, 59 percent of employees with a strong sense of community reported that they were somewhat or very familiar with the *Planning and Decision-Making Manual*, whereas 41 percent of employees with a weak sense of community were familiar with the manual. When comparing perceptions of effectiveness of the *Planning and Decision-Making Manual*, 87 percent of employees with a strong sense of community felt that the manual was effective. Conversely, only 47 percent of

employees with a weak sense of community rated the manual as an effective process (*2009 Employee Satisfaction Survey*).

Planning Agendas

None.

Standard IV.B.2.a

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The College President plans, has oversight over, and evaluates the following administrators, classified managers, and classified staff:

- Vice President of Instruction
- Vice President of Student Services
- Chief of Police
- Director of Fiscal Services
- Director of the Irvine Valley College Foundation
- Director of Public Information and Marketing
- Director of Facilities
- Research and Planning Analyst
- Research Specialist
- Executive Assistant
- Senior Administrative Assistant

In order to assure the integrity and quality of programs and services, the College President is committed to employing highly qualified personnel with the appropriate education, training and experience within all academic programs, student support services, and in classified staff positions.

The qualifications for administrators and classified managers are clearly stated in the Governing Board-approved position descriptions. Minimum and desirable qualifications for all positions are evaluated by the administration, faculty, and classified staff to ensure that the qualifications, education, training, and experience are clearly related to the *College Mission* and the *College Goals*, and accurately reflect the position duties, responsibilities, and authority.[IVB-36]

Administrative evaluation policies and procedures are set forth in Board Policy 4090 and Administrative Regulation 4090 (Evaluation of Administrators and Classified Management Personnel).[IVB-37] Pursuant to Board Policy 4090 and Administrative Regulation 4090, the primary goal of administrative and classified management evaluations is the improvement of performance. Administrators, managers, and confidential employees are evaluated semi-annually during the first year of employment and annually thereafter by May 31st and by November 1st (or as otherwise provided in the administrator's contract).[IVB-37]

The evaluation includes a process of goal setting for the next year, as well as an assessment of accomplishment of goals that were previously set. In the event of an unsatisfactory evaluation, a remediation plan, or suggestions, shall be provided by the supervisor.[IVB-37]

Administrative and classified leadership evaluation criteria include:

- The extent to which the employee has the general job knowledge, skills and understanding and uses available technology necessary to fulfill the responsibilities of the position;
- The extent to which the employee has the knowledge and skills necessary to guide and motivate others toward goal achievement, develop effective teams, provide vision and balance authority;
- The employee's ability to guide and direct, inspire others through unity of purpose, and respect others' responsibilities and commitments;
- The employee's maintenance of a positive work environment;
- The employee's ability to facilitate change, resolves disputes, and encourage teamwork and shared vision and goals;
- The employee's application of policies and procedures equitably to all staff;
- The employee's knowledge, understanding, contribution and adherence to district and college policies, and procedures related to assigned job responsibilities, organizational goals and objectives;
- The employee's ability to clearly and effectively present information through written or verbal communication;
- The employee's ability to read and interpret complex information;
- The employee's use of tact when expressing ideas or opinions;
- The employee's ability to set goals and objectives consistent with institutional goals, demonstrated awareness of trends, and anticipation of changes;
- The extent to which the employee is a self-starter; generating innovative ideas, approaches and solutions;
- The extent to which the employee seeks new challenges, self development and learning opportunities;

- The employee's ability to bring about great results from ordinary circumstances.[IVB-37] (Please see *Performance Evaluation Review: Administrators Managers* for additional evaluation criteria.[IVB-37])

As indicated in the *Irvine Valley College Planning and Decision-Making Manual*, the College President delegates authority to administrators and classified managers, and classified staff consistent with their responsibilities.

Self Evaluation

In order to ensure effective communication, planning, and leadership, the College President, the two Vice Presidents, and the Director of Fiscal Services meet twice weekly as the President's Executive Council. The College President also meets individually with the two Vice Presidents, the Directors, the Chief of Police, and the Research and Planning Analyst on a weekly basis.

In 2005, the Commission recommended that:

> **Recommendation 5**: The College assess the high rate of turnover among administrators and other staff, take actions to reduce the number of vacant administrative and classified positions filled on a short-term basis, and fill the positions that are necessary to ensure the integrity of the College's programs and services. (Eligibility Requirement 5; Standard III.A.2) (*2005 Progress Report)*

In order to ensure that the administrative structure is organized and staffed to reflect the institution's purpose, size and complexity, the College President has taken action to address Commission Recommendation 5 as follows. As reported in the *2007 Focused Midterm Report*, a permanent Vice President of Instruction was hired on July 25, 2007, and is currently serving in this capacity.

Additionally, on April 23, 2007, through the college *Strategic Planning and Budget Development Process*, the College identified a new administrative dean position, the Dean of Career Technical Education and Workforce Development, which was filled on a permanent basis in 2009 (*2007 Focused Midterm Report)*. In order to more evenly distribute the administrative workload, in fall 2009 the ten academic schools were reorganized and a permanent Dean for the School of Humanities and Languages and the School of Social and Behavioral Sciences was hired in 2008 (*2007 Focused Midterm Report)*. A permanent Dean of School of Fine Arts and the School of Business was hired in 2009 (*2007 Focused Midterm Report)*. Therefore, the deans of the ten Academic Schools have been filled on a permanent basis.

In order to address administrative workload issues, through the *Strategic Planning and Budget Development Process*, the College supported the reestablishment of the position of Dean of Academic Programs, Student Learning, and Research to assist the Office of Instruction and the ten Academic Schools. The position was approved by the Board of Trustees on August 4, 2010.[IVB-38]

The November 3, 2005, Progress Visit Report stated that the Classified Senate expressed the desire to have a more substantive and formal role in the development of the *Classified Hiring Priority List*. In order to address concerns of the Classified Senate and the Commission Recommendation, on August 17, 2006, the administration and the Classified Senate jointly developed and adopted a *Classified Hiring Priority List Development Process*. (*2007 Focused Midterm Report*, pp. 28) The *Priority List Development Process* was updated in March 2010. The process provides an inclusive and participatory mechanism that allows the college community to identify classified staffing needs based on the participation of all constituent groups.[IVB-35]

The process provides for the development of a classified hiring list within each school or department in collaboration with the administrator or manager. The school or department list is submitted to the appropriate Vice President or College President. The College President and Vice Presidents review the respective area lists, including rationales and historical staffing data. After review and modification if necessary, the Vice Presidents and College President submit one list to the Classified Hiring Priority Task Force, which is composed of two classified staff members, two Academic Senate representatives, one dean, one classified manager, and the Vice Presidents. The task force produces one comprehensive prioritized hiring list which is submitted to the College President, College Council, and the Strategic Planning Oversight and Budget Development Committee. One final ranked priority list is submitted to the President's Executive Council for final disposition, pending funding.[IVB-35]

On May 6, 2009, the Strategic Planning Oversight and Budget Development Committee ranked the *2009-2010 Classified Hiring Priority List* which was submitted to and approved by the College Council on May 15, 2009. On December 7, 2009, 22 classified positions were in the hiring process. On April 7, 2010 the Strategic Planning Oversight and Budget Development Committee launched the 2010-2011 *Classified Hiring Priority List Development Process* which was in progress at the time of this report. [IVB-35]

Planning Agendas

None.

Standard IV.B.2.b

The President guides institutional improvement of the teaching and learning environment by the following:

1. **Establishing a collegial process that sets values, goals, and priorities;**
2. **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

3. **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**

4. **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

1) Decision-making process and philosophy at Irvine Valley College

Since the *2004 Accreditation Self Study*, the College President, in collaboration with the Academic Senate, Classified Senate, and the administration has established a collegial *Strategic Planning and Budget Development Process* based on the *College Mission Statement* and *College Goals* as previously documented. With the leadership of the College President, Strategic Planning Committees, Task Forces, and Administrative Councils operate collegially on the basis of consensus with the focus on the establishment of a safe harbor for healthy dialogue.

According to the *Planning and Decision-Making Manual*, committees, task forces, and administrative councils operate on the principle of consensus using the following procedures:

- Clarification of the Issue: At the outset of the discussion, the issue is clearly presented.
- Discussion: A range of alternatives may be presented to the committee or developed by the committee for discussion. When possible, the committee may modify alternatives to accommodate the interests of committee representatives.
- Participation: Committee representatives accept responsibility for attending meetings and contributing to the discussion. Silence is not consensus. Absence is not participation.
- Consensus Does Not Mean Unanimity: The committee reaches consensus once all representatives have had an opportunity to contribute to the discussion. Consensus does not require unanimous approval.
- Committee Recommendations/Decisions: Once consensus is achieved, all committee representatives support the decision of the committee. Committees work according to the assumption that silence during the discussion or speaking against the committee decision undermines the process. (*Planning and Decision-Making Manual*)

The College supports an Hourglass Model of Decision-Making. The top of the hourglass represents the Strategic Planning Committees, Operational Committees and Task Forces, the Academic Senate, the Classified Senate, the Associated Students of Irvine Valley College, and the Administrative Councils. Recommendations from the top of the hourglass flow to the middle of the hourglass, which consists of the College Council, the District Councils, and the Board of Trustees. The base of the hourglass consists of the traditional administrative structure of the College and District Councils ultimately responsible for implementation of policies and procedures.

The College supports the following decision making principles:

- Effective participation does not always imply total agreement.
- Effective participation does not require equivalent levels of involvement by all participants.
- The ultimate responsibilities for decisions rests with the College President, the Chancellor, and the Board of Trustees. (*Planning and Decision-Making Manual*)

2) Planning and research: Analysis based on external and internal data scans

As previously documented in Standard I and in Standard IV.A.4, since 2005, the College President was instrumental in the development and implementation of a long-range *Strategic Planning and Budget Development Process* based on high quality research. The *Strategic Planning and Budget Development Process* is predicated on the *College Mission Statement* and the *College Goals*. The *College Mission Statement* and the *College Goals* are the basis for the development of strategic planning objectives (statements based on internal and external data scans) and planning strategies (the actions taken to implement and achieve the objectives). (*2008 Progress Report*, p. 41)

The *College Mission Statement* and the *College Goals* drive the development of the planning objectives. Planning objectives are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. The planning objectives are designed to implement the *College Goals* through the development of planning assumptions based on data provided in five categories: demographics, economy and employment, educational trends, social trends, and public policy. Data provided by the *Institutional Effectiveness Annual Report* also inform the planning assumptions (*2008 Progress Report*, p.41). Thus, planning, decision making, and resource allocation is predicated on analysis of quantitative and qualitative data to ensure institutional effectiveness.

With the direction of the College President, the College utilizes a variety of assessment data in institutional as well as program-level planning in order to ensure institutional quality. In collaboration with the District Research and Planning Office and the College Office of Research, Planning, and Accreditation, the Institutional Effectiveness Committee produces an *Institutional Effectiveness Annual Report*. The annual *Institutional Effectiveness Report*s from 2006 through 2008 contain assessment data in five major areas related to the college

mission, functions, and resources as follows: student learning and achievement; student outreach and responsiveness to the community; faculty and staff; technology; and fiscal and facility support.

Within the category of student learning and achievement, aggregated assessment data for the College is provided in overall annual successful course completion rates, successful completion rates in English and math basic skills courses, successful course completion rates in weekend, eight-week courses, and distance education courses, progression rates from basic skills to college-level courses in English and math, matriculation and persistence rates for first-time college students, number of degrees and certificates awarded, percent growth in full-time equivalent students compared to percent growth in permanent employees, and transfer rates.

In addition to the *Institutional Effectiveness Annual Report*, which provides aggregated assessment data for the College, the Office of Research, Planning, and Accreditation provides key performance indicators for each program undergoing a *Comprehensive Program Review* pursuant to the six-year review cycle previously discussed. The assessment data included for each program includes disaggregated data down to the course level in each program over a five-year period for planning purposes, such as enrollment data, number of sections, productivity rates, fill rates, student retention rates, student grades, student success rates, student demographic information, education goals, and awards data.[IVB-39]

Student learning outcomes assessment data is provided for the course level, program level, and degrees or certificates. Progress reports are prepared and distributed annually by the Student Learning Outcomes Co-Chairs. Improvements derived from student learning assessment are tracked in a software data base (eLumen). The faculty, representing the academic disciplines, produce aggregated reports which are reviewed with discipline experts during the annual program review updates.

The assessment data are available to the college community through several mechanisms. The *Institutional Effectiveness Annual Report* is produced through a collaborative process between the District Research and Planning Office, the College Office of Research, Planning, and Accreditation and the Institutional Effectiveness Committee, which requires participation from the administration, faculty, and classified staff. Thus, the college community has the opportunity to provide input into the reports and are made aware of the reports. Most importantly, the data contained in the *Institutional Effectiveness Annual Reports* are utilized by the five Strategic Planning Committees in the development of strategic planning objectives, planning assumptions, and strategies commensurate with accreditation Standard I.B.3. The data are analyzed and interpreted by the College and District Research Analysts and are presented in a format that is easily understood in accordance with accreditation Standard I.B.3. In addition, the report is published in hard copy, presented to the Board of Trustees during public meetings, and available throughout the College. The report is also digitally distributed to the college community and is posted on the Institutional Effectiveness Committee website.[IVB-40]

3) Integration of educational planning and resource planning to achieve student learning outcomes

The College is committed to the concept that planning drives budget development. To this end, in 2007, the College developed the Strategic Planning Oversight and Budget Development Committee wherein planning and budget development are integrated. The primary charge of the committee is oversight and implementation of the *Strategic Planning and Budget Development Process* and the appropriate allocation of resources in order to fulfill the mission statement and achieve the goals, planning objectives, and strategies.[IVB-41]

According to the *Strategic Planning and Budget Development Process* and *Strategic Planning Timeline*, a strategy form is submitted to the appropriate strategic planning committee in order to request funding and/or the necessary resources to implement the objective or strategy. The strategy form requires the author to specify how the funding request supports the *College Goals* and objectives. The chair of the strategic planning committee forwards endorsed strategy forms to the Strategic Planning Oversight and Budget Development Committee for evaluation. If the strategy form is approved, the oversight committee makes a recommendation to the President's Executive Council for final approval and funding.[IVB-42]

Table 61: IVC Historical Allocations and Funded Strategies for Strategic Planning

Fiscal Year	Strategies Funded in Final Budget	Allocations for Mid-Year Funding	Funded Mid-Year Strategies
2007-08	$152,400	$250,000	$0
2008-09	$239,000	$400,000	$242,000
2009-10	$210,000	$40,000	TBD
2010-11	TBD	TBD	In Progress
Totals	**$601,400**	**$690,000**	**$242,000**

With the implementation of the *Strategic Planning and Budget Development Process*, which integrates planning and budget development, numerous changes have occurred at the College leading to the improvement of institutional effectiveness. Based on the 2007-2008 and 2008-2009 *Strategic Planning Objectives* and corresponding strategies, the College has implemented the following changes and allocated the necessary resources to improve student learning:

- Implementation of a faculty technical skills certification for instructors;
- Development of an online distance education orientation template;
- Completion of an assessment of the college certificate programs pertaining to industry standards, state requirements, viability, and frequency of course offerings;
- Increased offering of short-term and weekend courses;
- Development and implementation of a master calendar for the Performing Arts Center, including dance, music, theatre, and visual arts;
- Establishment of the Scheduling and Reporting System (SARS) early alert program;
- Revision of the AA and AS degree requirements;
- Implementation of the English departmental diagnostic test to ensure appropriate assessment placement of students;
- Training of English faculty in scoring the English departmental diagnostic to establish inter-rater reliability for cross-validation purposes;
- Implementation of an English department holistic norming session;
- Implementation of Basic Skills Workshops;
- Implementation of student learning outcome assessments in English, Reading, English Special Services, English as a Second Language, and Math basic skills courses;
- Implementation of paper and computer formats for the College Test for English Placement (CTEP) and adjustment of cut scores as necessary;
- Implementation of revisions to the Math assessment test;
- Increased tutorial services with the construction of the Learning Assistance Program Center;
- Increased counseling services through group advising and group workshops;
- Review and improvement of the basic skills math program, curriculum, and course sequencing;
- Implementation of basic skills math course modules;
- Implementation of student success centers in reading, math, writing, English Special Services, and English as a Second Language, including classified staffing;
- Completion of a comparative analysis of tutoring services in similar sized institutions;
- Visits to language resource centers;

- Development of foreign language supplemental curriculum;
- Completion of foreign language research regarding needed equipment and software;
- Revision of the English as a Second Language program;
- Establishment of a World Languages Center;
- Evaluation of the currency of the life-long learning, contract and workforce development curriculum and development of new curricula
- Development of a Business and Professional Institute;
- Development of an annual enrollment management and recruitment plan (marketing and media outlets), including an annual analysis of the effectiveness of the marketing and outreach projects for budgetary purposes;
- Development of a college brochure with a consistent marketing message for the College;
- Expansion of outreach efforts to area high schools;
- Development of the Early College Program at another local high school;
- Development of and implementation of a preventative maintenance plan for facilities (including all crafts) and vehicles;
- Assessment of and development of a furniture refresh plan;
- Assessment of and development of a vehicle, cart, and heavy equipment refresh plan;
- Implementation of a campus security and emergency preparedness plan;
- Completion of an annual needs analysis (for full-time faculty hiring) that incorporates projected separations (retirement, resignations, etc.), full-time equivalent student growth trends, new program development, and 50 percent law benchmarks.
- Improvements in curriculum, instruction, learning assessment, and student learning derived from assessing student learning outcomes (See Standard I.B.1)
- Development of an institutional plan for posting student learning outcome assessment results for the maintenance of successful practices and improvement of student learning (In Progress);
- Development of an *Annual Student Learning Outcome Assessment Report*.[IVB-43]

4) Procedures to evaluate overall institutional planning and implementation

In order to assure the efficacy of the *Strategic Planning and Budget Development Process*, the College has implemented several mechanisms to systematically review and revise, as necessary, all parts of the planning cycle. The Strategic Planning Oversight and Budget Development Committee is primarily responsible for oversight of the *Strategic Planning and Budget Development Process* and the description and charge of the committee is as follows: The Strategic Planning Oversight and Budget Development Committee provides oversight of the *Strategic Planning and Budget Development Process* including:

- The regular evaluation of the *Strategic Planning and Budget Development Process*;
- The regular evaluation of the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness;
- The distribution of evaluation results and recommended improvements;
- The integration of data into the *Strategic Planning and Budget Development Process* using internal and external data scans;
- The regular review of the *College Mission Statement* and the *College Goals*;
- The integration of program review planning strategies with the *Strategic Planning and Budget Development Process*.

In order to implement the role and charge of the committee, in July of each year, the Strategic Planning and Budget Development Committee conducts an annual review of the entire *Strategic Planning and Budget Development Process* wherein all policies and procedures pertaining to planning, decision making, and resource allocation are reviewed. The annual review of the planning process occurred on July 11, 2007, June 20, 2008, July 10, 2009, and July 14, 2010.[IVB-44]

At the July 10, 2009, Strategic Planning Retreat, the Strategic Planning and Budget Development Committee reviewed the planning policies and procedures and made the following recommendations:

- *College Mission Statement*: No recommended revisions;
- *College Goals*: Recommended revisions;
- *Strategic Planning and Budget Development Process*: No recommended revisions;
- *Strategy Form* and process: recommended revisions;
- *Strategic Planning Timeline*: recommended revisions.[IVB-44]

In order to ensure participation by all members of the college community, the recommendations of the Strategic Planning Oversight and Budget Development Committee are subsequently submitted to the four other planning committees and the Academic Senate, classified staff, and associated students for review and input. The annual review of the

planning process is supplemented by continuous review and revisions throughout the year, as necessary, to make the process more effective. (See revisions dates on all planning documents as evidence of the continuous, systematic review, and modification of all aspects of the *Strategic Planning and Budget Development Process*.)

On February 22, 2010, the Board of Trustees authorized the development and update of the *District Educational and Facilities Master Plan.* Pursuant to California Code of Regulations and the California Education Code, the Governing Board reviews and approves comprehensive plans for the Colleges and the District. In spring of 2010, the District began the consultant selection process. The development and update of the *Educational and Facilities Master Plan* includes surveys and interviews, physical analysis, functional analysis, strategic review, solution development, and is scheduled to conclude with a final document on February 21, 2011.[IVB-45]

Self Evaluation

Based on the foregoing, the President, in collaboration with the college community, has guided institutional improvement by establishing a collegial *Strategic Planning and Budget Development Process* that sets goals and priorities, ensuring that evaluation and planning rely on high-quality research analysis. In order to ensure that decision making at the College remains data driven, the Office of Research, Planning, and Accreditation reports directly to the President. The Research Analyst meets weekly with the President as well as on an as needed basis. Thus, the President has remained committed to institutionalizing a decision-making process predicated on research with a focus on student learning.

By implementing procedures to systematically and continuously evaluate the *Strategic Planning and Budget Development Process*, planning is integrated with the budget and resource allocation process as documented above. The President is familiar with the data and analyses of institutional effectiveness/performance. Since 2006, the President has presented the *Institutional Effectiveness Annual Report* to the Board of Trustees.[IVB-40] The President serves on the Strategic Planning Oversight and Budget Development Committee and chairs the College Council.

The President has continuously approved the necessary resources to implement the college *Student Learning Outcomes Development and Assessment Plan*. The faculty leadership has received administrative support in providing the necessary resources for the implementation of student learning outcomes and assessment plans. From 2005 through 2010, the budget requested by the Student Learning Outcomes Co-Chairs has been approved by the administration, including a substantial increase in 2008 to accommodate the additional workload associated with the implementation of the eLumen software.[IVB-46]

In order to increase and sustain communication with the college community regarding the *College Mission Statement*, the *College Goals*, and strategic planning based on institutional research, numerous college-wide meetings have been held throughout 2008, 2009, and 2010. In

addition, some of the meetings were video-taped and posted on the college website for members of the college community who were unable to attend the meetings.[IVB-47]

Two questions from the *2009 Employee Satisfaction Survey* were designed to elicit employees' opinions on the amount of communication provided by the College President as well as the effectiveness of College administrators. About three out of five employees (61%) agreed that "The President communicates regularly with all constituencies" (28% "Strongly agree"; 33% "Somewhat agree") and 56 percent agreed that the "IVC administration provides effective leadership" (24% "Strongly agree"; 33% "Somewhat agree"). Employees that have worked at Irvine Valley College from 11 to 20 years were the least likely to agree that the President communicates regularly with all constituencies. In addition, there was a strong relationship between sense of community and perceptions of the President's frequency of communication. About 82 percent of employees who believe that the College has a strong sense of community agreed that the President communicates regularly with all constituencies; conversely, only 37 percent of employees who disagree that Irvine Valley College has a strong sense of community expressed the same opinion. Similarly, the survey showed that there was a strong relationship between perceptions of the President's communication with campus constituent groups and the level of improvement in the campus environment for employees. Eighty-six percent of employees who feel that the campus environment for employees was "Getting better" agreed that the President regularly communicated with all constituencies, whereas only 34 percent of employees who believe that the campus environment was "Getting worse" felt the same way about the College President.

Looking at perceptions of College administrative leadership more closely, less than half of the members of the classified staff (47%) agreed that the administration at Irvine Valley College provides effective leadership in support of the College's mission, whereas 62 percent of faculty members held the same opinion. Again, feeling a stronger sense of community at the College clearly led to more positive opinions about Irvine Valley College administrators (76% "Strong Sense of Community" vs. 25% "Weak Sense of Community"). Furthermore, respondents who reported an improvement in the campus environment for employees (83%) were more likely to agree with the effectiveness of college administrators than respondents who reported an unchanging (53%) or worsening campus environment (21%).

With the resignation of the District Chancellor and the search process in progress, the Board and the College will hire a chancellor to follow the component parts of this standard and to provide effective district leadership.

As documented in Standard IV.B.2.a, the Office of Research, Planning, and Accreditation reports directly to the College President in order to ensure that research, including data regarding student learning, institutional planning processes, and resource allocation processes, is a college-wide priority.

Planning Agendas

None.

Standard IV.B.2.c

The President assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with the institutional mission and policies.

Descriptive Summary

The President assures the implementation of statutes, regulations, and governing board policies through the implementation of the provisions of the *Planning and Decision-Making Manual*, which contains Education Code statutes, Title 5 Regulations, and Board Policies delineating the procedures for effective participation by the college community. The President assures that institutional practices are consistent with the *College Mission Statement* and college policies through the implementation of the *Strategic Planning and Budget Development Process*.

Self Evaluation

Since the *2004 Accreditation Self Study*, the President has been committed to developing a transparent, inclusive, and broad-based decision-making process commensurate with statutes, regulations, and governing board policies. The President has provided leadership in the review of the *College Mission Statement* and *College Goals*, and has integrated the *District-wide Mission Statement* and *Goal Setting Process* with the College processes.

Planning Agendas

None.

Standard IV.B.2.d

The President effectively controls budget and expenditures.

Descriptive Summary

The President effectively controls budget and expenditures through numerous mechanisms. First, as a member of the Strategic Planning and Budget Development Committee, one of the charges of the committee is the implementation of the *Strategic Planning and Budget Development Process*. According to the *Strategic Planning and Budget Development Process*, the Committee makes recommendations to the President's Executive Council pertaining to strategic planning, budget development, and the allocation of college resources in the following areas: staffing, academic planning, facilities, technology, enrollment management, marketing, and outreach, institutional effectiveness, student success, access, and matriculation. The committee, including the College President, reviews all college budgets for consistency with the *Strategic Plan*. The President's Executive Council makes final disposition on the Committee recommendations.[IVB-48]

Second, the College President meets twice weekly with the President's Executive Council, which consists of the Vice President of Instruction, Vice President of Student Services, and the Director of Fiscal Services. During the meetings, the President receives updates on the college budget and expenditures, and reviews recommendations from the Strategic Planning Oversight and Budget Development Committee. The President's Executive Council ensures that funds are allocated in a manner that supports student learning and is consistent with the *Strategic Plan*.

Third, an audit is conducted annually in the fall. The audits are designed to provide reasonable assurance that the financial statements are free of material misstatement. Since 2006, the audits have resulted in five findings: four in 2005-2006, none in 2006-2007, and one on compliance in 2007-2008. Each of the findings was corrected before the next audit. The audit reports are presented to the Board of Trustees annually in November.[IVB-49]

The College's unrestricted general fund ending balances in the last three years are as follows: 3,000,000 (estimated) in 2009-2010,[IVB-50] $2,1888,422 in 2008-2009,[IVB-51] and $3,484,935 in 2007-2008.[IVB-52] The balances included reserves for economic uncertainties as follows: $600,000 in 2009-2010,[IVB-50] $600,000 in 2008-2009,[IVB-51] and $350,000 in 2007-2008.[IVB-52]

Self Evaluation

Based on the foregoing, the President manages the College's financial affairs with integrity and in a manner that ensures financial stability. The President has consistently advocated the importance of strategic planning that is integrated with resource allocation. The President works closely with the Director of Fiscal Services and the Vice Presidents on an ongoing basis to ensure the financial stability of the College. In addition, the Strategic Planning Oversight and Budget Development Committee, and the members of the Strategic Planning Committees, the Academic Senate, Classified Senate, and the Associated Students of Irvine Valley College are provided with information regarding strategic planning, budget, and expenditures in order to provide the opportunity for broad-based participation by members of the college community.

Planning Agendas

None.

Standard IV.B.2.e

The President works and communicates effectively with the communities served by the institution.

Descriptive Summary

In order to communicate effectively with the college community and the communities served by the institution, in addition to the college-wide meetings documented above, presentations at meetings of the Board of Trustees and during the President's opening breakfast during Faculty Professional Development Week, the College President publishes a monthly newsletter, *President's Open Door*, which is distributed electronically to all members of the college community.[IVB-53]

The President is actively engaged in the community served by the institution. The President is a member of the following community organizations:

- Irvine Chamber of Commerce
- Irvine Sister Cities Foundation
- Tustin Chamber of Commerce
- Commission on Workforce Development (nominee for executive board)
- U.S. Army Community Advisory Board

The President is also involved in state-wide organizations including:

- Southern California Community College Chief Executive Officers Association (served as president 2009-2010)
- Community College League of California: Advisory Committee on Education Services
- Association of California Community College Administrators: Commission on Finance and Legislative Advocacy

Self Evaluation

The College President has been committed to establishing processes and mechanisms which ensure open and honest dialogue within the college community. In collaboration with the college community, the President provided leadership in the implementation of the *Strategic Planning and Budget Development Process*, reorganization of the college committee structure, and the implementation of the *Planning and Decision-Making Manual*, which provides the roadmap for effective participation for administrators, faculty, classified staff, and students. Additionally, the President is a strong advocate of a safe harbor environment where differing viewpoints may be expressed in order to achieve consensus in decision making.

Based on the memberships and community involvement documented above, The President has strengthened relationships within the community served by the College.

Planning Agendas

None.

Standard IV.B.3

In multi-college districts/systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the Governing Board.

Standard IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

As previously discussed in Standard IV.B.1.b, the *District-Wide Goals* reflect the District's role in setting and communicating expectations of educational excellence and integrity throughout the District. The *2009-2010 District-Wide Goals* state that the District will:

- Develop a plan to meet all capital and scheduled maintenance needs
- Acquire, develop, and utilize technologies that support data-driven decisions and ongoing accountability
- Complete the production and implementation of the Student Information System, including effective training and backup procedures for the registration process
- Develop and implement comprehensive emergency preparedness plans and a disaster recovery plan for information technology services
- Assess all administrative units and develop and implement action plans to increase efficiency, effectiveness, electronic security, and cost savings
- Establish a legacy in environmental sustainability in all areas including instruction, operations, construction, facilities, energy conservation, and stewardship
- Enhance online certificate/degree programs and the accompanying online student support services
- Assess the degree to which the College is aligning education programs with community needs in order to offer relevant academic and career technical education programs

Presently, the District does not have a manual that clearly defines the roles of authority and responsibility between the College and the District and how the District acts as a liaison between the College and the Governing Board. In 2009, in preparation for the Accreditation Self-Study, the District updated the charge and membership of the District committees. The District

administrative structure consists of the Chancellor's Executive Team, Chancellor's Cabinet, Docket, District Leadership Team, Deputy Chancellor's Coordinating Council, District Resource Allocation Council, Board Policy and Administrative Regulation Advisory Council, Technology and Learning Services Coordinating Council, Chancellor's Coordinating Council, Student Information System Executive Steering Committee, District-Wide Technology Council, Academic Calendar Committee, Online Education Council, Business Continuity Planning Council, Sabbatical Leave Committee, Health and Wellness Committee, Records Retention Committee, District Information Technology and Research Team, Inform (a data base review committee), College and District Research and Planning Committee, Student Evaluation Committee, and the Advanced Technology and Education Park Development Forum. (*Planning and Decision-Making Manual)*

All District committees, councils, and teams, have a defined purpose, membership, chair, and meeting schedule. However, the reporting responsibilities of the district committees, councils, and teams is not defined and it is not clear if there is a difference between a committee, council and/or team.

College administrators are included on all District committees, councils, and teams. Representatives of the Academic Senate(s), classified staff, and representatives of the employee bargaining units are included on appropriate District bodies. As indicated by the membership of the District Bodies, the College administration, faculty, classified staff, and the students participate in district decision making through a representative model.

Members of the college community may become knowledgeable about the operational responsibilities and functions of the District through the *Planning and Decision-Making Manual* and through their participation on District and College Councils, Committees, and Task Forces.

Self Evaluation

While consistent adherence to the roles and scopes of authority has occurred at the College and, since 2008, with the Board, at the District (in some areas) there have been issues. Since the role, authority, and responsibilities of the District are not clearly defined, this has caused some confusion regarding whether the District has consistently adhered to the delineation of District versus College responsibilities.

Additionally, the role and scope of authority, and the delineation of responsibilities of the District, the College, and the Advanced Technology and Education Park is in need of clarification.

The *District Committee Chart* was updated in August of 2009 but there has not been an evaluation of the District committee structure for effectiveness.

With the selection of a new Chancellor, the College expects to work with the District in clearly delineating the roles and scope of authority of the District (and the Advanced Technology and Education Park) in relation to the College, including the delineation of the responsibilities and

functions of the District, and conducting a review/evaluation of the district-wide delineation of responsibilities.

Planning Agendas

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - A policy and procedure manual clearly delineating the role and scope of authority of the District in relation to the College, including the delineation of the responsibilities and functions of the District;
    - A policy and procedural manual clearly delineating the role and scope of authority of the Advanced Technology and Education Park in relation to the College.
    - Regular evaluation by the College (and modifications, if necessary) of the district-wide delineation of responsibilities and functions; and,
    - Regular evaluation by the College of the district's role, delineation, governance and decision-making structures and processes.

Standard IV.B.3.b

The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The District provides the following services to the College.

- The Office of the Chancellor and Trustee Services is responsible for coordination of regular and special board meetings, including notification, preparation and distribution of agendas and minutes. Responsibilities also include dissemination of information district-wide, coordination of district-wide events, and coordination of district-wide committee meetings.
- The Office of the Deputy Chancellor provides oversight of all business departments, including fiscal services, facilities planning and purchasing. The Deputy Chancellor is a member of the Chancellor's Executive Team and serves as the chair of the District Resource Allocation Council and the Board Policy and Administrative Regulation Advisory Council.
- The Office of Fiscal Services prepares the tentative and final district budgets and advises the District Resource Allocation Council. Additional responsibilities include oversight of the annual audit, monthly basic aid and audit reports for the Board of Trustees as well as reports regarding the retirement benefit trust.
- The Office of Facilities Planning and Purchasing is responsible for the development and planning of new construction, facilities renovation, master planning, purchasing, and warehouse/mailroom services. A monthly facilities status plan is provided to the Board of Trustees.
- The Office of Public Affairs is responsible for coordinating marketing, government, community and public relations. The director is a member of the Chancellor's Executive Team and meets monthly with the College Presidents and quarterly with the College Director of Public Information and Marketing.
- The Office of Human Resources provides assistance to the College in the recruitment, training, and orientation of new employees. The office additionally provides assistance with collective bargaining, employee performance evaluations, human resource information systems, and benefits and risk management. The Vice Chancellor of Human Resources is a member of the Chancellor's Executive Team and conducts regular meetings with the faculty association, California School Employee Association officers, and the President of the Police Officers Association.

In spring 2010, in preparation for the *Accreditation Self-Study*, the District conducted a survey of employees from Irvine Valley College, Saddleback College, and the Advanced Technology and Education Park regarding the efficacy of district services. The survey was emailed to 2,777 college employees and 570 responses were received (21% response rate).[IVB-54] The majority of

the responses were from full-time employees (71%) with representation from all levels of years of service from less than a year to over 20 years. According to the executive summary:

> The *South Orange County Community College District Services Survey 2010* provided an opportunity to evaluate the services the District provides. This is the inaugural survey of SOCCCD to garner feedback on the services it provides to the colleges and ATEP. This survey instrument will serve to provide baseline data for the evaluation of each service area and be used to develop future survey instruments and assessments.
>
> For the purposes of this survey, District Services was divided into 11 areas: Fiscal Services, Accounting, Purchasing, Payroll, Facilities Planning, Warehouse/Courier, Human Resources, Risk Management, District IT, Research and Planning, and Public Affairs. The administrator and/or manager of each area met with their personnel to develop the questions included in this survey. The survey included one question for each area to evaluate the overall service level and also asked three to six more detailed satisfaction or performance questions for each area.

Self Evaluation

Overall, 83 percent of the surveyed employees indicated that they used District services. Of the employees who used District services, 77 percent rated the level of service as either "Excellent" (23%) or "Good" (54%). About 61 percent of respondents agreed that the "colleges are familiar with the services provided by District services," while 15 percent disagreed with this statement. A quarter of surveyed employees (24%) did not know if the colleges are familiar with District services.

Among Irvine Valley College employees, a similar percentage of respondents (85%) reported using District services and rated District services slightly higher than the overall average ("Excellent" 30%; "Good" 53%). Furthermore, 64 percent of Irvine Valley College survey respondents agreed that the "colleges are familiar with the services provided by District services."

Planning Agendas

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - Regular feedback mechanisms at the College which assess the effectiveness of District services, including the Office of the Chancellor in meeting the needs and priorities of the institution.

Standard IV.B.3.c

The District/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The allocation of District general fund resources to the College occurs in accordance with numerous California Education Code statutes, California Code of Regulations, and State Chancellor's Office budget guidelines through locally adopted procedures including:

- The Budget Model developed by the District Resource Allocation Council.
- Board policies 3100 (Budget Preparation), 3010 (Budget Management), 3101.5 (Fiscal Management). IVB-55
- *The South Orange County Community College District Board of Trustees Budget Development Guidelines 2009-2010*.IVB-50
- *2009-2010 South Orange County Community College District Budget Development Guidelines.*IVB-56

According to the *Budget Development Guidelines* adopted by the Board of Trustees, the Board philosophy is to implement procedures that "ensure wise and prudent use of public resources, promote financial strength and stability, and maximize educational opportunities for students".IVB-50

The College is also allocated money from District basic aid funds. In the South Orange County Community College District, property tax revenues exceed the amount the District would receive in state apportionment. Under these conditions, districts are allowed to retain the local property tax monies and do not receive state apportionment. The excess revenue above state apportionment is referred to as basic aid.

According to the process for the allocation of district basic aid funds adopted by the Board on August 29, 2005, annually, through the strategic planning committees, the College prepares a *Basic Aid Priority List* which is submitted to the Vice Presidents and the President for approval. The *College Priority List* is submitted to the Deputy Chancellor and Chancellor who prepare a *District-wide Priority List*. Items are ranked on a scale of 1 to 5 based on the following criteria: availability of state funding, benefit to students, common projects (instructional equipment, scheduled maintenance, keying system, parking, flooring), compliance with conveyance agreements, codes and statutes, district-wide modifications (instructional technology, equipment and software, telephones), new construction, property development, project completion, safety, and secondary effects. The District-wide List is sent to the Board for approval and funding.IVB-57

According to the Board of Trustees' budget development guidelines, basic aid funds are allocated to the College according to the following principles:

a. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
b. Excess revenue above apportionment shall be allocated at the College or District for one-time purposes such as to cover some of the unfunded obligation for the retiree benefit plans.
c. Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
d. Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the District's future financial stability.[IVB-57]

Self Evaluation

The College develops its budgets based on funding sources available for operation. The unrestricted general fund is allocated for the College's main operations based on the District Revenue Allocation model. Restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities.

The allocation of district basic aid funds is based on quantitative and qualitative criteria, as discussed above, and assists in supporting the effective operations of the College.

In order to ensure that the allocation of general fund monies and basic aid funds is based on a realistic assessment of the needs of the institution, reflects priorities of the institution, and is even handed, the District Resource Allocation Council is comprised of the Vice President of Instruction, the Director of Fiscal Services, the Academic Senate President or designee, a representative from the Academic Senate, a chancellor appointee, and is chaired by the Deputy Chancellor. Issues regarding the needs and priorities of the College and the even-handed distribution of resources are addressed by the district committee.

Planning Agendas

None.

Standard IV.B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary

The District controls expenditures through several mechanisms. First, the Board of Trustees *Budget Guidelines* require:

- A general fund reserve for economic uncertainties of no less than 7.5 percent of the projected unrestricted revenue.
- Prior to issuing a long-term debt, an ongoing, dedicated revenue stream must be identified. (The Board has identified this item as "very high priority").
- One-time funds or planned savings must be identified prior to granting retirement incentives.
- The expenditure budgets for the College shall not exceed the projected resource allocations. The Deputy Chancellor monitors the college budgets to ensure there are no negative balances.
- Deficit financing (projected expenditures exceed projected revenue) should not occur for ongoing expenses, such as salary increases, and deficit financing shall not result in a reserve balance that is less than 7.5 percent.
- Basic Aid funds are allocated to the College for one-time purposes.
- One-time cost savings shall be allocated to purposes such as the unfunded obligation for retiree benefit plans or to one-time expenditures.[IVB-56]

The above principles provide guidance to the District Resource Allocation Council and the College when presenting recommendations regarding budgets.[IVB-56]

The District also controls expenditures through implementation of the procedures and policies contained in the *South Orange County Community College District Budget Development Guidelines (2009-2010)*. The guidelines include detailed procedures to ensure that the District and the College consistently end the fiscal year with a positive ending balance and follow best practices in fiscal management.[IVB-56]

Third, in order to control expenditures, an annual audit of the District's financial records is conducted in the fall.[IVB-58] The audit is designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls.[IVB-49]

Self Evaluation

The District effectively controls expenditures as reflected by the fact that the District consistently has a positive ending balance. The final District budgets from 2006-2010 were balanced and available on the District website.[IVB-59]

The annual independent audit reports reflect sound fiscal management by the District. For each of the past six years, the independent auditors report has been unqualified for the District's financial statements. The District received unqualified reports from the auditors on compliance for five of the past six years. In 2008, the report was qualified due to a finding for Saddleback College on indirect rate calculations. The recommendations on the finding have been implemented.

In addition to the legal requirements of the Education Code, California Code of Regulations, federal guidelines, and other applicable statutes and regulations, California Community Colleges are required to present their financial statements in accordance with generally accepted accounting principles for state and local governments. Thus, the District and the College are in compliance with best practices in fiscal management.

Planning Agendas

None.

Standard IV.B.3.e

The Chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

In 2009, the Board adopted Board Policy 2101 (Delegation of Authority to the College President). The policy states:

> The President is the Chief Executive Officer of the College. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees in Board Policy 2100. The President is responsible for implementing the College's and District's policies.
>
> The President's administrative organization shall be the established authority on campus and the College President is the final authority at the college level.
>
> The Chancellor delegates authority to the College President for the following functions:

1. Leadership in the development and implementation of a sustainable master plan and integrated strategic plan. Based upon on-going institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promotion and support of learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Leadership in the development and implementation of career technical education to meet the needs in the community.
4. Leadership in the development and implementation of a comprehensive enrollment management plan.
5. Developing and monitoring the college budget and assume fiscal responsibility.
6. Providing college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Proposing strategies for selecting and retaining a diverse, high-quality full-time faculty, staff and administrators.
8. Selecting and extending offers of employment for faculty, administrators and classified positions for the college.
9. Providing leadership and empower the administrative team.
10. Providing leadership focusing on accountability and professional conduct.
11. Assuming a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations.
12. Developing and implementing emergency preparedness plans.
13. Providing a participatory governance process.
14. Other related functions.[IVB-18]

Self Evaluation

Board Policy 2101 (Delegation of Authority to the College President) was developed in response to a recommendation of the 2008 Accreditation Task Force. The Board Policy clearly delegates full responsibility and authority to the College President to implement and administer district policies and for the operation of the College. Board Policy 2101 was developed and adopted to clarify roles and responsibilities that, in the past, were the subject of concern, particularly the division of authority between the Chancellor and the College President in areas such as hiring.

Planning Agendas

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - A policy and procedure manual clearly delineating the role and scope of authority of the District in relation to the College, including the delineation of the responsibilities and functions of the District.

Standard IV.B.3.f

The district/system acts as the liaison between the colleges and the Governing Board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

In order to act as the liaison between the College and the Governing Board, the District uses several mechanisms to enhance communication, exchange information in a timely manner, and work jointly together to provide high quality education. As previously documented in Standard IV.B.1.e, since 2006, the Board Policy and Administrative Regulation Advisory Council has been working together collaboratively and collegially in developing and revising policies and regulations. The work of the council has assisted communication between members of the Board, District, and College. The membership of the council includes representatives from the College administration, Academic Senate, Classified Senate, and the employee bargaining units. Therefore, the institution has the opportunity to stay well-informed about District issues and board actions that have impact on their operations and educational quality.

As discussed in Standard IV.B.a, the District committee structure is designed to enhance communication and provide the District and College with the opportunity to work together collegially. All district-wide committees, councils, and teams have a defined purpose, membership, chair, and meeting schedule. College administrators are included on all district-level bodies and representatives of the Academic Senate, classified staff, and representatives of the bargaining units are included on appropriate district bodies. The College administration, faculty, classified staff, and the students participate in district decision making through a representative model (*Planning and Decision-Making Manual*).

In 2007, representatives from the District and the College developed the *South Orange County Community College Function Map*. The function map is intended to illustrate how the colleges and the District manage the distribution of responsibility by function as it pertains to accreditation standards.[IVB-60]

The participation of District representatives in the *2010 Accreditation Self Study* and the *2008 Progress Report* has enhanced communication between the District and the College. As documented in this self study, the Deputy Chancellor served as a member of the 2008 Progress Report Focus Group, the 2010 Accreditation Steering Committee as well as the Standard IV Task Force. The Vice-Chancellor of Human Resources served as a member of the Standard III.A (Human Resources) Task Force and District staff contributed to Standard III.D. (Financial Resources).

Self Evaluation

As documented in the 2006, 2007, 2008 Accreditation Reports and in this report, the Board Policy and Administrative Regulation Advisory Council has been effective in enhancing the communication and acting as a liaison between the College and the Governing Board.

While the district committee structure is designed to enhance communication and provide the opportunity for collaboration between the District and the College, it has not been assessed or evaluated for effectiveness. Additionally, the relationship between the district committees, councils, and teams and the reporting responsibilities are not defined.

The 2007 *South Orange County Community College Function Map* has not been evaluated as to its effectiveness.

As documented in the *2008 Progress Report* and in Standard IV.A, members of the Focus Group have consistently reported that including District representatives in the accreditation process has enhanced communication and provided the opportunity for the exchange of information in a timely manner.

According to the *2009 Employee Satisfaction Survey*, less than a majority of surveyed employees (47%) agreed that "The Chancellor communicates regularly with all constituencies" (13.3% "Strongly agree"; 33.7% "Somewhat agree") and a similar percentage (46%) agreed that the District "provides effective leadership that supports the College's mission" (14.4% "Strongly agree"; 31.5% "Somewhat agree").

Planning Agendas

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - A policy and procedure manual clearly delineating the role and scope of authority of the District in relation to the College, including the delineation of the responsibilities and functions of the District;
    - A policy and procedural manual clearly delineating the role and scope of authority of the Advanced Technology and Education Park in relation to the College.
    - Regular evaluation by the College (and modifications, if necessary) of the district-wide delineation of responsibilities and functions;
    - Regular feedback mechanisms at the College which assess the effectiveness of district services, including the Office of the Chancellor in meeting the needs and priorities of the institution; and
    - Regular evaluation by the College of the District's role, delineation, governance and decision-making structures and processes.

Standard IV.B.3.g

The district/system regularly evaluates district/system role delineation and governance and decision making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

As indicated above, presently, the District does not regularly evaluate its role, delineation of responsibilities, and governance and decision-making structures.

The Board and the College recognize that there have been issues at the District. With the selection of a new District Chancellor, all parties plan to work together to address the planning agendas identified in this report regarding the District and remedy the deficiencies.

Planning Agendas

1. The College's ongoing commitment to improvement in this area is expressed in comprehensive institutional planning agenda item number four. In order to promote educational excellence, integrity, and ensure effective support of the College in the South Orange County Community College District, the College will participate in the development of the following:

    - Regular evaluation by the College of the District's role, delineation, governance and decision-making structures and processes.

Evidence: Standard IV.B

IVB-1 Board Policy 112 Duties and Responsibilities of the Board of Trustees (8-27-07)
IVB-2 Board Policy 2100 Delegation of Authority to the Chancellor (11-19-02)
IVB-3 Board Policy 2001 Administrative Organization (9-29-03)
IVB-4 Board Policy 4011.6 Employment Procedures for Chancellor (7-24-06)
IVB-5 Board Policy and Administrative Regulation Website: *https://www1.socccd.cc.ca.us/Portal/MySite/Work/Employee%20Services/EmployeeDocumentsNew.aspx*
IVB-6 Board Minutes: Approval of District-wide Mission/Vision Statements and Goals (Item 5.1:6-25-07) (Item 6.1:6-24-08) (Item 6.6:6-22-09)
IVB-7 Board Policy 5300 Grading Policy (8-31-09)
Board Policy 5300.5 Grade Changes (6-24-08)
Board Policy 5301 Course Repetition (2-22-10)
Board Policy 5320 Academic Renewal (10-26-09)
Board Policy 5401 Rules and Regulations for Student Behavior (4-26-99)
Board Policy 5505 Grade Grievance Policy (2-26-07)
Board Policy 5600 Associate Degree Requirements (5-26-09)
IVB-8 Board Policy 2100.1 Delegation of Authority to the Academic Senate (7-26-04)
Board Policy 2100.2 Role and Scope of Authority of the Academic Senate (9-25-06)
Board Policy 6100 Curriculum (5-27-08)
Board Policy 6110 Articulation of Courses (11-14-05)
IVB-9 Office of the Chancellor: District Planning Task Force Recommendations (10-08-06)
Chancellor Memorandum: District-wide Planning Meetings (2-5-08), (11-20-08), (1-11-10)
IVB-10 Board Agenda Item: Collegial Consultation/Primary Reliance on the Academic Senate
IVB-11 Schedule of Board Meeting Discussion Topics for 2010 (3-11-10)
IVB-12 Board Policy 3100 Budget Preparation (4-28-08)
Board Policy 3101 Budget Management (4-28-08)
Board Policy 3101.5 Fiscal Management (4-28-08)
Board Policy 3102 Investment Policy (10-27-08)
IVB-13 Strategic Planning Oversight and Budget Development Committee Minutes: College Recommendations to District Resource Allocation Council
IVB-14 Board Policy 103 Board Membership (8-27-07)
Board Policy 106 Board Elections (8-27-07)
Board Policy 104 Student Member of the Board of Trustees (8-26-08)
IVB-15 Board Policy 128 Agendas (8-27-07)
Board Policy 120 Regular Meetings of the Board (8-27-07)
Board Policy 122 Closed Sessions (8-27-07)
Board Policy 124 Special and Emergency Meetings (8-27-07)

Board Policy 126 Quorum and Voting(8-27-07)
Board Policy 130 Public Participation at Board Meetings (8-27-07)
Board Policy 132 Speakers (8-27-07)
Board Policy 136 Minutes (8-27-07)

IVB-16 Board Policy 107 Board Policy and Administrative Regulation (8-27-07)
Administrative Regulation 107 Development of Board Policy and Administrative Regulation (6-14-07)

IVB-17 Approval of Board Policies: Board Policy and Administrative Manual Distribution (7-12-10)

IVB-18 Board Policy 2101 Delegation of Authority to the College President (1-20-09)

IVB-19 Board Policy 4011 Employment Procedures for Administrators and Classified Managers (8-31-09)

IVB-20 Board Policy 4073 Faculty Reassigned Time and Stipends (5-26-09)

IVB-21 Board Policy 109 Board Education (8-27-07)

IVB-22 Board of Trustees Meeting Reports: Board Travel Expenditures (Board Agendas for ll-17-08; 12-5-08)

IVB-23 2009-2010 Board of Trustee Memberships (7-21-09)
Board of Trustee Representatives on Local/State Task Forces and Committees (12-5-09)

IVB-24 Board Policy 5520 Accreditation (10-26-09)

IVB-25 Board Policy 172 Board Self-evaluation (8-27-07)

IVB-26 Notice and Agenda: Special Meeting (5-20-09)

IVB-27 Board Policy 1400 Code of Ethics for Members of the Board (9-29-03)

IVB-28 Board Policy 154 Conflict of Interest (2-22-10)

IVB-29 2008 Accreditation Progress Report Focus Group Minutes—reflecting open honest dialogue.
Accreditation Focus Group Minutes (6-13-08)
Accreditation Focus Group Minutes (6-27-08)

IVB-30 2010 Accreditation Self-Study Organization and Process (3-27-09)
2010 Accreditation Self-Study Steering Committee (2-27-09)
2010 Accreditation Standards Task Forces (2-27-09)
2010 Accreditation Standards Proposed Members (3-27-09)

IVB-31 Joint IVC and Saddleback College Standard IV Task Force Meeting Minutes (11-6-09; 11-16-09)

IVB-32 Board Policy 148 Evaluation of the Chancellor (8-27-07)
Board Policy 4011 Employment Procedures for Administrators and Managers (8-31-09)

IVB-33 Accreditation Progress Visit Report (11-30-06)

IVB-34 Board of Trustees Meeting Minutes (11-13-07: Item 5.3)

Board of Trustees Meeting Minutes (11-17-08: Item 6.7)

IVB-35 Classified Hiring Priority List: 2009-2010
Minutes: Strategic Planning Oversight and Budget Development Committee-Classified Hiring Priority List (5-6-09) (6-16-10)
Classified Staffing Chart from Human Resources (12-9-09)
2010-2011 Classified Hiring Priority List

IVB-36 *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (3-10):
http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx
Faculty Position Description

IVB-37 Board Policy 4090 Evaluation of Administrators and Classified Management Personnel (10-30-06)
Administrative Regulation 4090 Evaluation of Administrators/Classified Leadership Employees (5-10-07)
Performance Review Administrators and Managers
Classified Performance Review

IVB-38 Approval: Dean of Academic Programs, Student Learning & Research Academic, Facilities, and Technology Planning Minutes (2-3-09)
Academic Senate Minutes (2-26-09)
Strategic Planning Oversight and Budget Development Committee (3-11-09)
College Council Meeting Minutes (3-11-09)
Board of Trustees Special Meeting Agenda (8-4-10)

IVB-39 Sample: InFORM Data Warehouse Program Review Data (7-15-10)

IVB-40 Institutional Effectiveness Committee Website-Institutional Effectiveness Reports Posted:
http://www.ivc.edu/CollegePlanning/iec/Institutional%20Effectiveness%20Annual%20Reports/pages/default.aspx
Board of Trustees Meeting Minutes: 2006-2007 Institutional Effectiveness Report (11-07 Agenda,12-07 Minutes)
Board of Trustees Meeting Minutes: 2007-2008 Institutional Effectiveness Report (12-08 Agenda, 1-08 Minutes)
Board of Trustees Meeting Minutes: 2008-2009 Institutional Effectiveness Report (9-09 Agenda; 10-09 Minutes)
Academic Senate Minutes: Discussion of the 2007-2008 Institutional Effectiveness Report (8-08)
Academic Senate Minutes: Discussion of the 2008-2009 Institutional Effectiveness Report (11-19-09)

IVB-41 Five Strategic Planning Charts: Charge, Membership, Reporting Responsibility (Updated: 3-10)

IVB-42 Irvine Valley College Strategy Form (11-5-08; revised 7-10-09)

IVB-43 2008-2009 Irvine Valley College: Strategic Planning Inventory (6-4-09)

IVB-44 Strategic Planning Oversight and Budget Development Committee: Annual Planning Retreat Agendas and Minutes (7-11-07; 6-20-08; 7-10-09; 7-14-10)
2009-2010 Strategic Planning and Budget Development Timeline (9-17-08; revised 7-10-09)

IVB-45 Board of Trustee Meeting Minutes: Approval of the Development and Update of the Educational and Facilities Master Planning Process (2-22-10)

IVB-46 2009-2010 Student Learning Outcomes Budget
2010-2011 Student Learning Outcomes Budget

IVB-47 College-wide Strategic Planning Meeting Announcement (1-30-08)
College-wide Strategic Planning Meeting Announcement (2-26-08)
All-College Meeting Accreditation Dialog Agenda (4-30-08)
College-wideAccred Dialogue announcement (8-1-08)
College-wide Accreditation Update Announcement (8-19-08)
College-wide 2010 Accreditation Self Study Dialog Announcement (4-7-09)
College-wide Budget and Strategic Planning Presentation (8-17-09)
College-wide Strategic Planning and Decision-Making Meeting Announcement (10-28-09)
College-Wide Strategic Planning Meeting Video Presentation (10-23-09): (*http://irvinevalleycollege.mediasite.com/mediasite/Viewer/?peid=dbf1eacd73904373add012e0406c9b2d*)
College-wide Accreditation Meeting Announcement (5-3-10)
Classified Senate Agenda: Planning and Decision-Making Presentation (9-30-09)

IVB-48 Strategic Planning Oversight and Budget Development Committee: Strategic Planning and College Budget Development Process (11-11-09)

IVB-49 Link to South Orange County Community College District Audit Reports: *http://www.socccd.org/businessservices/bs_fiscal_audit.html*

IVB-50 2009-2010 Final Budget, pp. 3-5; pp. 19

IVB-51 2008-2009 Final Budget, pp. 20

IVB-52 2007-2008 Final Budget, pp. 20

IVB-53 Office of the President Monthly Newsletter: President's Open Door (6-29-10)

IVB-54 South Orange County Community College District: District Services Survey Fall 2009

IVB-55 Board Policy 3100 Budget Preparation (4-28-08)
Board Policy 3101 Budget Management (4-28-08)
Board Policy 3101.5 Fiscal Management (4-28-08)

IVB-56 South Orange County Community College District Budget Development Guidelines 2009-2010

IVB-57 Board of Trustees Meeting Agenda, Item 16: Process for the Allocation of District Basic Aid Funds for Priority Projects (8-29-05)

IVB-58 *California Community Colleges Chancellor's Office: Budget and Accounting Manual* (2000): *http://cccco.edu/LinkClick.aspx?link=381&tabid=331*

IVB-59 Link to South Orange County Community College District Budgets: *http://www.socccd.org/businessservices/bs_fiscal_budget.html*

IVB-60 South Orange County Community College District Function Map (5- 17-07)