



IRVINE VALLEY  
COLLEGE

# 2017 INSTITUTIONAL SELF EVALUATION REPORT



THE PATH TO YOUR FUTURE

# IRVINE VALLEY COLLEGE

## **2017 INSTITUTIONAL SELF EVALUATION REPORT**



# IRVINE VALLEY COLLEGE

## **2017 Institutional Self Evaluation Report 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,  
Western Association of Schools and Colleges

## Certification of the 2017 Comprehensive Institutional Self Evaluation Report

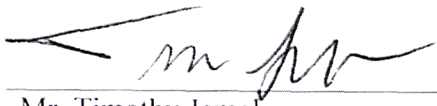
To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Dr. Glenn Roquemore  
Irvine Valley College  
5500 Irvine Center Dr, Irvine, CA 92618

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

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

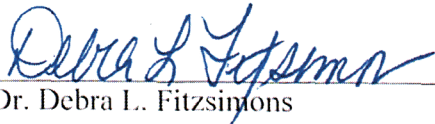
Signatures:



Mr. Timothy Jemal

President, SOCCCD Board of Trustees

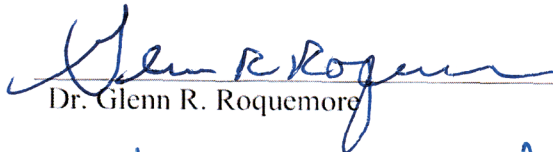
11/18/16  
Date



Dr. Debra L. Fitzsimons

Interim Chancellor, SOCCCD

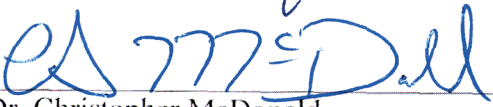
11/18/16  
Date



Dr. Glenn R. Roquemore

President, Irvine Valley College

11/18/16  
Date



Dr. Christopher McDonald

Interim Vice President for Instruction  
Accreditation Liaison Officer

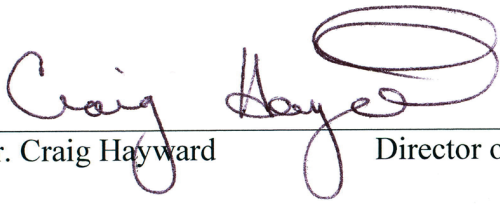
11/18/16  
Date



Dr. Katherine T. Schmeidler

President, IVC Academic Senate  
Accreditation Work Group Co-Chair

11/18/16  
Date



Dr. Craig Hayward

Director of Research, Planning & Accreditation  
Accreditation Work Group Co-Chair

11/14/16  
Date



Ms. Karen Martin

President, IVC Classified Senate

11/14/16  
Date



Ms. Te'Veannah I. Smith

President, Associated Students of IVC

11/14/16  
Date

## **Table of Contents**

|                                                             |    |
|-------------------------------------------------------------|----|
| Table of Contents .....                                     | 1  |
| Introduction .....                                          | 5  |
| About Irvine Valley College .....                           | 5  |
| Community and Student Demographics and Data .....           | 7  |
| Service Area Characteristics .....                          | 7  |
| Service Area Profile .....                                  | 7  |
| Service Area Demographics .....                             | 8  |
| Top Occupations .....                                       | 9  |
| Enrollment Patterns .....                                   | 11 |
| Full-Time/Part-Time Status .....                            | 12 |
| Credit and Non-Credit Course Enrollment .....               | 13 |
| Credit and Non-Credit FTES .....                            | 14 |
| Career Technical Education (CTE) Enrollments and FTES ..... | 15 |
| Basic Skills Enrollments and FTES .....                     | 16 |
| Student Demographic Data .....                              | 18 |
| Age .....                                                   | 18 |
| Gender .....                                                | 19 |
| Ethnicity .....                                             | 20 |
| Socioeconomic Status .....                                  | 21 |
| Enrollment Status .....                                     | 22 |
| Educational Goals .....                                     | 23 |
| Employee Characteristics .....                              | 25 |
| Permanent Employee Headcount .....                          | 25 |
| Full-time Faculty – Ethnicity .....                         | 26 |
| Classified Staff – Ethnicity .....                          | 27 |
| Administrator and Manager – Ethnicity .....                 | 28 |
| Off-Campus Sites and Distance Education .....               | 29 |
| Off-Campus Sites .....                                      | 29 |

|                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| Advanced Technology and Education Park (ATEP) .....                                | 29 |
| Early College Program.....                                                         | 29 |
| Off-Campus Site and Center Information.....                                        | 29 |
| Distance Education .....                                                           | 31 |
| Online Instruction .....                                                           | 31 |
| Student Achievement Data .....                                                     | 32 |
| Course Completion Rates .....                                                      | 32 |
| Overall, Basic Skills and CTE Course Success Rates .....                           | 34 |
| Course Success Rates by Enrollment Status.....                                     | 35 |
| Scorecard Completion Rate – Prepared Versus Unprepared .....                       | 36 |
| Persistence Rate .....                                                             | 37 |
| Overall Units Attempted and Units Earned .....                                     | 38 |
| College Preparedness .....                                                         | 39 |
| Progression to the Next Level.....                                                 | 42 |
| Degrees and Certificates Awarded .....                                             | 48 |
| Transfers to UC and CSU .....                                                      | 50 |
| Transfers to Other Institutions .....                                              | 51 |
| Institution Set Standards .....                                                    | 52 |
| Course Completion .....                                                            | 52 |
| Degree/Certificate Completion .....                                                | 52 |
| Transfer .....                                                                     | 52 |
| Job Placement .....                                                                | 53 |
| Integrated Postsecondary Education Data System (IPEDS) Data Analysis .....         | 55 |
| Organization of Self Evaluation Process .....                                      | 57 |
| Background .....                                                                   | 57 |
| Organizational Charts/Function Maps .....                                          | 63 |
| South Orange County Community College District Management Organizational Charts .. | 63 |
| Irvine Valley College Management Organizational Charts.....                        | 67 |
| District Function Map .....                                                        | 71 |
| Certification of Continued Compliance with Eligibility Requirements .....          | 71 |
| 1. Authority .....                                                                 | 71 |
| 2. Operational Status .....                                                        | 71 |
| 3. Degrees .....                                                                   | 71 |

|                                                                                                            |     |
|------------------------------------------------------------------------------------------------------------|-----|
| 4. Chief Executive Officer .....                                                                           | 72  |
| 5. Financial Accountability .....                                                                          | 72  |
| Compliance with Commission Policies .....                                                                  | 74  |
| Policy on Rights and Responsibilities of the Commission and Member Institutions.....                       | 74  |
| Policy on Institutional Degrees and Credits .....                                                          | 75  |
| Policy on Transfer Credit.....                                                                             | 76  |
| Policy on Distance Education and on Correspondence Education .....                                         | 78  |
| Policy on Representation of Accredited Status.....                                                         | 80  |
| Policy on Student and Public Complaints against the Institution .....                                      | 81  |
| Policy on Institutional Advertising, Student Recruitment, and Representation of<br>Accredited Status ..... | 83  |
| Policy on Contractual Relationships with Non-Regionally Accredited Organizations .....                     | 83  |
| Policy on Institutional Compliance with Title IV .....                                                     | 83  |
| Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....                  | 85  |
| Standard I.A: Mission, Academic Quality and Institutional Effectiveness, and Integrity...                  | 86  |
| Standard I.B: Assuring Academic Quality and Institutional Effectiveness.....                               | 92  |
| Standard I.C: Institutional Integrity .....                                                                | 107 |
| Standard II: Student Learning Programs and Support Services.....                                           | 124 |
| Standard II.A: Instructional Programs .....                                                                | 125 |
| Standard II.B: Library and Learning Support Services .....                                                 | 141 |
| Standard II.C: Student Support Services .....                                                              | 148 |
| Standard III: Resources .....                                                                              | 174 |
| Standard III.A: Human Resources .....                                                                      | 175 |
| Standard III.B: Physical Resources .....                                                                   | 197 |
| Standard III.C: Technology Resources .....                                                                 | 210 |
| Standard III.D: Financial Resources .....                                                                  | 220 |
| Standard IV: Leadership and Governance .....                                                               | 243 |
| Standard IV.A: Decision-Making Role and Processes .....                                                    | 246 |
| Standard IV.B: Chief Executive Officer .....                                                               | 263 |
| Standard IV.C: Governing Board .....                                                                       | 279 |
| Standard IV.D: Multi-College Districts or Systems .....                                                    | 295 |
| Quality Focus Essay: Institutional Effectiveness.....                                                      | 308 |
| Action Project One: Disaggregated Student Learning Outcomes .....                                          | 308 |



|                                                                    |     |
|--------------------------------------------------------------------|-----|
| Action Project Two: Online Education.....                          | 312 |
| Action Project Three: Resource Allocation Process.....             | 321 |
| Changes and Plans Arising out of the Self Evaluation Process ..... | 325 |
| Appendices.....                                                    | 328 |
| List of Acronyms .....                                             | 328 |
| Evidence List .....                                                | 334 |



IRVINE VALLEY  
COLLEGE

## INTRODUCTION

- PRESENTATION OF STUDENT ACHIEVEMENT DATA
- INSTITUTION-SET STANDARDS



THE PATH TO YOUR FUTURE

## **Introduction**

### **About Irvine Valley College**

Opened in 1979 as Saddleback College North Campus, Irvine Valley College (IVC) received its current name and independent status in July 1985. In July 1988, the College received its first accreditation as a separate institution, a status accorded by the Western Association of Schools and colleges (WASC). In 2015, the College celebrated its 30th anniversary as an accredited California community college.

IVC currently ranks number two among California community colleges, and number one in Orange County, for its four-year institution transfer rate. The College offers a full complement of programs, from programs in traditional liberal arts and sciences to programs in advanced technologies. IVC has established a reputation for excellence within the community and among the student population. The success of the College's many programs has been reflected in its continued enrollment growth. At present, over 14,000 students participate in the College's day, evening, weekend and online programs. All instructional programs at the College are housed within 10 academic schools. Full-time instructional deans work with the vice president for instruction and the president in overseeing the instructional activities of the College.

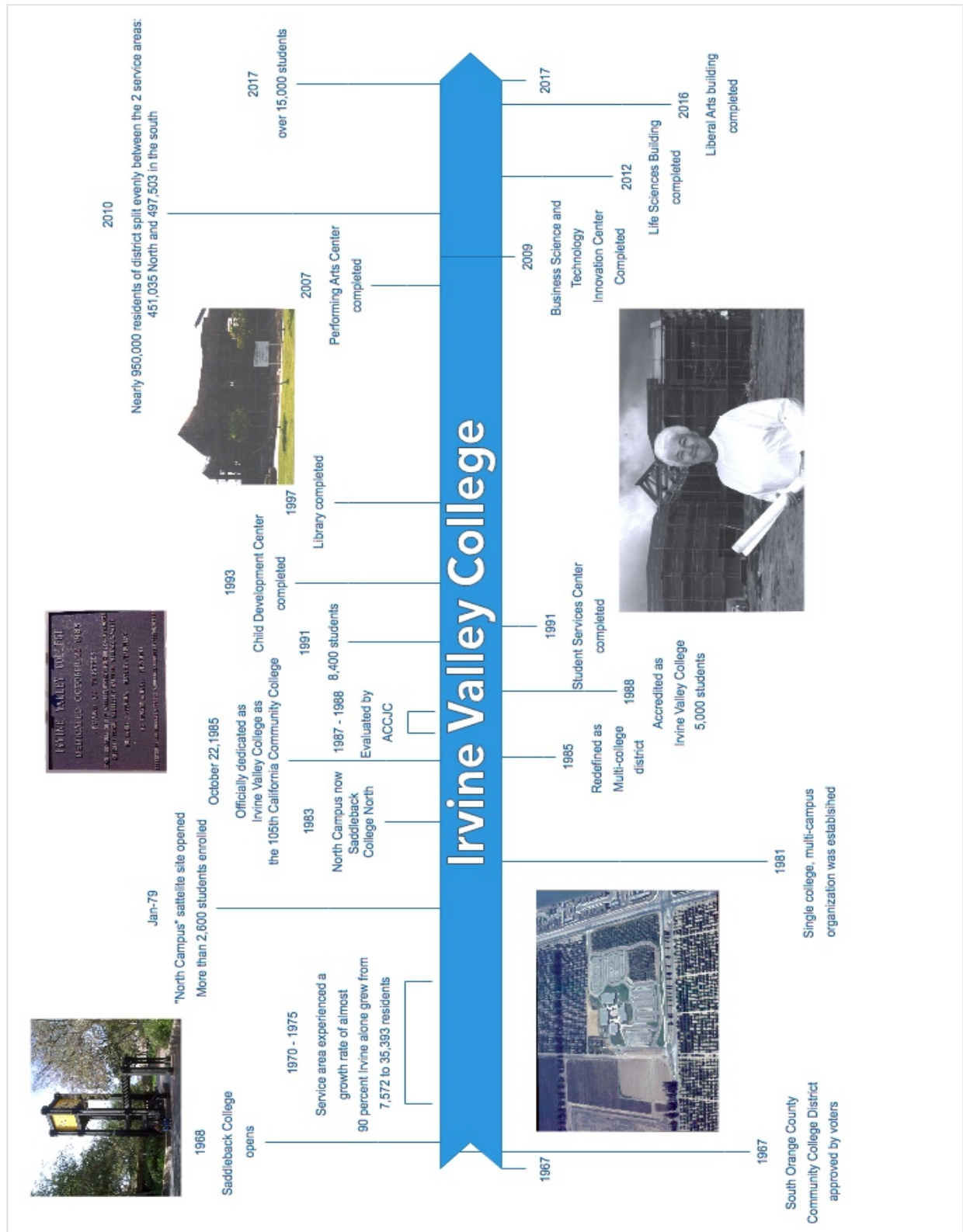
IVC is a public community college funded by a combination of state and local tax dollars. Through its Foundation, the College also actively solicits private donations from individuals and corporations to support its capital outlay projects, program needs, and student scholarships. The seven-member Board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

---

*Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.*

---

### Figure 1: Irvine Valley College Historical Timeline



## **Community and Student Demographics and Data**

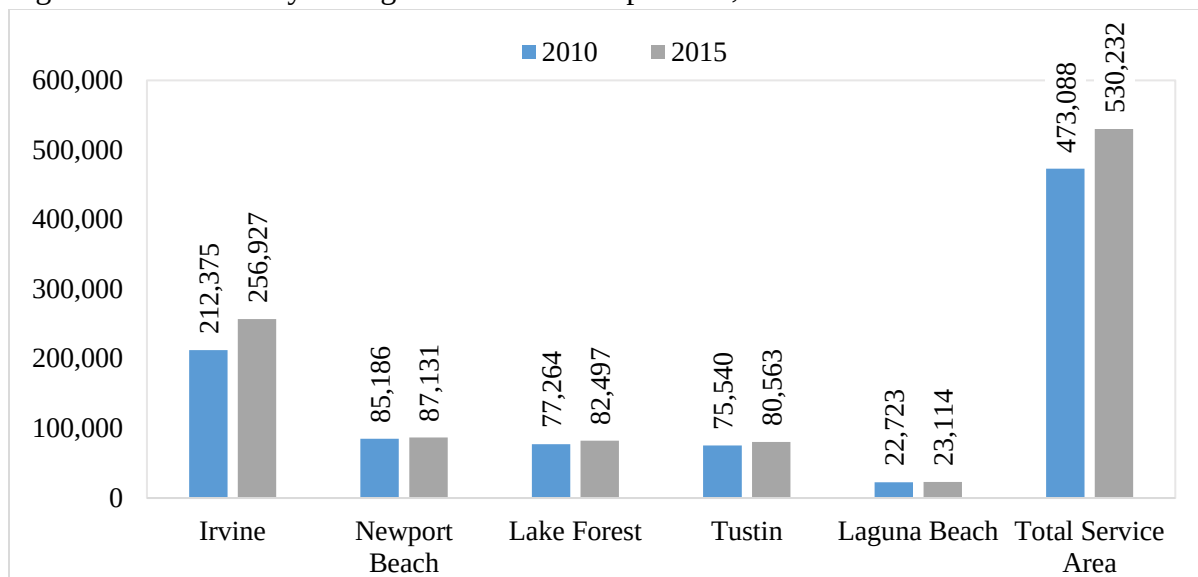
Data on Irvine Valley College's student and faculty populations indicate significant changes since the last Accreditation Self-Study in 2010.

### **Service Area Characteristics**

#### **Service Area Profile**

Located in the northern half of the South Orange County Community College District, Irvine Valley College serves the residents of Irvine, Tustin, Laguna Beach, Newport Beach, Lake Forest, and the surrounding communities. The College also serves international students and online students. According to the 2015 American Community Survey, the population of the IVC service area in 2015 was 530,232, which represents an increase of 12% from its population of 473,088 in 2010, and an increase of more than twice the rate of that for the state of California (5% during this same time period).

Figure 2: Irvine Valley College Service Area Population, 2010 Versus 2015



Source: 2015 American Community Survey

## Service Area Demographics

Tables 1 and 2 display key demographic information from communities in Irvine Valley College's service area. There is great ethnic and socioeconomic diversity within the IVC service area. Irvine residents are generally well-educated (66% of adults have earned at least a bachelor's degree) and financially secure (\$110,000 is the median family income). The city of Irvine has a substantial Asian community (39%); the cities of Lake Forest and Tustin contain sizeable Latino communities (24% and 41% respectively). Residents from these communities have relatively lower levels of educational attainment and median family incomes. Although these figures are lower than those for Irvine, these figures are still higher than the statewide figures (an average of 29% of adults in California earned at least a bachelor's degree, and \$70,000 is the median family income). Residents from Laguna Beach and Newport Beach tend to be older, earn 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 1: Service Area Population by Ethnicity/Race

| City                 | White | Asian | Hispanic | African American | Mixed Ethnicity |
|----------------------|-------|-------|----------|------------------|-----------------|
| <b>Irvine</b>        | 44.4% | 38.7% | 9.9%     | 1.9%             | 4.5%            |
| <b>Newport Beach</b> | 81.2% | 7.4%  | 8.2%     | 0.4%             | 2.3%            |
| <b>Lake Forest</b>   | 55.5% | 14.9% | 24.0%    | 1.8%             | 2.9%            |
| <b>Tustin</b>        | 32.4% | 20.2% | 41.4%    | 2.4%             | 2.3%            |
| <b>Laguna Beach</b>  | 85.3% | 4.0%  | 6.9%     | 0.7%             | 2.6%            |

Source: 2015 American Community Survey

Table 2: Service Area Population by Various Demographics

|                      | Median Age | % Female | Median Family Income | % BA+ |
|----------------------|------------|----------|----------------------|-------|
| <b>Irvine</b>        | 34.0       | 50.8%    | \$110,000            | 65.6% |
| <b>Newport Beach</b> | 44.7       | 49.9%    | \$154,000            | 64.5% |
| <b>Lake Forest</b>   | 38.2       | 50.6%    | \$109,000            | 44.1% |
| <b>Tustin</b>        | 34.2       | 51.0%    | \$77,000             | 38.8% |
| <b>Laguna Beach</b>  | 50.1       | 50.1%    | \$139,000            | 64.3% |

Source: 2015 American Community Survey



## Top Occupations

Table 3 outlines the top ten occupations by number of Orange County jobs that require some college, a postsecondary non-degree award, or an associate degree. Over the next five years, there is an expected 5% increase in the top ten occupations, despite a 2% decline over the five-year period. The occupations of bookkeeping, accounting, and auditing clerks (combined) are expected to remain the top occupational area through 2021. Of the top ten occupations in Orange County, nursing assistant is projected to have the greatest five-year change with a 17% increase, placing it as the third top occupation in the county.

Table 3: Top Ten Occupations in Orange County Requiring Some College, Postsecondary Non-Degree Award or Associate Degree (by Number of Jobs)

| Occupation                                        | 2016<br>Jobs  | 2021<br>Jobs  | 2016 - 21<br>Change | 2016 – 21<br>% Change |
|---------------------------------------------------|---------------|---------------|---------------------|-----------------------|
| Bookkeeping, Accounting, and Auditing Clerks      | 20,259        | 19,804        | (455)               | (2%)                  |
| Teacher Assistants                                | 12,678        | 13,001        | 323                 | 3%                    |
| Nursing Assistants                                | 8,353         | 9,759         | 1,406               | 17%                   |
| Heavy and Tractor-Trailer Truck Drivers           | 8,127         | 8,143         | 16                  | 0%                    |
| Hairdressers, Hairstylists, and Cosmetologists    | 7,674         | 8,319         | 645                 | 8%                    |
| Medical Assistants                                | 7,642         | 8,547         | 905                 | 12%                   |
| Licensed Practical and Licensed Vocational Nurses | 7,441         | 8,228         | 787                 | 11%                   |
| Computer User Support Specialists                 | 7,367         | 7,739         | 372                 | 5%                    |
| Automotive Service Technicians and Mechanics      | 6,371         | 6,486         | 115                 | 2%                    |
| Dental Assistants                                 | 5,880         | 6,512         | 632                 | 11%                   |
| <b>Total</b>                                      | <b>91,793</b> | <b>96,535</b> | <b>4,742</b>        | <b>5%</b>             |

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA

Table 4 outlines the ten occupations with the greatest projected growth over the next five years. The number of occupational therapy assistants is expected to grow by 28%, followed by physical therapist assistants (25%), and nursing assistants (17%).

Table 4: Top Ten Occupations in Orange County Requiring Some College, Postsecondary Non-Degree Award or Associate Degree by Job Growth Rate (2016 jobs >=100)

| Occupation                                                                | 2016 Jobs | 2021 Jobs | 2016 - 21 Change | 2016 - 21 % Change |
|---------------------------------------------------------------------------|-----------|-----------|------------------|--------------------|
| <b>Occupational Therapy Assistants</b>                                    | 307       | 394       | 87               | 28%                |
| <b>Physical Therapist Assistants</b>                                      | 686       | 858       | 172              | 25%                |
| <b>Nursing Assistants</b>                                                 | 8,353     | 9,759     | 1,406            | 17%                |
| <b>Massage Therapists</b>                                                 | 3,565     | 4,108     | 543              | 15%                |
| <b>Morticians, Undertakers, and Funeral Directors</b>                     | 106       | 121       | 15               | 14%                |
| <b>Dental Hygienists</b>                                                  | 2,351     | 2,676     | 325              | 14%                |
| <b>Diagnostic Medical Sonographers</b>                                    | 391       | 445       | 54               | 14%                |
| <b>Environmental Science and Protection Technicians, Including Health</b> | 394       | 444       | 50               | 13%                |
| <b>Healthcare Practitioners and Technical Workers, All Other</b>          | 262       | 295       | 33               | 13%                |
| <b>Dietetic Technicians</b>                                               | 159       | 179       | 20               | 13%                |
| <b>Total</b>                                                              | 16,576    | 19,279    | 2,703            | 16%                |

Source: Economic Modeling Specialists, Inc. (EMSI) Quarterly Census of Employment and Wages (QCEW) Q3 2016 Data Set for Orange County, CA

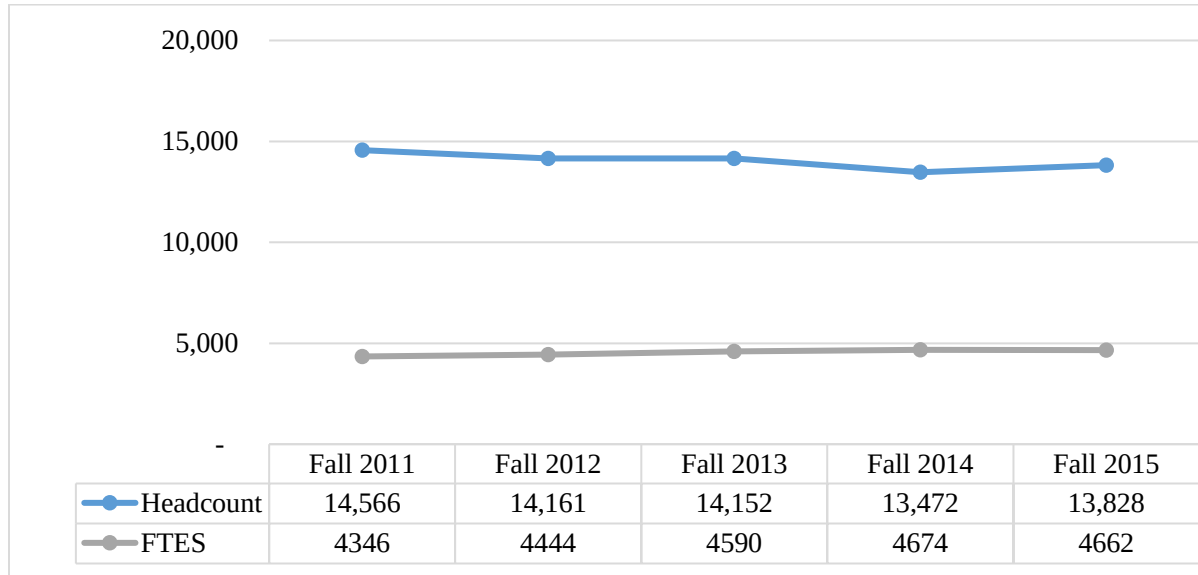




## Enrollment Patterns

Headcount (unduplicated enrollment) has decreased by 5% from fall 2011 to fall 2015, as contrasted with an increase of 7% in full-time equivalent students (FTES) generated by an increase in the proportion of full-time students and the average unit load per student.

Figure 3: Unduplicated Student Headcount and Full-Time Equivalent Students, Fall 2011-Fall 2015

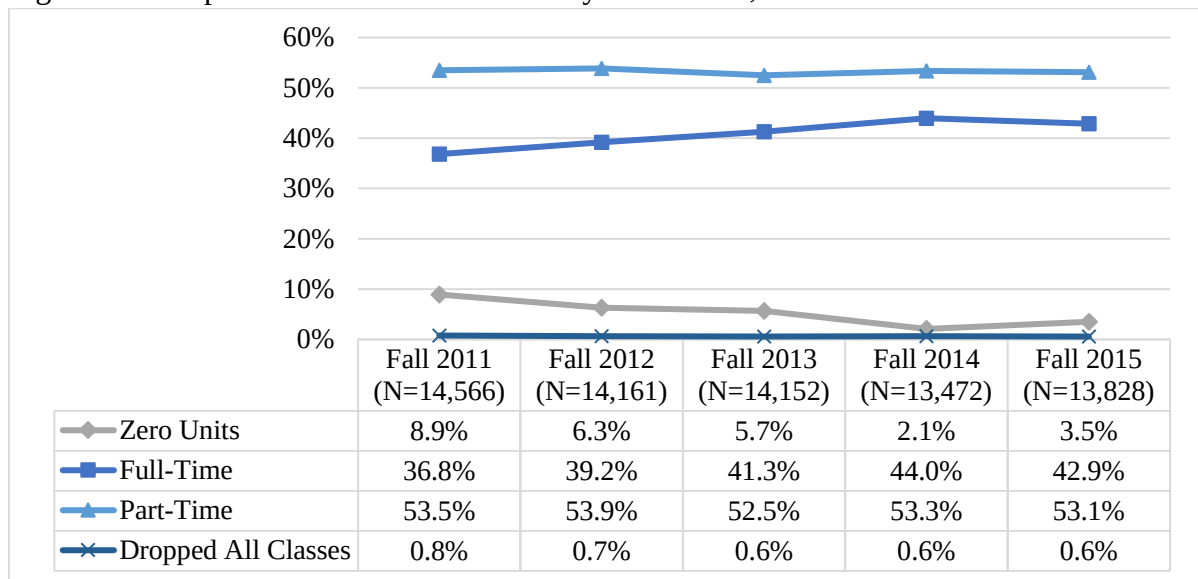


Source: SOCCCD inFORM Data Warehouse

## Full-Time/Part-Time Status

The unit status distribution of IVC students has changed substantially since fall 2011. The percent of full-time students has increased by six percentage points (from 37% to 43%). The percent of part-time students has remained steady over the years. The percent of students enrolled solely in not-for-credit courses (zero units) has decreased (from 9% to 4%).

Figure 4: Unduplicated Student Headcount by Unit Status, Fall 2011-Fall 2015

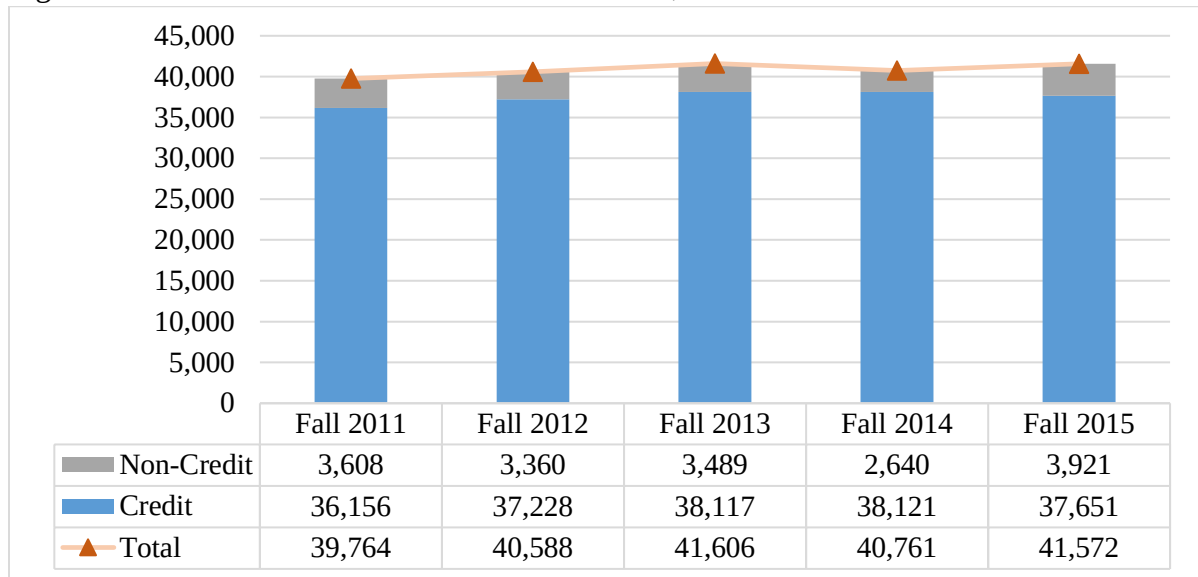


Source: SOCCCD inFORM Data Warehouse

## Credit and Non-Credit Course Enrollment

As depicted in Figure 5, total enrollments have remained steady over the last five years, with an average of 40,858. The difference in course enrollments by credit and non-credit status also remains level, with most enrollments in credit sections (an average of 92%). Credit courses include degree-applicable and non-degree-applicable courses.

Figure 5: Credit and Non-Credit Course Enrollment, Fall 2011 to Fall 2015

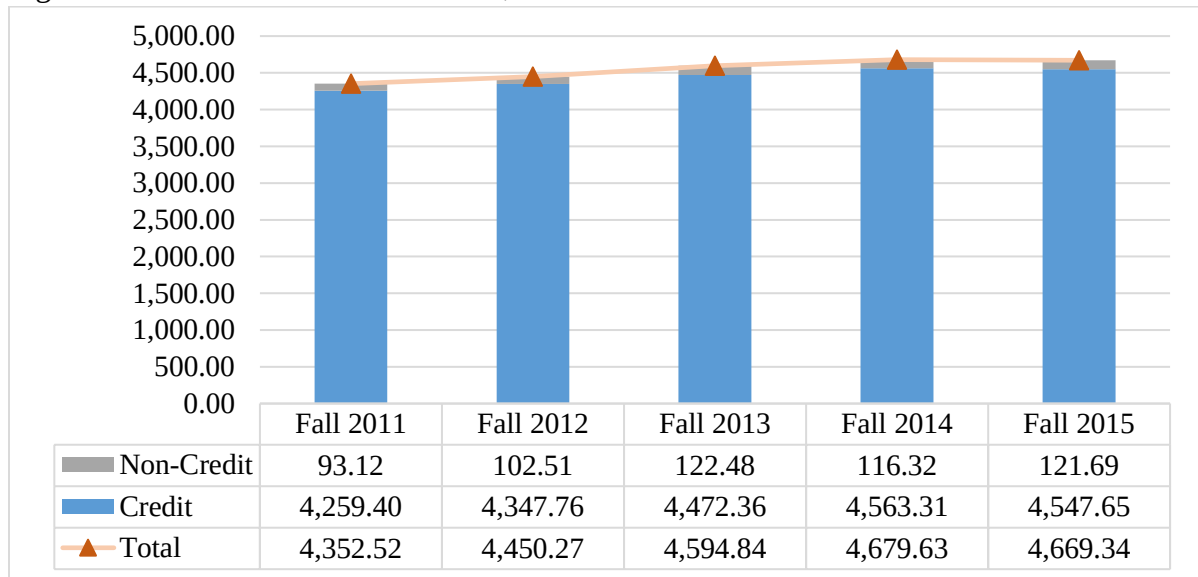


Source: SOCCCD inFORM Data Warehouse

## Credit and Non-Credit FTES

Since fall 2011, FTES overall has gradually increased, reaching a five-year high of 4,669.34. FTES for both credit and non-credit sections has increased over the years, leaving the ratio of credit and non-credit FTES levels unchanged throughout the last five years.

Figure 6: Credit and Non-Credit FTES, Fall 2011 to Fall 2015

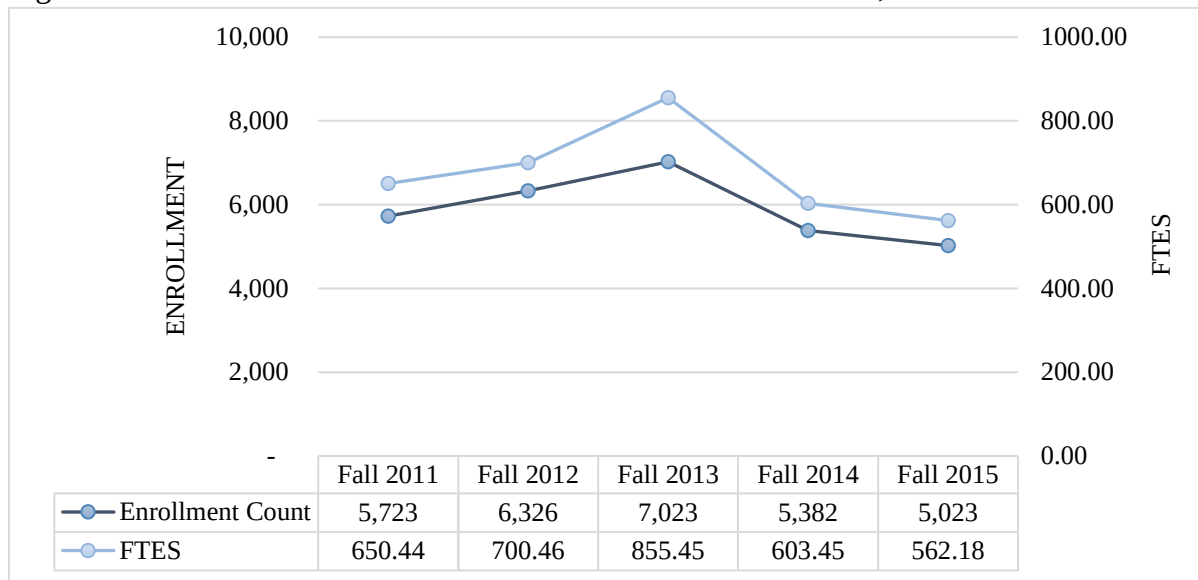


Source: SOCCCD inFORM Data Warehouse

## Career Technical Education (CTE) Enrollments and FTES

CTE enrollment decreased 12% from 5,723 in fall 2011 to 5,023 in fall 2015. The number of CTE full-time equivalent students (FTES) decreased 14% over the five-year period.

Figure 7: Career Technical Education Enrollment Counts and FTES, Fall 2011-Fall 2015

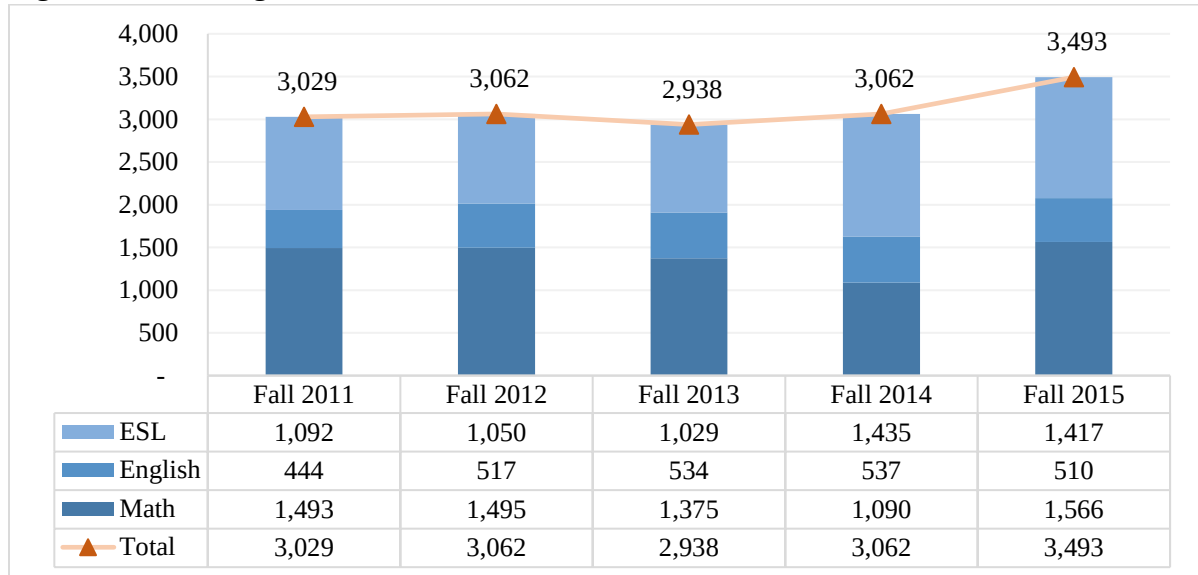


Source: SOCCCD inFORM Data Warehouse

## Basic Skills Enrollments and FTES

From fall 2011 to fall 2015, basic skills enrollments increased by 5% in math, 15% in English, and 30% in English as a Second Language (ESL). Overall basic skills enrollment increased by 15% from 3,029 in fall 2011 to 3,493 in fall 2015.

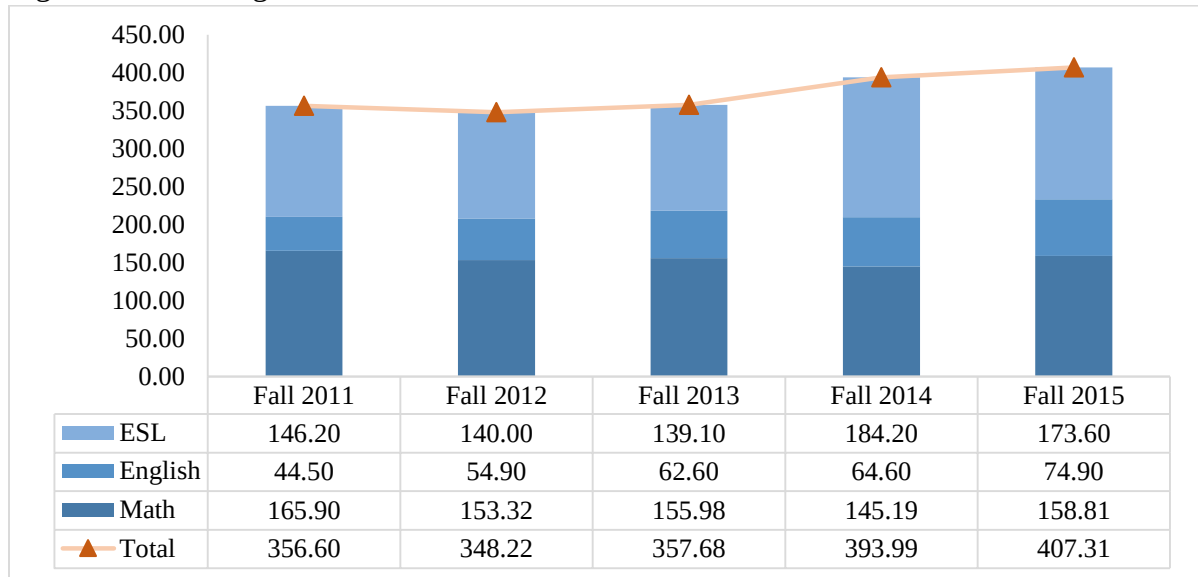
Figure 8: Math, English, and ESL Basic Skills Enrollment Counts, Fall 2011-Fall 2015



Source: SOCCCD inFORM Data Warehouse

Compared to fall 2011, despite the increase in basic skills enrollments, math basic skills FTES decreased 4% from 165.90 to 158.81 in fall 2015. During this same five-year time period, English basic skills FTES increased 68% while ESL FTES increased by 19%. Overall basic skills FTES increased 14% from 356.60 in fall 2011 to 407.31 in fall 2015. Basic skills FTES accounted for 9% of all FTES in fall 2015.

Figure 9: Math, English, and ESL FTES, Fall 2011-Fall 2015



Source: SOCCCD inFORM Data Warehouse



## Student Demographic Data

### Age

The age distribution of IVC students has changed since fall 2011, with an increased representation among students between 18 to 24 years old, who now comprise nearly three-fourths of the student population. In contrast, the population of students ages 30 and older has decreased by eight percentage points from fall 2011 (29%) to fall 2015 (21%). The oldest age group (over 59) experienced the greatest change over the five-year period, decreasing by 57%.

Table 5: Student Age Distribution, Fall 2011-Fall 2015

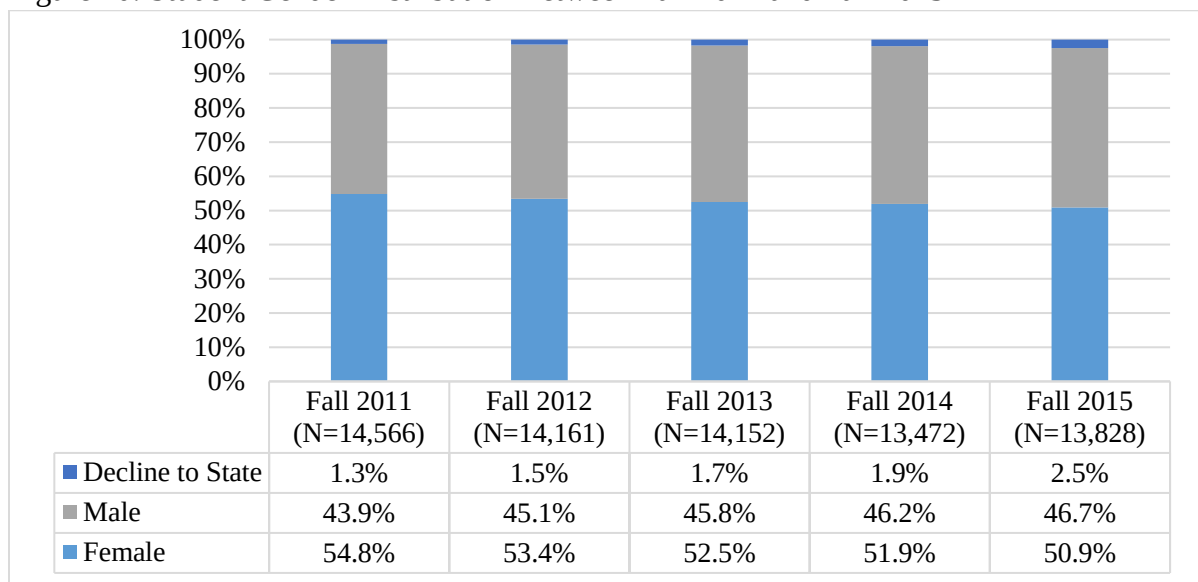
|                 | Fall 2011<br>(N=14,566) | Fall 2012<br>(N=14,161) | Fall 2013<br>(N=14,152) | Fall 2014<br>(N=13,472) | Fall 2015<br>(N=13,828) |
|-----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Below 18</b> | 5.9%                    | 6.6%                    | 5.8%                    | 5.5%                    | 6.1%                    |
| <b>18-21</b>    | 41.5%                   | 44.3%                   | 46.1%                   | 49.0%                   | 48.3%                   |
| <b>22-29</b>    | 23.7%                   | 23.6%                   | 24.1%                   | 24.7%                   | 24.7%                   |
| <b>30-39</b>    | 9.6%                    | 9.4%                    | 9.1%                    | 9.4%                    | 8.9%                    |
| <b>40-49</b>    | 6.2%                    | 5.8%                    | 5.6%                    | 5.6%                    | 5.4%                    |
| <b>50-59</b>    | 4.2%                    | 3.8%                    | 3.6%                    | 3.2%                    | 2.8%                    |
| <b>Over 59</b>  | 9.0%                    | 6.5%                    | 5.8%                    | 2.6%                    | 3.8%                    |

Source: SOCCCD inFORM Data Warehouse

## Gender

In fall 2015, 51% of IVC students identified as female, 47% identified as male, and 3% declined to state their gender. Between fall 2011 and fall 2015, the percentage of students identifying as female decreased by 7%, while the percentage of students identifying as male increased by 6%. During this time, the College has seen an increase in students declining to state their gender (from 1% in fall 2011 to 3% in fall 2015).

Figure 10: Student Gender Distribution Between Fall 2011 and Fall 2015



Source: SOCCCD inFORM Data Warehouse

## Ethnicity

Irvine Valley College serves an ethnically diverse student population, as outlined in Table 6. In fall 2015, 37% of students identified as non-Hispanic white, 28% identified as Asian, 17% as mixed ethnicity, 13% as Hispanic/Latino, and 2% as African American. Pacific Islander, Native American/Alaskan Native, Middle Eastern, and other non-white students combined account for less than one percent of the IVC student body. 2% of students declined to state their ethnicity.

Between fall 2011 and fall 2015, large shifts have occurred in the ethnic composition of IVC. The percentage of white students has declined by four percentage points, while the combined percentage of mixed ethnicity and Hispanic/Latino students has increased 7%. In 2015, fewer students declined to state their ethnicity (only 2% compared to 6% in fall 2011), suggesting that IVC is more accurately assessing the complex ethnicities of an increasing proportion of students.

Given that mixed ethnicity students now comprise a substantial proportion of the IVC student body, additional analyses revealed that 39% of mixed ethnicity students were white and Hispanic, 20% were white and Asian, 10% were Hispanic from multiple countries, and 7% were Asian from multiple countries. Other ethnicity combinations comprised fewer than 4% of the total mixed ethnicity student population.

Table 6: Student Ethnicity Distribution between Fall 2011 and Fall 2015

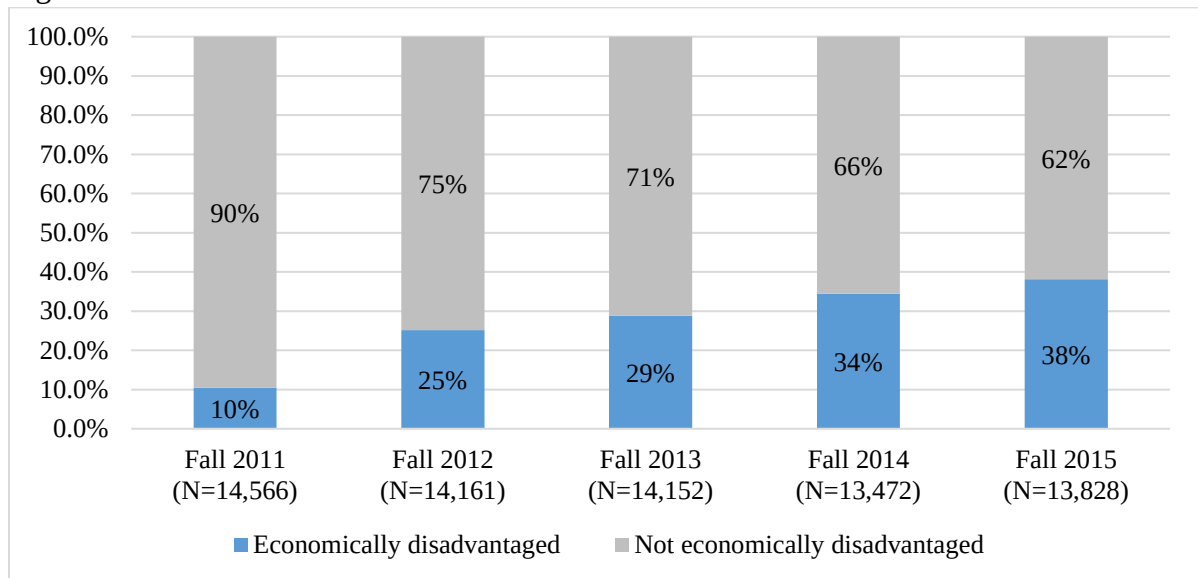
|                          | Fall 2011<br>(N=14,566) | Fall 2012<br>(N=14,161) | Fall 2013<br>(N=14,152) | Fall 2014<br>(N=13,472) | Fall 2015<br>(N=13,828) |
|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>White</b>             | 40.8%                   | 40.1%                   | 38.2%                   | 36.5%                   | 36.9%                   |
| <b>Asian</b>             | 27.3%                   | 26.8%                   | 27.7%                   | 27.9%                   | 28.1%                   |
| <b>Mixed Ethnicity</b>   | 12.7%                   | 14.7%                   | 15.5%                   | 16.7%                   | 16.8%                   |
| <b>Hispanic / Latino</b> | 10.0%                   | 11.3%                   | 12.3%                   | 13.2%                   | 13.4%                   |
| <b>African American</b>  | 2.3%                    | 2.2%                    | 2.4%                    | 2.2%                    | 2.1%                    |
| <b>Pacific Islander</b>  | 0.2%                    | 0.3%                    | 0.2%                    | 0.2%                    | 0.2%                    |
| <b>Native American</b>   | 0.2%                    | 0.2%                    | 0.2%                    | 0.1%                    | 0.1%                    |
| <b>Middle Eastern</b>    | 0.2%                    | 0.1%                    | 0.0%                    | 0.0%                    | 0.0%                    |
| <b>Other</b>             | 0.1%                    | 0.0%                    | 0.0%                    | 0.0%                    | 0.0%                    |
| <b>Decline to State</b>  | 6.3%                    | 4.3%                    | 3.5%                    | 3.1%                    | 2.3%                    |

Source: SOCCCD inFORM Data Warehouse

## Socioeconomic Status

Figure 11 depicts the distribution of IVC students by socioeconomic status. “Economically disadvantaged” includes students who received a Board of Governors (BOG) fee waiver or were participants in the CalWORKs or EOPS programs. The significant increase in economically disadvantaged students is largely attributed to the increase in students receiving BOG fee waivers. Over the five-year period, BOG fee waiver recipients increased by 367% as a result of the College’s increased efforts to inform and encourage students to take advantage of financial aid opportunities.

Figure 11. Low-Income Status Distribution

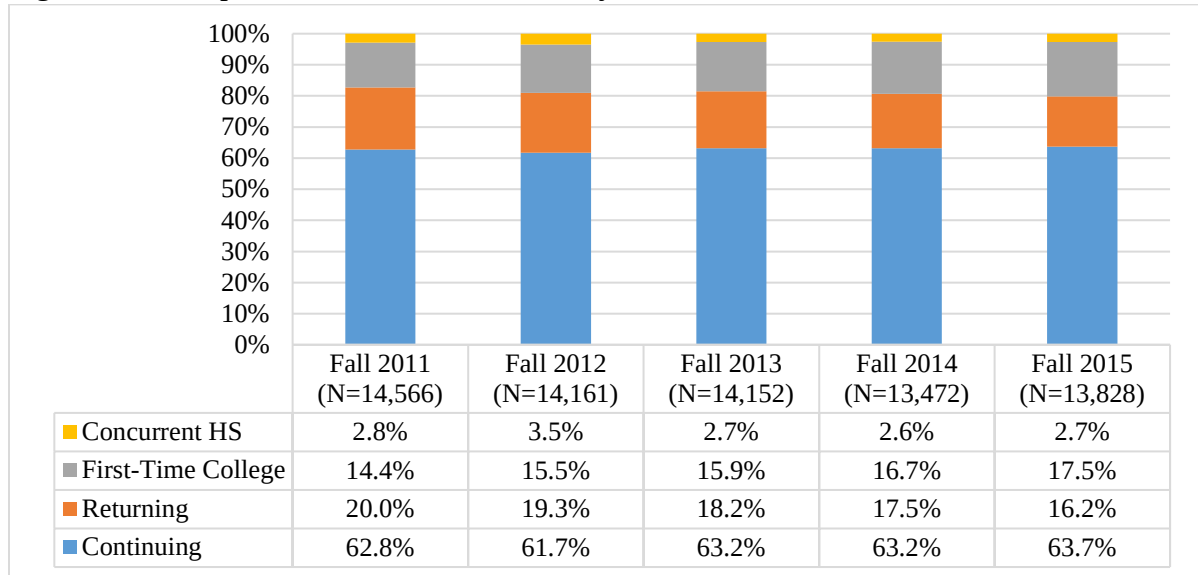


Source: SOCCCD inFORM Data Warehouse

## Enrollment Status

In fall 2015, the majority of IVC students enrolled during the previous term and continuing their educations at the College was 64%, a percentage similar to that of the trend seen in fall 2011. Over the five-year period, however, there was a decrease in returning students (fall 2011 at 20%, fall 2015 at 16%) and a proportionate increase in first-time college students (fall 2011 at 14%, fall 2015 at 18%). Concurrently enrolled high school students continue to remain the smallest group of IVC students (approximately 3% throughout the five-year period).

Figure 12: Unduplicated Student Headcount by Enrollment Status, Fall 2011-Fall 2015

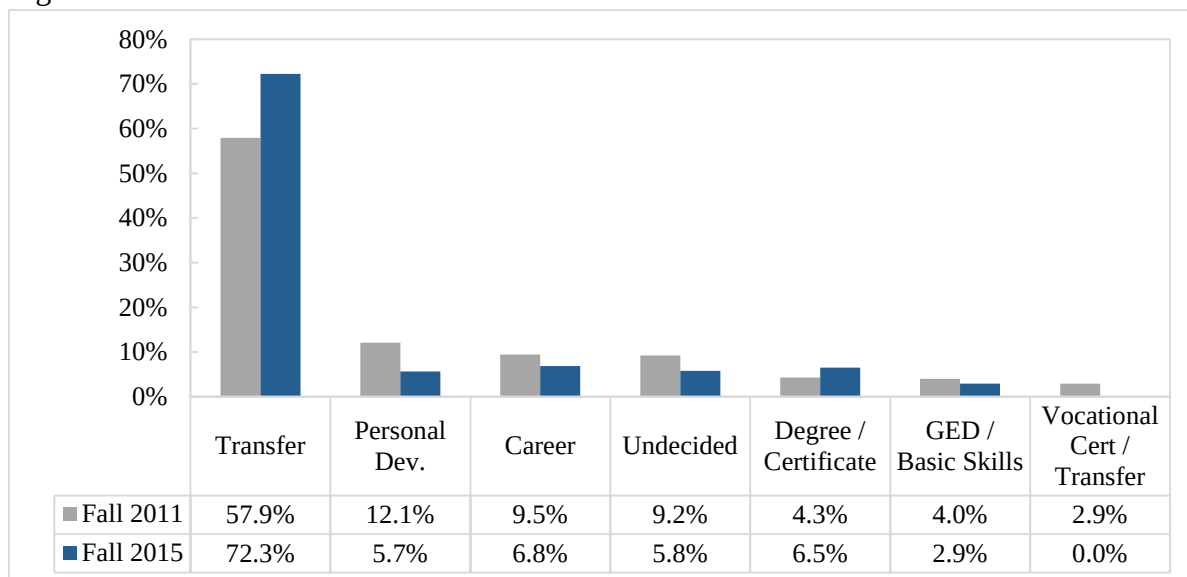


Source: SOCCCD inFORM Data Warehouse

## Educational Goals

Between fall 2011 and fall 2015, significant changes occurred in the educational goals of students. The number of students seeking to transfer or obtain a degree or certificate increased by 15 percentage points, while those attending IVC for personal development, to advance their career, or who were undecided decreased by 13 points, a trend that aligns with the increased representation among students under the age of 24.

Figure 13: Student Educational Goal Distribution Fall 2011 Versus Fall 2015



Source: SOCCCD inFORM Data Warehouse

Table 7: Student Educational Goal Distribution, Fall 2011-Fall 2015

| <b>Educational Goal</b>       | <b>Fall 2011<br/>(N=14,566)</b> | <b>Fall 2012<br/>(N=14,161)</b> | <b>Fall 2013<br/>(N=14,152)</b> | <b>Fall 2014<br/>(N=13,472)</b> | <b>Fall 2015<br/>(N=13,828)</b> |
|-------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <b>Transfer</b>               | 57.9%                           | 62.6%                           | 66.9%                           | 71.2%                           | 72.3%                           |
| <b>Personal Development</b>   | 12.1%                           | 9.0%                            | 8.0%                            | 4.8%                            | 5.7%                            |
| <b>Career</b>                 | 9.5%                            | 8.5%                            | 9.0%                            | 8.5%                            | 6.8%                            |
| <b>Undecided</b>              | 9.2%                            | 8.3%                            | 7.6%                            | 6.3%                            | 5.8%                            |
| <b>Degree or Certificate</b>  | 4.3%                            | 4.7%                            | 4.9%                            | 6.2%                            | 6.5%                            |
| <b>GED/Basic Skills</b>       | 4.0%                            | 4.1%                            | 3.6%                            | 3.1%                            | 2.9%                            |
| <b>Vocational Certificate</b> | 2.9%                            | 2.8%                            | n/a                             | n/a                             | n/a                             |

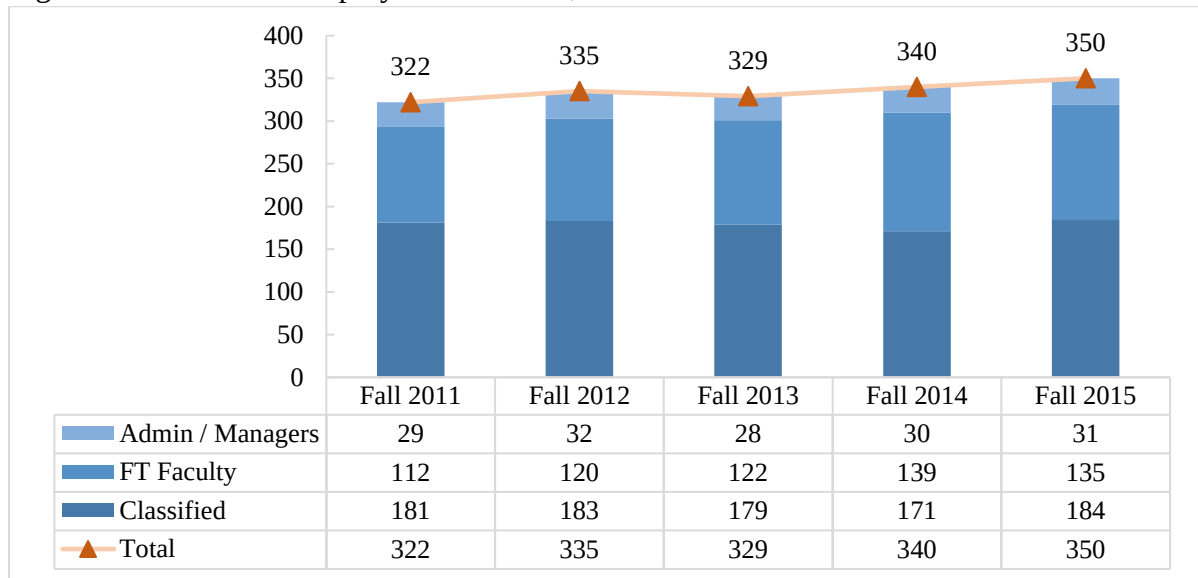
Source: SOCCCD inFORM Data Warehouse

## Employee Characteristics

### Permanent Employee Headcount

Between fall 2011 and fall 2015, IVC increased its number of permanent employees by 9% from 322 to 350, with all three employee groups increasing in headcount. The number of classified staff increased 2%, full-time faculty increased 21%, and administrators and managers increased 7%.

Figure 14: Permanent Employee Headcount, Fall 2011-Fall 2015



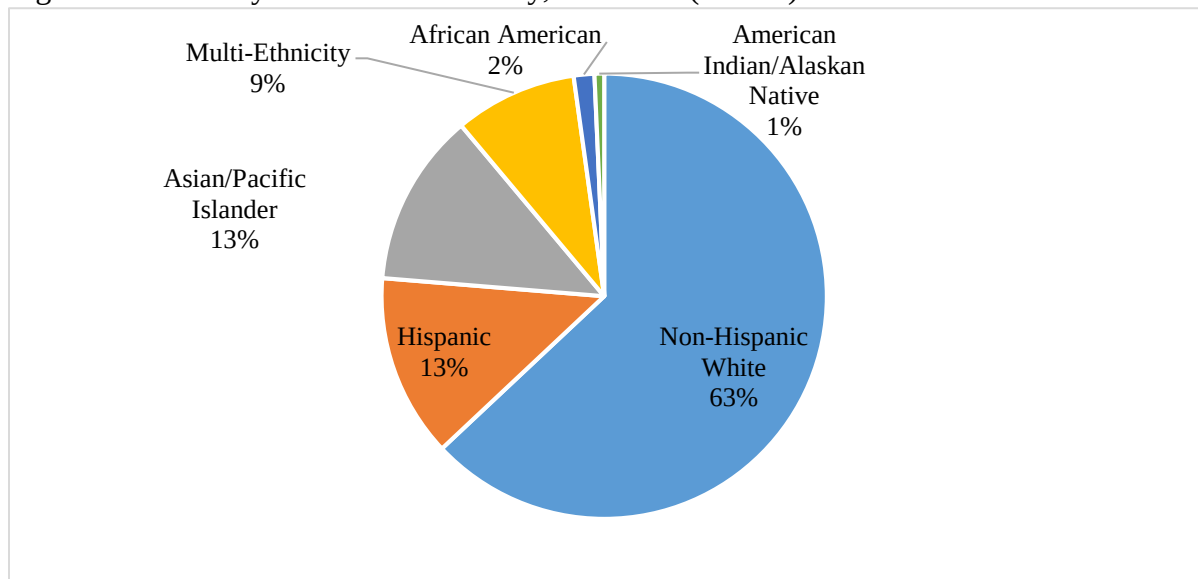
Source: SOCCCD inFORM Data Warehouse



## Full-time Faculty – Ethnicity

In fall 2015, the majority of full-time faculty at IVC were non-Hispanic white (63%), followed by Hispanic (13%) and Asian/Pacific Islander (13%), then multi-ethnicity (9%). African American and American Indian/Alaskan Native faculty are less fully represented (approximately 2%).

Figure 15: Ethnicity of Full-Time Faculty, Fall 2015 (N=135)

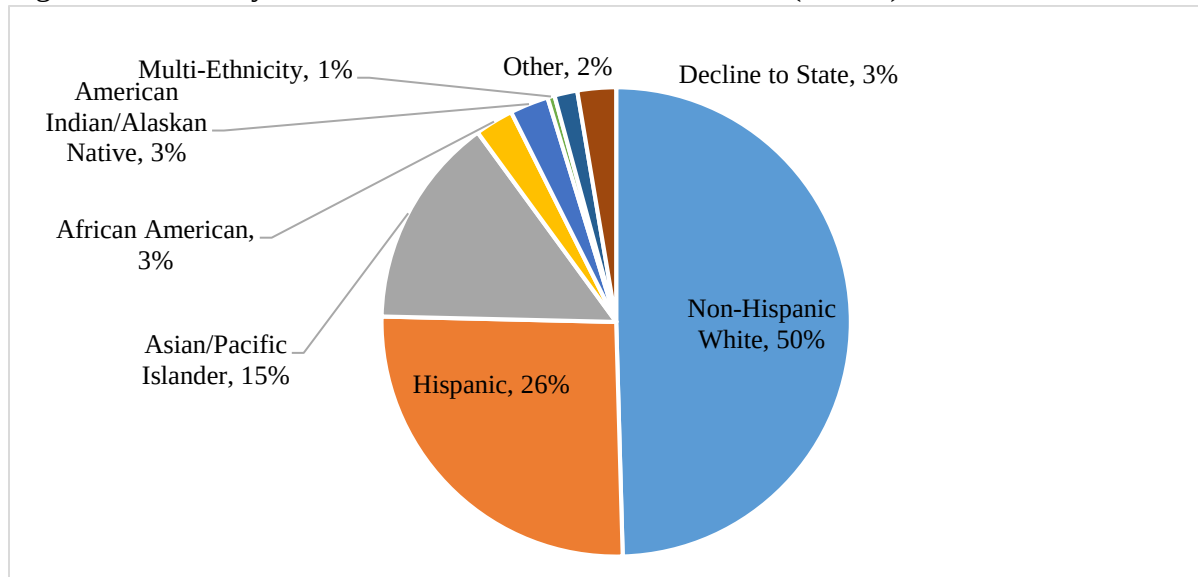


Source: SOCCCD inFORM Data Warehouse

## Classified Staff – Ethnicity

Figure 16 depicts the ethnic composition of classified staff at Irvine Valley College. In fall 2015, half of IVC classified staff were non-Hispanic white. Similar to full-time faculty percentages, the most frequently represented ethnicities were Hispanic (26%) and Asian/Pacific Islander (15%). African American, American Indian/Alaskan Native, or those who declined to state an ethnicity each accounted for three percent (3%).

Figure 16: Ethnicity of Full-Time Classified Staff, Fall 2015 (N=184)

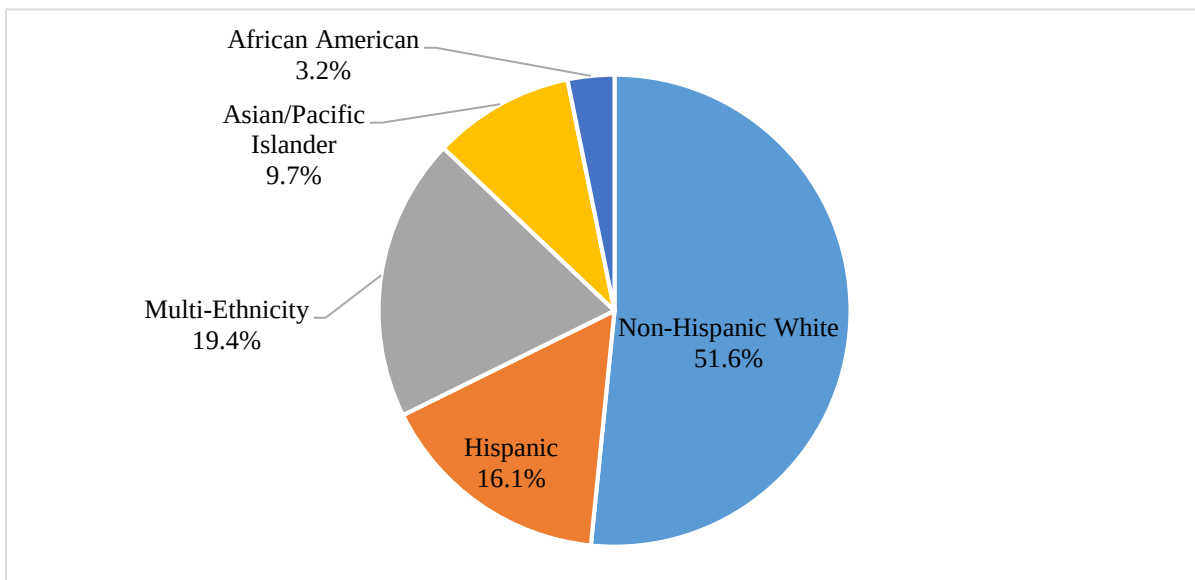


Source: SOCCCD inFORM Data Warehouse

## Administrator and Manager – Ethnicity

Similar to full-time faculty and classified staff, the majority of administrators and managers at Irvine Valley College are non-Hispanic white (52%). In contrast to the other two employee groups, however, multi-ethnicity is the second largest ethnicity represented: one out of five administrators and managers identified as being more than one ethnicity. Hispanic (16%) and Asian/Pacific Islander (10%) were the third and fourth most represented groups. Those of African American ethnicity were least represented (3%).

Figure 17: Ethnicity of Administrators and Managers, Fall 2015 (N=31)



Source: SOCCCD inFORM Data Warehouse

## **Off-Campus Sites and Distance Education**

### **Off-Campus Sites**

#### **Advanced Technology and Education Park (ATEP)**

The Advanced Technology and Education Park (ATEP) in Tustin is an off-campus site of the South Orange County Community College District. In addition to math, sciences, and general education and transfer courses, ATEP offers courses through Irvine Valley College in subjects such as optics, photonics, design model making and rapid prototyping, languages, information security, entrepreneurship, and business.

IVC began offering classes at ATEP in fall 2007. At the present time, the ATEP site receives academic planning and oversight as well as guidance and counseling through a coordination of efforts between the ATEP on-site dean of instruction for economic and workforce development, the ATEP Work Group, and the IVC Office of Instruction.

#### **Early College Program**

In 2007, IVC began a pilot early college program at Beckman High School within the Irvine Valley College service area. In 2009, the Early College Program expanded to include El Toro High School in Lake Forest. The Early College Program provides high school students the opportunity to complete the first two years of college during their four years of high school study. High school students are enrolled in a systematically planned academic program taught by IVC instructors, which allows a cohort of high school students to earn an associate degree upon their high school graduation.

#### **Off-Campus Site and Center Information**

##### *Regular Instruction:*

Advanced Technology Education Park (ATEP)  
15445 Lansdowne Rd, Tustin, CA 92782

California State University, Fullerton—Irvine Campus  
3 Banting, Irvine, CA 92618



*Early College Pathways:*

Beckman High School  
3588 Bryan Ave, Irvine, CA 92602

El Toro High School  
25255 Toledo Way, Lake Forest, CA 92630

*GAP 4+1 Pathway:*

California State University, Fullerton—Irvine Campus  
3 Banting, Irvine, CA 92618

*CCAP Partnerships (AB288):*

Northwood High School  
4515 Portola Pkwy, Irvine, CA 92620

Beckman High School  
3588 Bryan Ave, Irvine, CA 92602

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

## Distance Education

### Online Instruction

Irvine Valley College offers five Certificates of Achievement (COAs) and 35 Certificates of Proficiency (COPs) that can be earned entirely online. Coursework for other associate degrees and general education certifications, such as CSU/IGETC, can be completed substantially through online courses offered by the College.

Table 8 outlines the number of online sections offered at IVC over the last five years, disaggregated by instruction method type. In fall 2015, online course offerings accounted for 12% of all sections offered at IVC, yielding a 45% increase in online sections offered compared to fall 2011.

Table 8: Count of Sections Offered by Instruction Method

|                  | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Classroom</b> | 1,097     | 1,179     | 1,213     | 1,273     | 1,271     |
| <b>Online</b>    | 120       | 122       | 121       | 144       | 174       |
| <b>Other</b>     | 15        | 12        | 12        | 13        | 19        |
| <b>Total</b>     | 1,232     | 1,313     | 1,346     | 1,430     | 1,464     |

Source: SOCCCD inFORM Data Warehouse

Note: “Classroom” includes lecture, lab, lecture/lab combination, or learning lab. “Online” includes distance education offered 100% via internet and hybrid sections. “Other” includes directed study, discussion/seminar, field trip, other independent study, and work experience.

Between fall 2011 and fall 2015, online enrollments increased by 26%, from 4,722 to 5,948. In fall 2015, online enrollments accounted for 14% of total course enrollments, a two-percentage-point increase over fall 2011.

Table 9: Enrollment Counts by Instruction Method

|                  | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Classroom</b> | 34,869    | 35,634    | 36,978    | 35,710    | 35,533    |
| <b>Online</b>    | 4,722     | 4,855     | 4,536     | 4,969     | 5,948     |
| <b>Other</b>     | 173       | 99        | 92        | 82        | 91        |
| <b>Total</b>     | 39,764    | 40,588    | 41,606    | 40,761    | 41,572    |

Source: SOCCCD inFORM Data Warehouse

## **Student Achievement Data**

### **Course Completion Rates**

Overall course completion rates have dropped slightly over the last three years (see Table 10). Course completion rates for African Americans have increased four percentage points (4%), while course completion rates for Latinos have dropped four percentage points (4%). Course completion rates for other ethnic groups have remained relatively stable. Over the last three years, course completion rates for African Americans, American Indian/Alaskan Natives, Latinos, and Pacific Islanders have been substantially lower than the overall course completion rate at IVC.

Course completion rates for males have been 3% to 4% lower than for females over the last three years. Course completion rates for current or former foster youth have been much lower than the overall course completion rate over the last three years. Course completion rates for veterans have also been somewhat lower than the overall course completion rate. Finally, course completion rates for online courses have been about 10 percentage points (10%) lower than in person course completion rates over the last three years.

Table 10: Course Completion by Student Subgroups

|                                           | Fall 2013    |              | Fall 2014    |              | Fall 2015    |              |
|-------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                                           | Cohort count | Success rate | Cohort count | Success rate | Cohort count | Success rate |
| <b>Ethnicity</b>                          |              |              |              |              |              |              |
| <b>Black or African American</b>          | 980          | 60.6%        | 850          | 63.6%        | 872          | 64.7%        |
| <b>American Indian / Alaska Native</b>    | 35           | 57.1%        | 23           | 69.6%        | 21           | 57.1%        |
| <b>Asian</b>                              | 11,418       | 76.6%        | 11,710       | 76.0%        | 11,764       | 75.5%        |
| <b>Hispanic or Latino</b>                 | 9,619        | 66.0%        | 9,772        | 63.1%        | 9,761        | 62.0%        |
| <b>More Than One Race</b>                 | 1,887        | 70.4%        | 2,004        | 71.4%        | 1,998        | 70.8%        |
| <b>Native Hawaiian / Pacific Islander</b> | 94           | 57.4%        | 92           | 51.1%        | 77           | 68.8%        |
| <b>Some Other Race</b>                    | 764          | 70.0%        | 784          | 67.5%        | 514          | 69.5%        |
| <b>White</b>                              | 13,241       | 73.5%        | 12,760       | 74.0%        | 12,616       | 73.5%        |
| <b>Gender</b>                             |              |              |              |              |              |              |
| <b>Female</b>                             | 18,169       | 74.2%        | 18,246       | 73.1%        | 17,726       | 72.6%        |
| <b>Male</b>                               | 19,412       | 69.8%        | 19,164       | 69.6%        | 19,141       | 69.0%        |
| <b>Decline to State</b>                   | 457          | 69.6%        | 585          | 68.9%        | 756          | 69.0%        |

|                                      | Fall 2013    |              | Fall 2014    |              | Fall 2015    |              |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                                      | Cohort count | Success rate | Cohort count | Success rate | Cohort count | Success rate |
| <b>Special Populations</b>           |              |              |              |              |              |              |
| <b>Current/Former Foster Youth</b>   | 39           | 33.3%        | 27           | 51.9%        | 33           | 33.3%        |
| <b>Individuals with Disabilities</b> | 1,934        | 67.9%        | 1,895        | 68.0%        | 1,963        | 68.4%        |
| <b>Low-Income Students</b>           | 1,790        | 73.9%        | 2,075        | 69.9%        | 2,648        | 70.3%        |
| <b>Veterans</b>                      | 649          | 64.6%        | 595          | 66.2%        | 570          | 61.6%        |
| <b>Delivery Method</b>               |              |              |              |              |              |              |
| <b>In Person</b>                     | 33,501       | 73.0%        | 33,022       | 72.7%        | 31,696       | 72.1%        |
| <b>Internet</b>                      | 4,537        | 64.0%        | 4,973        | 61.9%        | 5,927        | 63.3%        |
| <b>Overall</b>                       | 38,038       | 71.9%        | 37,995       | 71.3%        | 37,623       | 70.7%        |

Source: California Community College's Chancellor's Office Management Information Systems Data Mart

\*Students who received services from CalWORKs, CARE or EOPS are considered as low-income.

\*\* "Veterans" does not include currently active duty students.



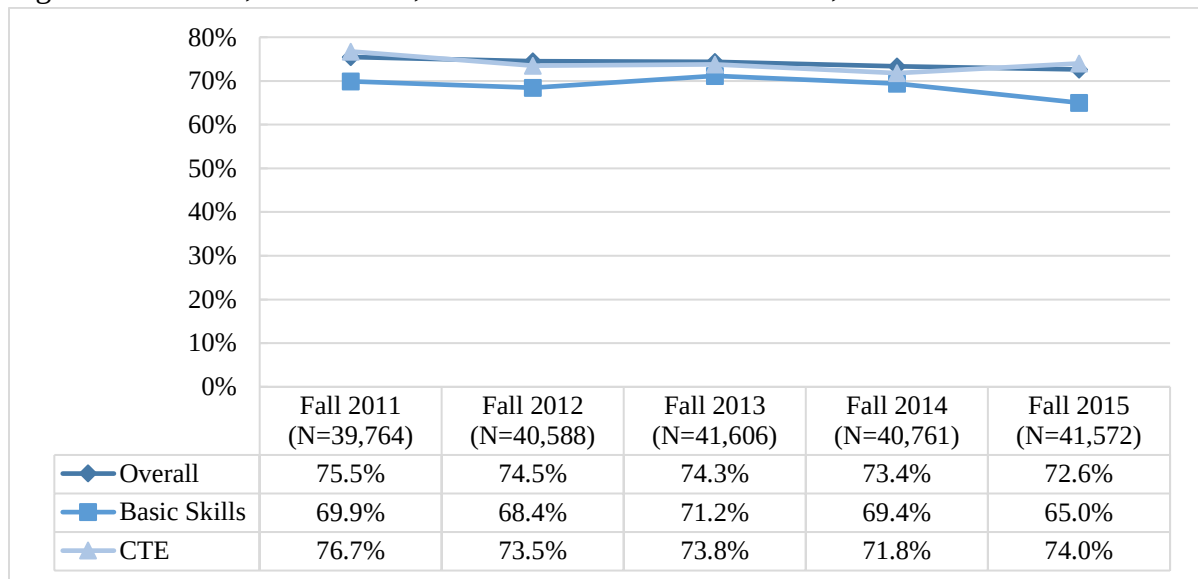
*Photo 1 – Irvine Valley College prepares students for the next step in their education and careers.*



## Overall, Basic Skills and CTE Course Success Rates

The overall course success rate (the percentage of students earning a “C” or better, excluding withdrawals) at Irvine Valley College declined slightly from 77% in fall 2011 to 74% in fall 2015. The course success rate for students in basic skills courses declined by five percentage points (5%), and in CTE courses by three percentage points (3%).

Figure 19: Overall, Basic Skills, and CTE Course Success Rates, Fall 2011-Fall 2015

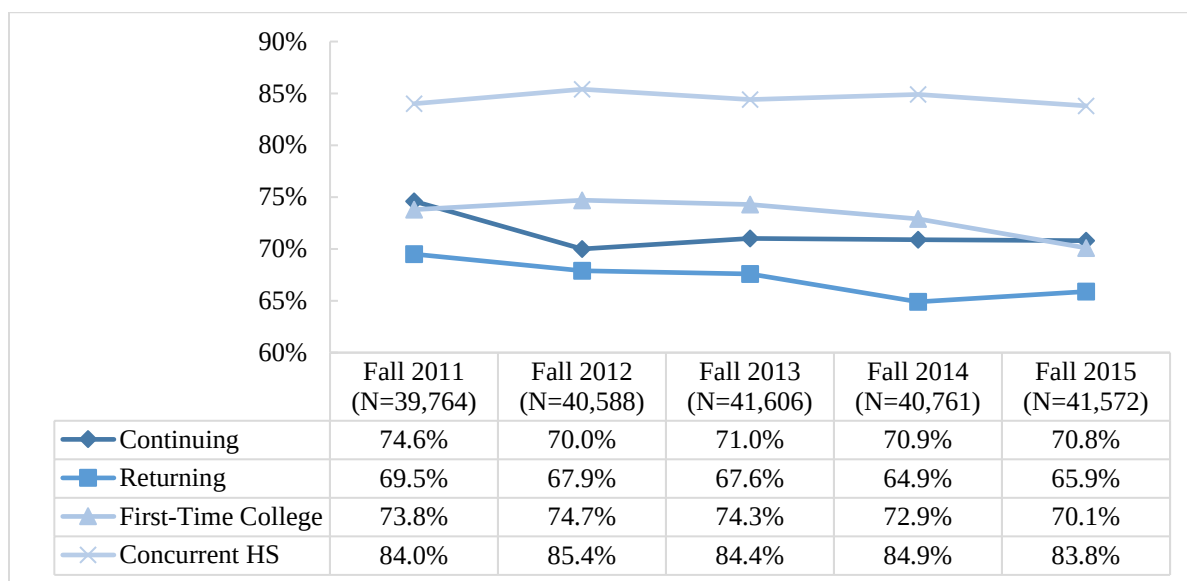


Source: SOCCCD inFORM Data Warehouse

## Course Success Rates by Enrollment Status

The course success rate for continuing students declined from 75% to 71% between fall 2011 and fall 2015. The rates for returning students and first-time college students both declined by four percentage points (4%). The rate for concurrent high school students remained steady (approximately 84%).

Figure 20: Success Rates by Enrollment Status, Fall 2011 to Fall 2015

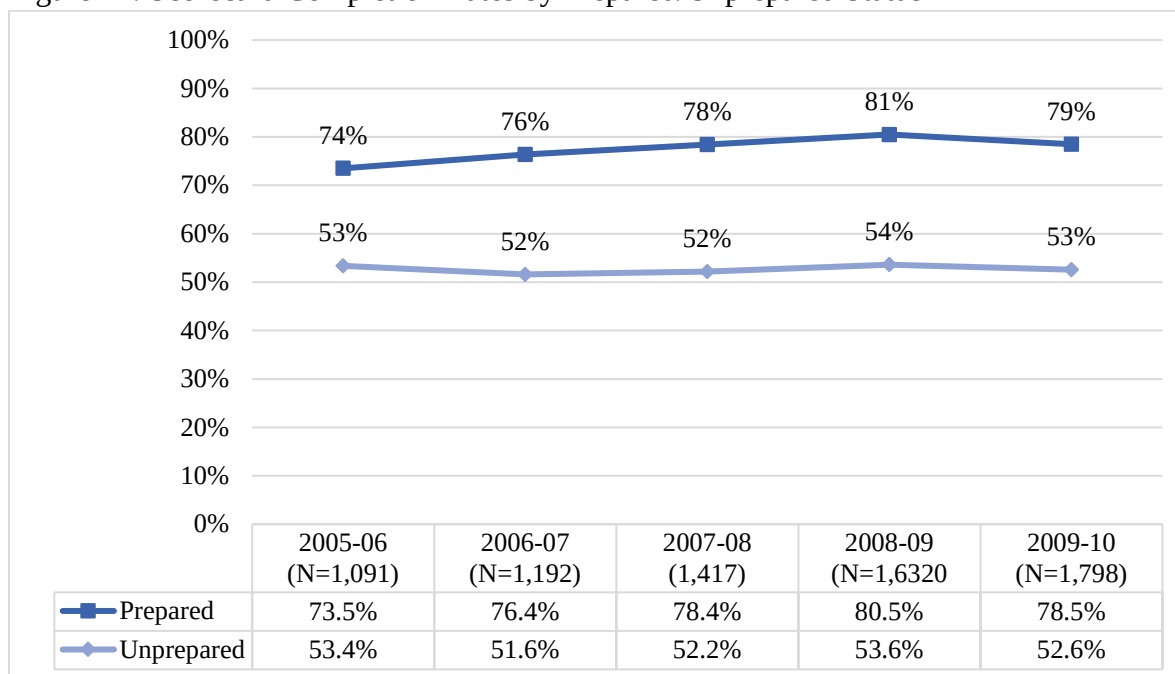


Source: SOCCCD inFORM Data Warehouse

## Scorecard Completion Rate – Prepared Versus Unprepared

While students who begin their English and math coursework at transfer level achieve an 80% completion rate at IVC, students who are assigned to one or more remedial classes have completion rates that are nearly 30 percentage points lower (30%). Students who begin in transfer-level coursework are much more likely to transfer or complete a degree or certificate than are students who are assigned to basic skills coursework. This finding has become a driving force in strategic planning: increasing completion and reducing the achievement gap has informed efforts at redesigning remedial sequences via models provided by the California Acceleration Project, guided pathways, and the Basic Skills Outcomes Transformation Grant.

Figure 21: Scorecard Completion Rates by Prepared/Unprepared Status



Source: California Community Colleges Chancellor's Office, Student Success Scorecard

## Persistence Rate

Outlined in Table 11 are percentages of first-time students who attempted any level of math or English in the first three years of their college careers at IVC and persisted by enrolling in the first three consecutive terms anywhere in the California Community College system. Persistence rates for all ethnicity groups increased over the five-year period, yielding an overall rate of 75% in 2009-10.

Table 11: Persistence by Ethnicity

|                                      | 2005-06<br>(N=1,091) | 2006-07<br>(N=1,192) | 2007-08<br>(N=1,417) | 2008-09<br>(N=1,632) | 2009-10<br>(N=1,798) |
|--------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>African American</b>              | 51.9%                | 61.5%                | 90.9%                | 76.0%                | 69.7%                |
| <b>American Indian/Alaska Native</b> | 66.7%                | 75.0%                | 50.0%                | 76.9%                | --                   |
| <b>Asian</b>                         | 63.6%                | 60.5%                | 66.9%                | 71.1%                | 76.3%                |
| <b>Filipino</b>                      | 62.9%                | 70.0%                | 69.7%                | 76.0%                | 86.3%                |
| <b>Hispanic</b>                      | 73.5%                | 67.8%                | 74.5%                | 71.3%                | 79.5%                |
| <b>Pacific Islander</b>              | 60.0%                | 100.0%               | 50.0%                | 100.0%               | --                   |
| <b>White</b>                         | 73.6%                | 69.9%                | 71.8%                | 71.5%                | 75.5%                |
| <b>Overall</b>                       | 69.6%                | 67.9%                | 71.5%                | 71.6%                | 74.9%                |

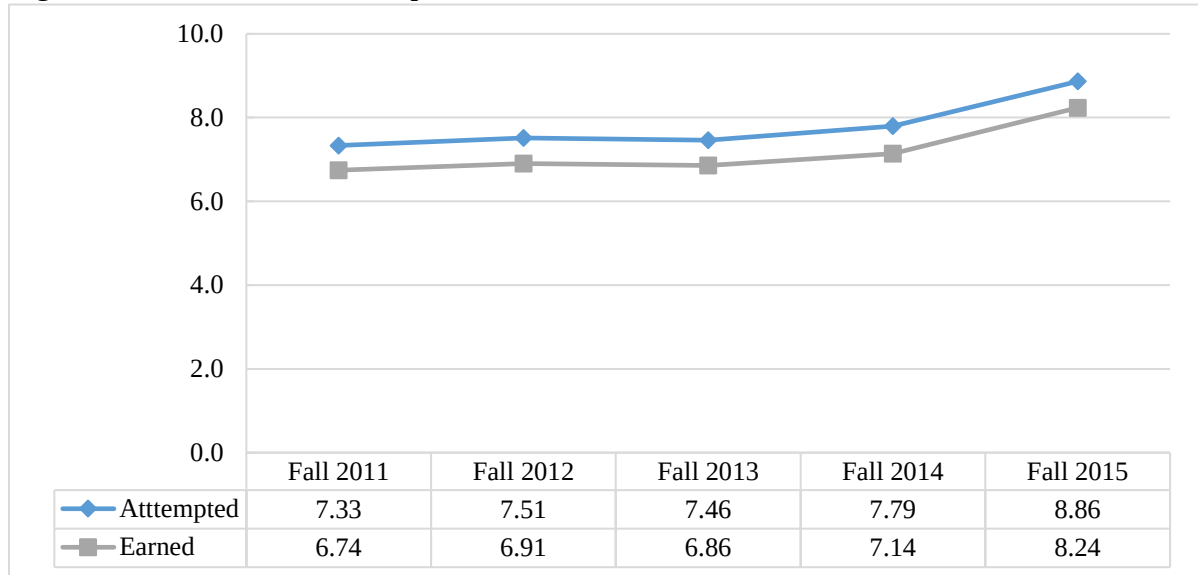
Source: California Community Colleges Chancellor's Office, Student Success Scorecard

Note: Percentages with cohorts with fewer than ten students are suppressed.

## Overall Units Attempted and Units Earned

IVC students attempted an average of 8.86 units in fall 2015 (a 21% increase from an average of 7.33 units in fall 2011). Similarly, the average number of units earned increased by 22% (from 6.37 units in fall 2011 to 8.24 units in fall 2015).

Figure 22: Overall Units Attempted and Units Earned, Fall 2011-Fall 2015

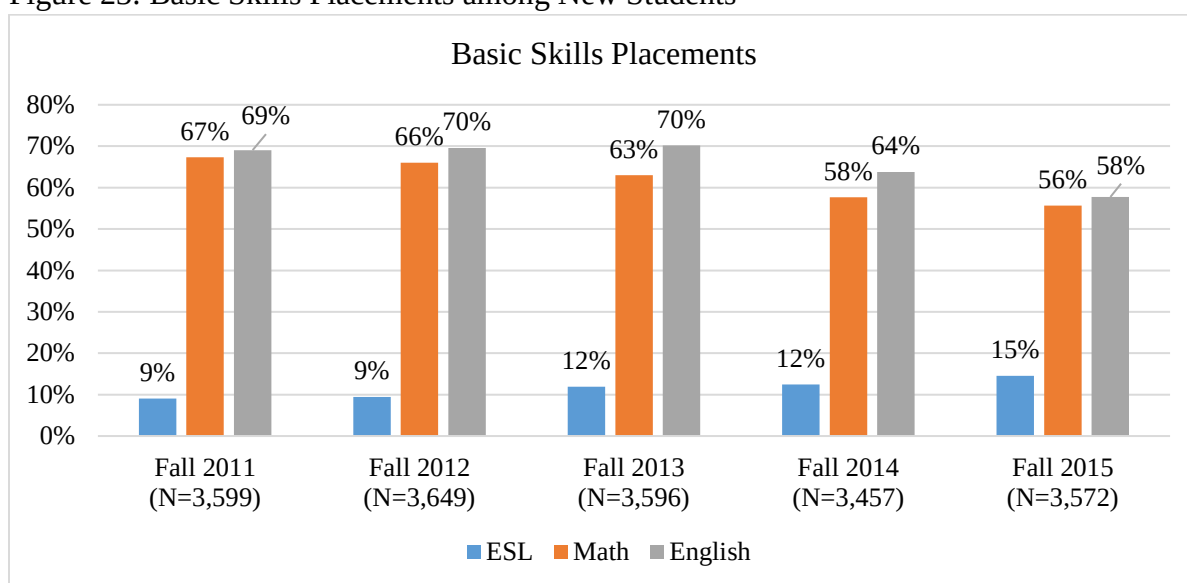


Source: SOCCCD inFORM Data Warehouse

## College Preparedness

Figure 23 outlines the percentage of students who place into basic skills English, math, and English as a Second Language (ESL). Data provided reflect students who are first-time freshmen or are new to South Orange County Community College District. Over the five-year period, placements into basic skills have decreased in math and English by 11 percentage points (11%) each. ESL basic skills placements on the other hand, have increased by six percentage points (from 9% in fall 2011 to 15% in fall 2015).

Figure 23: Basic Skills Placements among New Students

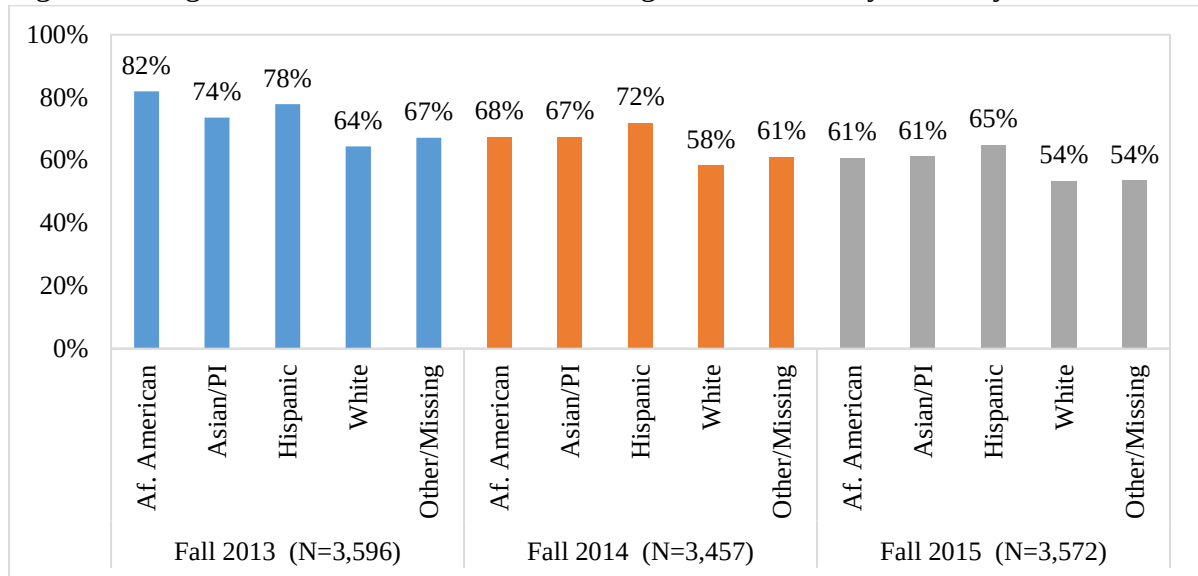


Source: SOCCCD inFORM Data Warehouse

The following three figures outline placements into English (Figure 24), math (Figure 25), and ESL (Figure 26) by ethnicity/race, focusing on first-time freshmen and students new to SOCCCD. All ethnicity groups experienced a decline in basic skills placements between fall 2013 and fall 2015. Students who identified as African American were placing into remedial English at the highest rate (82%) in fall 2011. In fall 2015, however, Hispanic students had the highest percentage at 65%. For math, African American students continued to have the highest basic skills placement (86% in fall 2011; 75% in fall 2015). For ESL, Asian and Pacific Islander students consistently placed the highest into remedial courses. During the three-year period, ESL basic skills placements increased for this ethnicity subgroup by three percentage points (3%), and for white students by four percentage points (4%). This increase in ESL basic skills placements may be attributed to the increased percentage of students taking ESL courses for conversational, life-long learning purposes rather than for progressing into mainstream English.

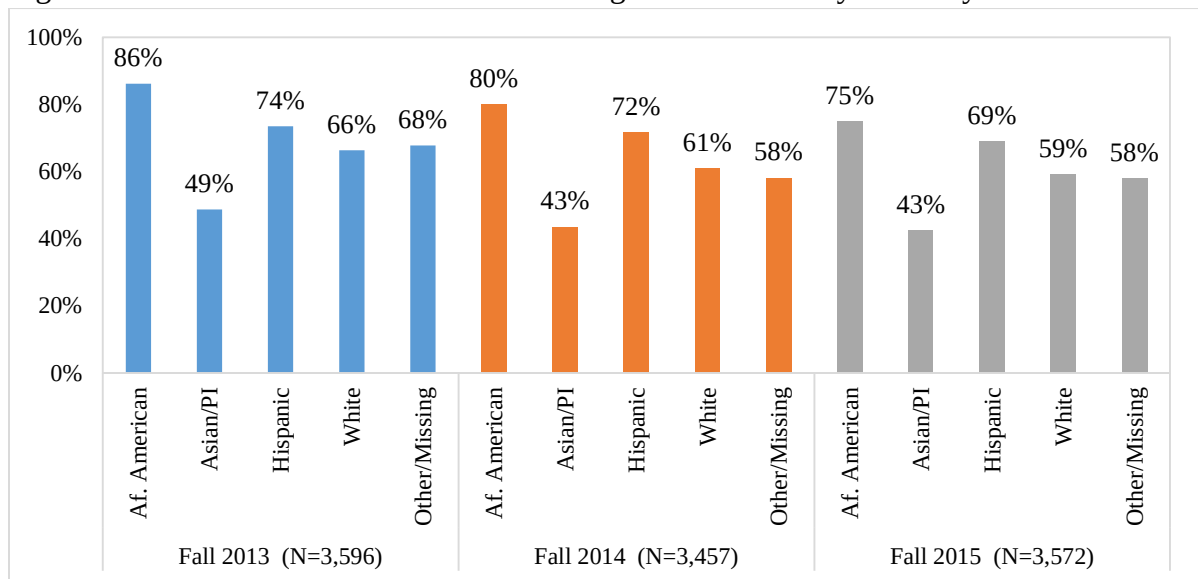


Figure 24: English Basic Skills Placements among New Students by Ethnicity/Race



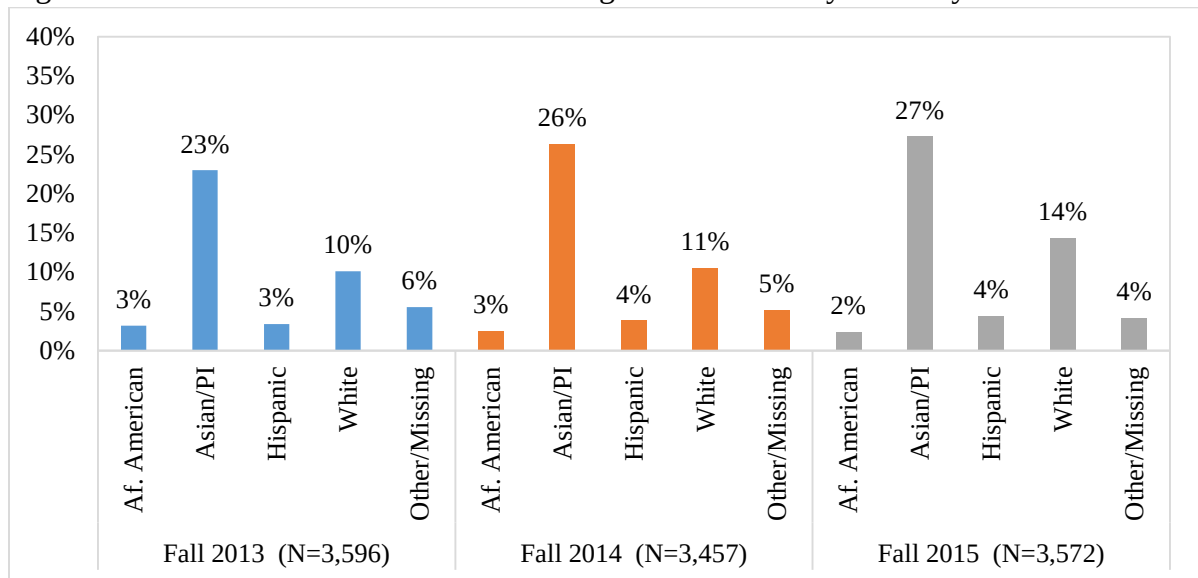
Source: SOCCCD inFORM Data Warehouse

Figure 25: Math Basic Skills Placements among New Students by Ethnicity/Race



Source: SOCCCD inFORM Data Warehouse

Figure 26: ESL Basic Skills Placements among New Students by Ethnicity/Race



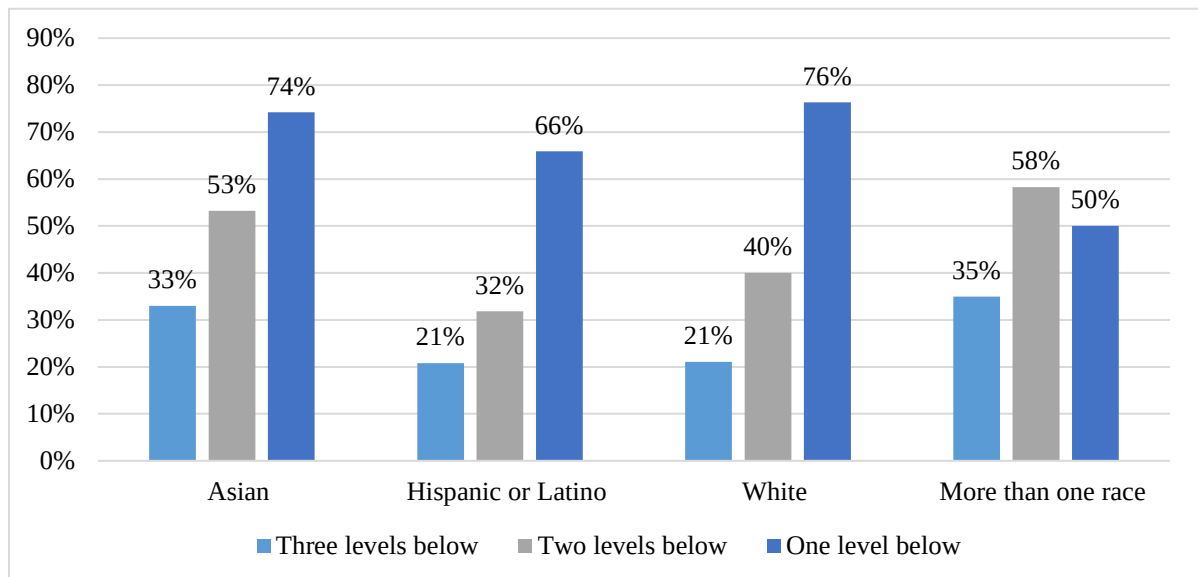
Source: SOCCCD inFORM Data Warehouse



## Progression to the Next Level

Figure 27 and Table 12 reflect the percentage of students placed into basic skills English who successfully completed transfer-level English. Data are disaggregated by ethnicity. At three levels below transfer-level English, no substantial differences exist in throughput rate among the ethnicity groups. At two levels below, the throughput rate for African Americans and Latinos was substantially lower than the throughput rate for all students. For students who placed into one level below, completion of transfer-level English is substantially higher, with a difference of over 50 percentage points (50%) for white students compared to outcomes for three levels below.

Figure 27: Transfer-Level English Completion by Level of English Basic Skills Placement



Source: Data from California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Note: Ethnicities with small sample sizes (<10) are not included in analysis.

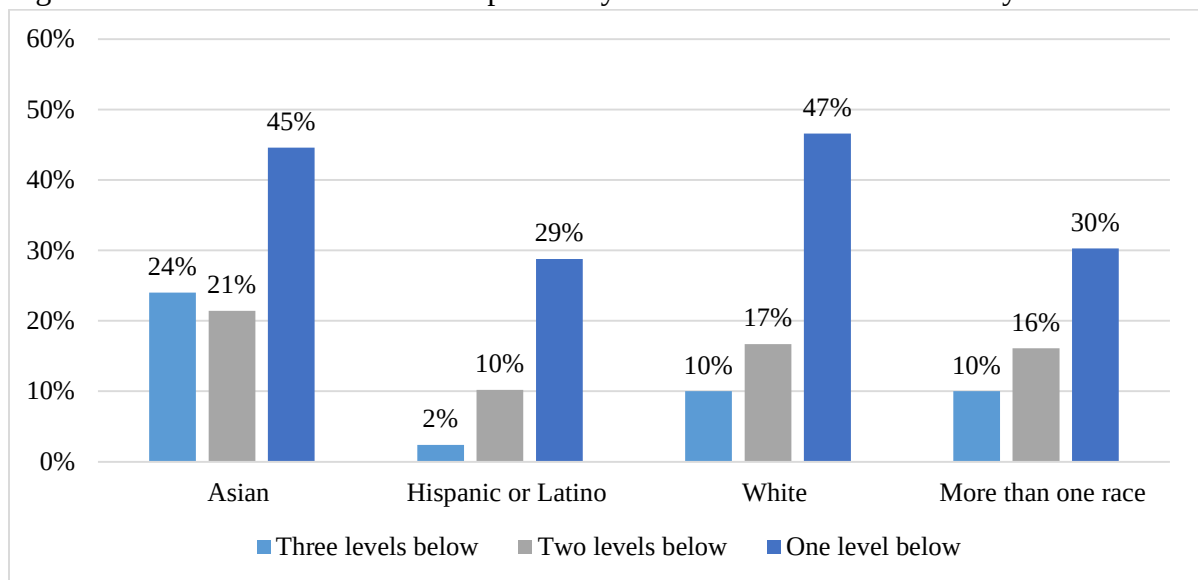
Table 12: Transfer-Level English Completion by Level of English Basic Skills Placement

|                                           | Three levels below |              | Two levels below |              | One level below |              |
|-------------------------------------------|--------------------|--------------|------------------|--------------|-----------------|--------------|
|                                           | Cohort count       | Success rate | Cohort count     | Success rate | Cohort count    | Success rate |
| <b>Black or African American</b>          | 7                  | 28.6%        | 15               | 33.3%        | 6               | 83.3%        |
| <b>American Indian / Alaska Native</b>    | 0                  | NA           | 0                | NA           | 0               | NA           |
| <b>Asian</b>                              | 94                 | 33.0%        | 124              | 53.2%        | 66              | 74.2%        |
| <b>Hispanic or Latino</b>                 | 173                | 20.8%        | 170              | 31.8%        | 82              | 65.9%        |
| <b>More Than One Race</b>                 | 20                 | 35.0%        | 24               | 58.3%        | 18              | 50.0%        |
| <b>Native Hawaiian / Pacific Islander</b> | 2                  | 0.0%         | 3                | 66.7%        | 0               | NA           |
| <b>Some Other Race</b>                    | 4                  | 25.0%        | 8                | 12.5%        | 4               | 100.0%       |
| <b>White</b>                              | 71                 | 21.1%        | 130              | 40.0%        | 80              | 76.3%        |
| <b>Overall</b>                            | 370                | 24.9%        | 474              | 40.9%        | 256             | 71.1%        |

Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Figure 28 and Table 13 display the percentage of students placed into basic skills math and successfully completing transfer-level math. At three levels below transfer-level math, the overall throughput rate was low (8%). Asian students had substantially higher throughput rates than other ethnicity groups (24%). At two levels below, the overall throughput rate was higher (at 14%), with Asian students again displaying higher throughput rates than other ethnicity groups (21%). Latino students had somewhat lower throughput rates than other ethnicity groups (10%). At one level below, similar trends are seen among the various ethnicity groups, but overall completion increases substantially (to 39%).

Figure 28: Transfer-Level Math Completion by Placement Level and Ethnicity



Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

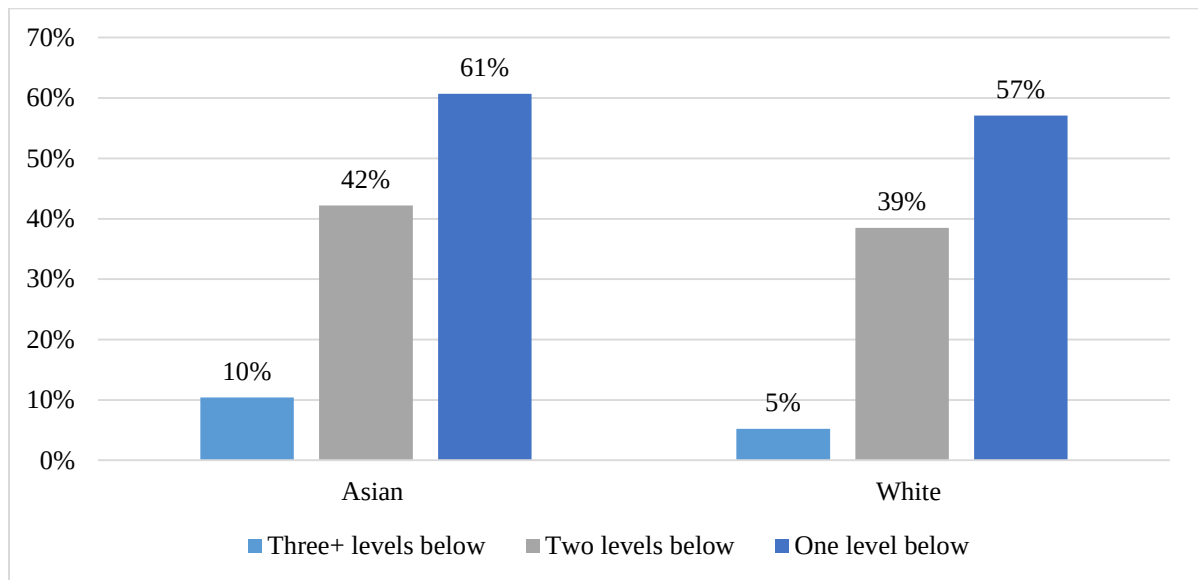
Table 13: Transfer-Level Math Completion by Placement Level and Ethnicity

|                                           | Three levels below |              | Two levels below |              | One level below |              |
|-------------------------------------------|--------------------|--------------|------------------|--------------|-----------------|--------------|
|                                           | Cohort count       | Success rate | Cohort count     | Success rate | Cohort count    | Success rate |
| <b>Black or African American</b>          | 9                  | 0.0%         | 13               | 0.0%         | 8               | 37.5%        |
| <b>American Indian / Alaska Native</b>    | 1                  | 0.0%         | 3                | 33.3%        | 0               | NA           |
| <b>Asian</b>                              | 25                 | 24.0%        | 70               | 21.4%        | 92              | 44.6%        |
| <b>Hispanic or Latino</b>                 | 82                 | 2.4%         | 197              | 10.2%        | 177             | 28.8%        |
| <b>More Than One Race</b>                 | 10                 | 10.0%        | 31               | 16.1%        | 33              | 30.3%        |
| <b>Native Hawaiian / Pacific Islander</b> | 1                  | 0.0%         | 1                | 0.0%         | 1               | 100.0%       |
| <b>Some Other Race</b>                    | 5                  | 0.0%         | 6                | 16.7%        | 5               | 100.0%       |
| <b>White</b>                              | 80                 | 10.0%        | 162              | 16.7%        | 176             | 46.6%        |
| <b>Overall</b>                            | 213                | 8.0%         | 483              | 14.3%        | 492             | 39.2%        |

Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Figure 29 and Table 14 reflect the percentage of students placed into basic skills ESL and successfully completing transfer-level English. Similar data trends are depicted, with completion rates increasing with each increased level of placement. Compared to an overall 9% completion rate when placed three or more levels below transfer-level English, students complete transfer-level English at a rate of 62% when placed only one level below.

Figure 29: Transfer-Level English Completion by Level of ESL Basic Skills Placement



Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

Table 14: Transfer-Level English Completion by Level of ESL Basic Skills Placement

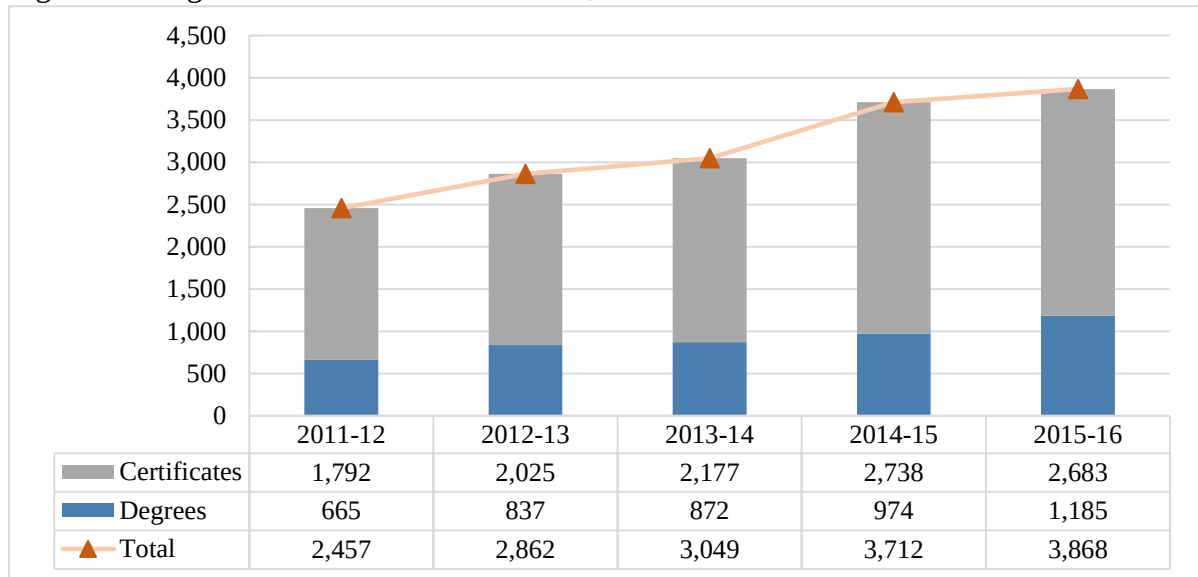
|                                    | Three + levels below |              | Two levels below |              | One level below |              |
|------------------------------------|----------------------|--------------|------------------|--------------|-----------------|--------------|
|                                    | Cohort count         | Success rate | Cohort count     | Success rate | Cohort count    | Success rate |
| Black or African American          | 4                    | 0.0%         | 0                | N/A          | 2               | 100.0%       |
| American Indian / Alaska Native    | 0                    | N/A          | 0                | N/A          | 0               | N/A          |
| Asian                              | 260                  | 10.4%        | 45               | 42.2%        | 28              | 60.7%        |
| Hispanic or Latino                 | 33                   | 12.1%        | 7                | 0.0%         | 4               | 75.0%        |
| More Than One Race                 | 10                   | 10.0%        | 2                | 0.0%         | 1               | 100.0%       |
| Native Hawaiian / Pacific Islander | 0                    | N/A          | 0                | N/A          | 0               | N/A          |
| Some Other Race                    | 7                    | 0.0%         | 0                | N/A          | 1               | 0.0%         |
| White                              | 155                  | 5.2%         | 13               | 38.5%        | 14              | 57.1%        |
| Overall                            | 469                  | 8.5%         | 67               | 35.8%        | 50              | 62.0%        |

Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart, Basic Skills Progress Tracker

## Degrees and Certificates Awarded

In the 2015-16 academic year, Irvine Valley College awarded 1,185 associate degrees, a 78% increase over the 665 degrees awarded in 2011-12. The number of certificates awarded during the five-year period also increased by 50% (from 2,025 in 2011-12 to 2,683 in 2015-16).

Figure 30: Degrees and Certificates Awarded, 2011-2012 to 2015-2016



Source: SOCCCD inFORM Data Warehouse

When comparing degrees and certificates awarded by type, Certificates of Achievement were awarded to the majority of students in 2015-16 (a 49% increase compared to 2011-12). Associate Degrees for Transfer also reflected substantial increases in degrees awarded during the five-year period, primarily owing to the novelty of these specific awards. In the context of other programs, Associate in Science degrees experienced the greatest increase (128%, from 50 degrees awarded in 2011-12 to 114 in 2015-16).

Table 15: Count of Degrees and Certificates Awarded by Type

|                                        | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|----------------------------------------|---------|---------|---------|---------|---------|
| <b>Associate in Arts</b>               | 611     | 731     | 675     | 623     | 709     |
| <b>Associate in Arts - Transfer</b>    | 4       | 34      | 68      | 101     | 156     |
| <b>Associate in Science</b>            | 50      | 68      | 62      | 65      | 114     |
| <b>Associate in Science - Transfer</b> |         | 4       | 67      | 185     | 209     |
| <b>Certificate of Achievement</b>      | 817     | 1,080   | 1,031   | 1,206   | 1,214   |
| <b>Certificate of Proficiency</b>      | 197     | 213     | 196     | 296     | 298     |
| <b>Full Transfer Certification</b>     | 705     | 686     | 900     | 1,166   | 1,065   |
| <b>Partial Transfer Certification</b>  | 73      | 46      | 50      | 70      | 107     |
| <b>Total</b>                           | 2,457   | 2,862   | 3,049   | 3,712   | 3,872   |

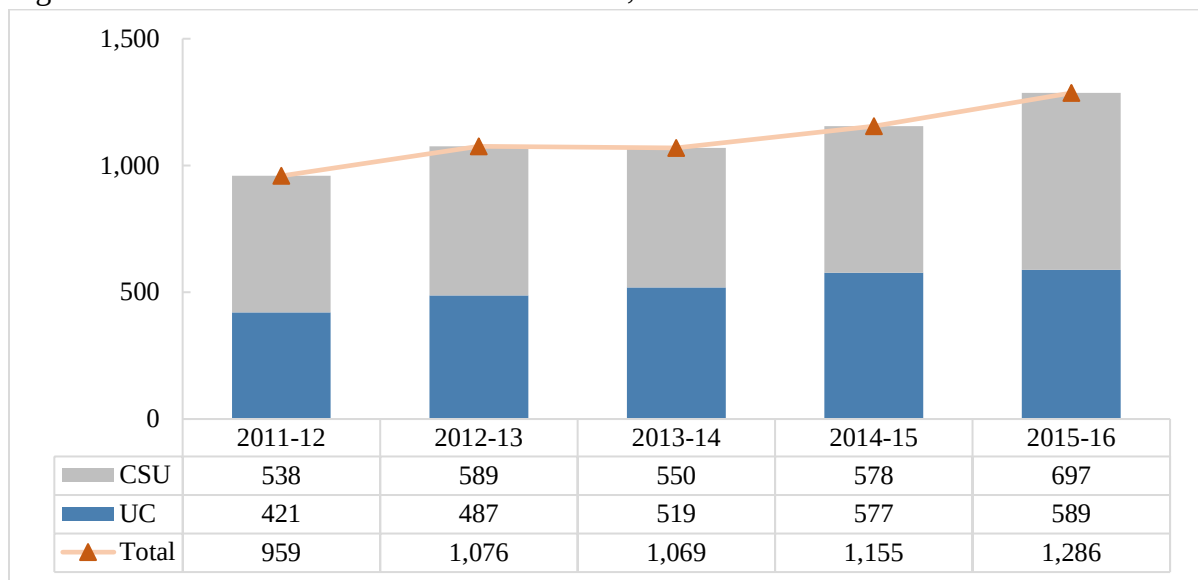
Source: SOCCCD inFORM Data Warehouse



## Transfers to UC and CSU

As depicted in Figure 31, a total of 589 students transferred from IVC to the University of California (UC) system during the 2015-16 academic year, an increase of 40% over the 421 who transferred to the UC system during the 2011-12 academic year. Transfers to the California State University (CSU) system increased by 30% over the five-year period to 697 students. Overall, the number of students transferring to an in-state public four-year institution has increased with each passing year. Compared to 2011-12, the total number of transfers to either the UC or CSU systems has increased by 34%.

Figure 31: Number of Transfers to UC and CSU, 2011-12 to 2015-16

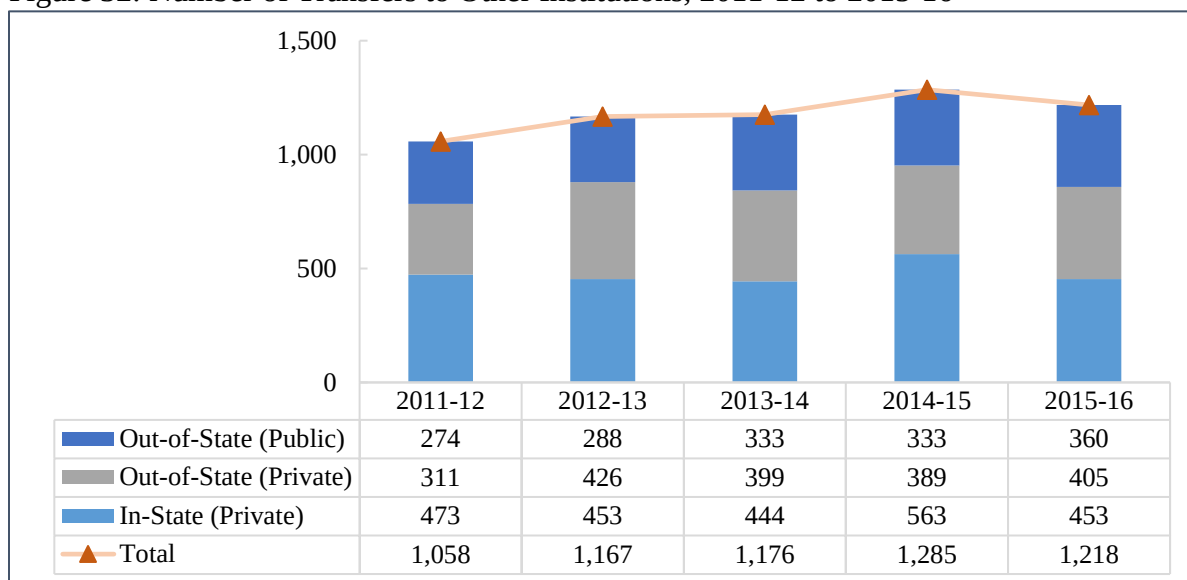


Source: SOCCCD inFORM Data Warehouse

## Transfers to Other Institutions

Figure 32 outlines the number of students who transferred to a four-year institution other than a UC or CSU institution. Besides UC and CSU transfers, in-state private transfers are most common among IVC students. Compared to five years ago, the number of in-state, private transfers has decreased by 4% to 453 transfers in academic year 2015-16. Out-of-state transfers to both public and private institutions, however, have increased by 31% and 30%, respectively. Overall, transfers to in-state, private and out-of-state institutions have increased by 15% to 1,218 in 2015-16.

Figure 32: Number of Transfers to Other Institutions, 2011-12 to 2015-16



Source: SOCCCD inFORM Data Warehouse

## **Institution Set Standards**

To support the College's mission through continuous assessment of student learning and student outcomes, Irvine Valley College has established Institution Set Standards (ISS) for course completion, degree and certificate completion, and transfer to four-year institutions. Through ISS, the College has established a methodology to propose standards at one standard deviation below the average. After extensive discussion based on their feasibility and rigor, proposed standards are reviewed and set. Set standards are not exact calculations following the established methodology.

### **Course Completion**

Course completion rates between 2005-2006 and 2014-2015 experienced small annual differences, with rates ranging from 73% to 77%. Rates peaked in the middle of this 10-year period at 77% in 2009-10 and 2010-11, a percentage that coincides with an increase in IVC enrollments resulting from the economic downturn. With a 10-year average of 75%, the College set its course completion rate standard at 72%.

### **Degree/Certificate Completion**

Degrees and certificates are analyzed based on unduplicated counts, and standards are established based on three-year averages. Because students can earn more than one degree and/or certificate, students are counted only once (unduplicated) for each metric measured. As reported in Table 16, the number of students who earned a degree over the last 10 years has increased substantially (by 96%) and continues to increase based on the last three years of data. The number of students who earned certificates has remained steadier in comparison, with a three-year average of 109.

### **Transfer**

Using data provided by National Student Clearinghouse, students are tracked after they leave IVC. The year of the first semester of attendance at a four-year institution is used to report the transfer year. With a statewide ranking of #2 in transfer rate, IVC focuses its efforts on transferring students to four-year universities. The number of students transferring to in-state public, in-state private, and out-of-state institutions has increased each year, reaching an all-time high of 2,434 in the most recent year. IVC continues to develop partnerships with local universities, such as the accounting program "GAP 4+1" with California State University, Fullerton. These ongoing efforts support a continued increase in transfers from IVC to four-year institutions.



Table 16: Irvine Valley College Institution Set Standards

| Data Element                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Average* | IVC Standard** |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------------|
| Course Completion Rate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 73%     | 74%     | 75%     | 76%     | 77%     | 77%     | 76%     | 76%     | 76%     | 75%     | 75%      | 72%            |
| Degrees Awarded                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 412     | 340     | 365     | 429     | 604     | 619     | 653     | 809     | 764     | 808     | 794      | 770            |
| Certificates*** Awarded                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 101     | 73      | 70      | 106     | 118     | 121     | 105     | 101     | 98      | 127     | 109      | 100            |
| Degrees / Certificates Awarded - <i>Unduplicated</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 503     | 407     | 426     | 525     | 709     | 725     | 746     | 895     | 851     | 913     | 886      | 850            |
| Transfers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1,408   | 1,414   | 1,403   | 1,598   | 1,841   | 1,933   | 2,022   | 2,250   | 2,271   | 2,434   | 2,182    | 2,000          |
| <p>*Calculations for averages vary by data element. Averages for course, degree/certificate, and transfer data are calculated based on the last 10, 3, and 5 years, respectively.</p> <p>**IVC standards are proposed at one standard deviation below the average, which are reviewed for feasibility and rigor given current college-wide efforts. Set standards, consequently, are not exact per the established methodology to set standards.</p> <p>***Only Chancellor's Office approved Certificates of Achievement are included in counts and the College's ISS.</p> |         |         |         |         |         |         |         |         |         |         |          |                |

## Job Placement

Irvine Valley College uses the results of the Career Technical Education Outcomes Survey (CTEOS) to provide data on employment for its certificates and programs. The survey

assesses whether the respondents are employed in the field for which they prepared at college. This information has become an important part of both the established Program Review process and the biennial CTE review. While the College also uses EMSI Data Analyst to prepare labor market reports for CTE programs, results from the CTEOS are particularly valuable in that they are directly related to the experiences of the College's CTE graduates. Moreover, CTEOS data complements the larger scale information by allowing the College to focus on the work histories and post-graduation experiences of CTE alumni.

Table 17: Job Placement Rates for Students Completing Certificate Programs and CTE Degrees

| Program                 | Award Type | CIP Code | Inst. Set Standard | Job Placement Rate |         |
|-------------------------|------------|----------|--------------------|--------------------|---------|
|                         |            |          |                    | 2012-13            | 2013-14 |
| Accounting              | AS         | 52.03    | 70%                | 70%                | 75%     |
| Accounting              | COA        | 52.03    | 70%                | 77%                | 79%     |
| Computerized Accounting | COP        | 52.03    | 70%                | 91%                | 89%     |
| Child Development       | AS         | 19.07    | 70%                | 100%               | 91%     |
| Financial Accounting    | COP        | 52.03    | 70%                | 83%                | 86%     |
| Payroll                 | COP        | 52.03    | 70%                | 75%                | 75%     |
| Income Tax              | COP        | 52.15    | 70%                | 88%                | 90%     |
| Spreadsheets            | COP        | 11.03    | 40%                | 50%                | 52%     |
| Paralegal Studies       | COP        | 22.03    | 70%                | --                 | 100%    |

Source: 2015 and 2016 ACCJC Annual Reports

## **Integrated Postsecondary Education Data System (IPEDS) Data Analysis**

Irvine Valley College evaluates achievement data from a variety of resources, including IPEDS data. The Office of Research, Planning and Accreditation works with the Chancellor's Office and District Services to review IPEDS data submissions and to regularly complete IPEDS data surveys. As part of the strategic planning process, the College and the District review a number of completion metrics, including IPEDS 150% and 200% completion metrics ([N.1.0](#)). Ultimately, a decision was made to use the Chancellor's Office Scorecard completion metric in the District Wide Strategic Plan because it includes transfer as an outcome, whereas the IPEDS graduation rate includes only certificates and degrees (transfer being captured in another number). A second drawback of the IPEDS is that the IPEDS graduate rate calculates only cohorts of students who are full-time in their first term. Because the majority of IVC students are not full-time students, the Scorecard cohort definition is more inclusive. Finally, the time frame for the Scorecard definition is longer, so it better fits the typical trajectory of part-time students (where many completions are seen in the fourth, fifth and sixth year after initial entry). Moreover, by focusing on the scorecard metric (required to be shared with the Board of Trustees annually), the District and the College have improved communication and increased clarity regarding institutional goals, objectives, and targets.

Table 18: Integrated Postsecondary Education Data Metric

| <b>IPEDS Metric</b>                                 | <b>AY 2013-14</b> | <b>AY 2014-15</b> | <b>AY 2015-16</b> |
|-----------------------------------------------------|-------------------|-------------------|-------------------|
| <b>Unduplicated counts</b>                          |                   |                   |                   |
| <b>All completers</b>                               | 1,087             | 1,468             | 1,526             |
| <b>Less than 1-year certificates</b>                | 91                | 261               | 281               |
| <b>At least 1 but less than 4-year certificates</b> | 892               | 1,060             | 1,059             |
| <b>Associate degrees</b>                            | 743               | 798               | 932               |
| <b>Duplicated counts</b>                            |                   |                   |                   |
| <b>Less than 1-year certificates</b>                | 211               | 323               | 328               |
| <b>At least 1 but less than 4-year certificates</b> | 976               | 1,080             | 1,078             |
| <b>Associate degrees</b>                            | 818               | 973               | 1,170             |
| <b>Rates</b>                                        |                   |                   |                   |
| <b>150% completion rate</b>                         | 36.0%             | 37.7%             | 39.3%             |
| <b>Transfer-out rate</b>                            | 17%               | 17%               | 16%               |
| <b>200% completion rate</b>                         | 43.0%             | 46.0%             | 48.0%             |
| <b>100% completion rate</b>                         | 17%               | 17%               | 20%               |

Source: The Integrated Postsecondary Education Data System

Given the limitations above, IPEDS data provides a useful perspective. For instance, IPEDS data indicate that graduation rates have been trending up from the 2013-14 academic year to the 2015-16 academic year, while transfer rates have been slightly down – a trend mirrored in the disaggregated Scorecard data that is reported to the Board of Trustees. It is also useful to see that efforts to increase financial aid uptake have been succeeding, as the percentage of students with Pell Grants has steadily increased over the past three years. All of this data is also available in MIS reporting and on the Data Warehouse, data sources that are generally preferred as they allow for further disaggregation and statistical analysis.

Table 19: Integrated Postsecondary Education Data Metric

| IPEDS Metric                                          | Fall 2013 | Fall 2014 | Fall 2015 |
|-------------------------------------------------------|-----------|-----------|-----------|
| <b>Total fall enrollment</b>                          | 13,362    | 13,157    | 13,183    |
| <b>Fall enrollment full-time</b>                      | 4,495     | 4,659     | 4,623     |
| <b>Percentage full-time</b>                           | 34%       | 35%       | 35%       |
| <b>Fall enrollment part-time</b>                      | 8,867     | 8,498     | 8,560     |
| <b>Percentage part-time</b>                           | 66%       | 65%       | 65%       |
| <b>First-time full-time degree seeking</b>            | 1,294     | 1,386     | 1,505     |
| <b>First-time degree seeking</b>                      | 2,529     | 2,391     | 2,497     |
| <b>Transfer-in degree seeking</b>                     | 1,479     | 1,477     | 1,387     |
| <b>Non-degree/certificate seeking</b>                 | 1,637     | 1,535     | 1,684     |
| <b>Total entering students</b>                        | 4,736     | 4,512     | 4,586     |
| <b>First-time full-time cohort retention</b>          | 79%       | 79%       | 78%       |
| <b>First-time part-time cohort retention</b>          | 50%       | 54%       | 48%       |
| <b>Percent of students with Pell Grants</b>           | 12%       | 14%       | 16%       |
| <b>Number of students with Pell Grants</b>            | 1,651     | 1,898     | 2,116     |
| <b>Percent of students with federal student loans</b> | 1%        | 1%        | 1%        |
| <b>Number of students with federal student loans</b>  | 195       | 187       | 176       |
| <b>3-year federal student loan default rate</b>       | 14.7%     | 8.9%      | 12.7%     |

As it is derived from MIS submissions and survey responses prepared by the Research Office, IPEDS data is congruent with other college-derived reports and with Scorecard data. Differences in rates and numbers usually reflect different definitions and/or timeframes. For example, the annual number of certificates completed reported by IPEDS is much higher than the annual number of certificates used in establishing IVC's institutional-set standards. That is because the ISS for number of certificates is only based on CTE or gainful employment certificates and IVC awards a large number of general education certificates, such as the Intersegmental General Education Transfer Curriculum (IGETC) certificate.





IRVINE VALLEY  
COLLEGE

## ORGANIZATION & CERTIFICATIONS

- ORGANIZATION OF THE SELF EVALUATION PROCESS
  - ORGANIZATIONAL INFORMATION
- CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY
- CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

THE PATH TO YOUR FUTURE



## **Organization of Self Evaluation Process**

### **Background**

The self-evaluation process at Irvine Valley College (IVC) is overseen by the Strategic Planning and Accreditation Council (SPAC), created in 2013 as the highest level participatory governance group at the campus. SPAC works in concert with two ongoing work groups: The Strategic Plan Oversight Work Group (SPOWG) and the Accreditation Oversight Work Group (AOWG), work groups responsible for integration and reconciliation of planning recommendations forwarded from the strategic planning committees.

Preparation for the self-evaluation process began in fall 2014 when AOWG proposed standard and substandard work group membership, comprised of leadership broadly representing the campus. The Academic Senate approved and SPAC adopted the proposal. In the interim, work group membership has been modified to reflect changes in personnel assignments and interests while remaining broadly representative of the campus community. A member of the faculty was appointed as the accreditation self-evaluation writer to assist the work groups with editing, proofreading, consistency, and, if needed, writing the standard drafts.

Since 2014, the College representatives have attended accreditation institutes and workshops to facilitate a deeper understanding of the roles peer review and self-evaluation play in the accreditation process. Several members of the college community have served on accreditation evaluation teams, and shared their insights into the accrediting process.

During fall Professional Development Week in August 2015, AOWG presented an accreditation timeline ([N.1.1](#)) and held an Accreditation Think Tank. At the Accreditation Think Tank, members of the campus community were introduced to the four accreditation standards and asked to provide input - including stories and examples of evidence - on institutional compliance with the standards. That material became the starting point for the work of the Accreditation Mini Retreats, held in September 2015 ([N.1.2](#)). During the Accreditation Mini Retreats, members of the standards work groups came together for the first time to delve deeply and systematically into each standard and sub-section over a three-hour period. The Accreditation Mini Retreats served as kick-offs for a series of meetings by each standard subsection work group that took place during fall 2015 and spring 2016.

To assist the work groups, the College's Research and Accreditation Office provided a template that aligns the guiding questions from the *Guide to Evaluation and Improving Institutions, July 2015* with a draft narrative and evidence ([N.1.3](#)). These templates became the basis for the standards drafts.

The timeline presented during fall 2015 Professional Development Week called for the work groups to produce outline templates and a first draft of the narrative during fall 2015. In spring 2016, the work groups finalized their narratives. Summer 2016 was devoted to checking evidence and editing the self-evaluation. A college wide review and work archiving the evidence was completed during fall 2016 ([N.1.4](#)).

The Board of Trustees has supported and assisted the accreditation process. In fall 2015, members of the board attended accreditation update sessions during Professional Development Week and the mini retreats. The accreditation liaison officers of Irvine Valley College and Saddleback College made joint accreditation updates to the Board of Trustees in October 2015 and October 2016. A near final draft of the self-evaluation report was presented to the Board of Trustees for acceptance in November 2016.

The campus community and public engaged in reviews of the self-evaluation draft during October and November 2016. A two-week campus wide review and comment period on the self-evaluation report commenced on October 5, 2016 and was followed by five afternoon editing sessions attended by faculty, staff and administrators. An additional review and comment period of the revised draft commenced on October 24, 2016. It included a Third Party Comment Forum and external accreditation webpage launch on October 25, 2016.

The organization of the self-evaluation was designed to be inclusive and to empower members of the faculty to participate and take ownership of the analysis, writing and evidence gathering that are requisite parts of a self-study. All standards work groups had faculty co-chairs appointed by the Academic Senate. Most faculty co-chairs have served continuously from fall 2015 to fall 2016.

Table 1. SPAC/AOWG Memberships

| <b>STRATEGIC PLANNING AND ACCREDITATION COUNCIL</b> | <b>MEMBERS</b>    |
|-----------------------------------------------------|-------------------|
| President, Irvine Valley College (co-chair)         | Glenn Roquemore   |
| President, Academic Senate (co-chair)               | Kathy Schmeidler  |
| Interim Vice President, Instruction                 | Chris McDonald    |
| Vice President, Student Services                    | Linda Fontanilla  |
| Vice President, College Administrative Services     | Davit Khachatryan |
| All Deans                                           | All Deans (8)     |
| Vice President, Academic Senate                     | Bob Urell         |
| Academic Senate                                     | Stephen Felder    |
| Academic Senate                                     | Tiffany Tran      |
| Classified Senate                                   | Karen Martin      |
| Director, Facilities and Maintenance                | Jeff Hurlbut      |
| Director, Research, Planning and Accreditation      | Craig Hayward     |
| Chief of Police                                     | Will Glen         |
| Executive Director, Foundation                      | Elissa Oransky    |
| Executive Director, Marketing and Creative Services | Diane Oaks        |
| Director, Technology Services                       | Bruce Hagan       |

Table 2: AOWG Membership

| <b>ACCREDITATION OVERSIGHT WORK GROUP (AOWG)</b>          | <b>MEMBERS</b>   |
|-----------------------------------------------------------|------------------|
| Director, Research, Planning and Accreditation (Co-Chair) | Craig Hayward    |
| Academic Senate President (Co-Chair)                      | Kathy Schmeidler |
| Academic Senate Representative                            | Bill Etter       |
| Accreditation Liaison Officer (ALO)                       | Chris McDonald   |
| Coordinator, Distance Education                           | Roopa Mathur     |
| Coordinator, Distance Education                           | Meredith Dorner  |
| Coordinator, Student Learning Outcomes                    | Cheryl Delson    |
| Dean of Social and Behavioral Sciences (ALO designee)     | Traci Fahimi     |
| President, Classified Senate                              | Karen Martin     |
| Vice President, Student Services                          | Linda Fontanilla |

Table 3: Standard I Work Group Membership

| <b>STANDARD I WORK GROUP</b>                        | <b>MEMBERS</b>   |
|-----------------------------------------------------|------------------|
| President, Academic Senate (Co-Chair)               | Kathy Schmeidler |
| Interim Vice President, Instruction (Co-Chair)      | Chris McDonald   |
| Director, Research, Planning and Accreditation      | Craig Hayward    |
| Executive Director, Marketing and Creative Services | Diane Oaks       |

Table 4: Standard I.A Work Group Membership

| <b>STANDARD I.A WORK GROUP</b>                            | <b>MEMBERS</b>       |
|-----------------------------------------------------------|----------------------|
| Director, Research, Planning and Accreditation (Co-Chair) | Craig Hayward        |
| President, Academic Senate (Co-Chair)                     | Kathy Schmeidler     |
| Classified Senate                                         | Brittany Ramchandani |
| Executive Director, Marketing and Creative Services       | Diane Oaks           |

Table 5: Standard I.B Work Group Membership

| <b>STANDARD I.B WORK GROUP</b>                            | <b>MEMBERS</b>   |
|-----------------------------------------------------------|------------------|
| President, Academic Senate (Co-Chair)                     | Kathy Schmeidler |
| Director, Research, Planning and Accreditation (Co-Chair) | Craig Hayward    |
| Classified Senate                                         | Lisa Wang        |
| Coordinator, Student Learning Outcomes                    | Cheryl Delson    |

Table 6: Standard I.C Work Group Membership

| <b>STANDARD I.C WORK GROUP</b>       | <b>MEMBERS</b>  |
|--------------------------------------|-----------------|
| Dean, Enrollment Services (Co-Chair) | Arleen Elseroad |
| Chair, Academic Affairs (Co-Chair)   | Brett McKim     |
| Classified Senate                    | Nathan Quach    |
| Dean, Student Services               | Liz Cipres      |
| Registrar, Admissions & Records      | Ruben Guzman    |

Table 7: Standard II Work Group Membership

| <b>STANDARD II WORK GROUP</b>                     | <b>MEMBERS</b>   |
|---------------------------------------------------|------------------|
| Coordinator, Student Learning Outcomes (Co-Chair) | Cheryl Delson    |
| Vice President, Student Services (Co-Chair)       | Linda Fontanilla |
| Academic Senate                                   | Roopa Mathur     |
| Academic Senate                                   | Brooke Choo      |
| Academic Senate                                   | Chris Loeffler   |
| Chair, Curriculum                                 | Diana Hurlbut    |
| Classified Senate                                 | Joe San Juan     |
| Dean, Admissions & Records                        | Arleen Elseroad  |
| Director, Research, Planning and Accreditation    | Craig Hayward    |
| Director, Student Life and Equity                 | Cessa Heard      |
| President, Academic Senate                        | Kathy Schmeidler |

Table 8: Standard II.A Work Group Membership

| STANDARD II.A WORK GROUP                             | MEMBERS          |
|------------------------------------------------------|------------------|
| Academic Senate (Co-Chair)                           | Cheryl Delson    |
| Dean, Social and Behavioral Sciences (Co-Chair)      | Traci Fahimi     |
| Academic Senate                                      | Jeff Kaufmann    |
| Academic Senate                                      | Rebecca Beck     |
| Academic Senate                                      | Chris Loeffler   |
| Academic Senate                                      | Ben Mis          |
| Academic Senate                                      | Pat Beckmann     |
| Chair, Curriculum                                    | Diana Hurlbut    |
| Classified Senate                                    | Lisa Wang        |
| Coordinator, Student Learning Outcomes               | Cheryl Delson    |
| Dean, Business Sciences, Online & Extended Education | Cathleen Greiner |
| Dean, Economic & Workforce Development               | Corine Doughty   |
| Instructional Technologist/Classified Senate         | Joe San Juan     |
| Interim Vice President, Instruction                  | Chris McDonald   |

Table 9: Standard II.B Work Group Membership

| STANDARD II.B WORK GROUP            | MEMBERS          |
|-------------------------------------|------------------|
| Academic Senate (Co-Chair)          | Cheryl Delson    |
| Dean, Liberal Arts (Co-Chair)       | Karima Feldhus   |
| Academic Senate                     | Anthony Lin      |
| Academic Senate                     | Brooke Choo      |
| Academic Senate                     | Roopa Mathur     |
| Academic Senate                     | Celina Lee       |
| Academic Senate                     | Joel Sheldon     |
| Academic Senate                     | Jeff Wilson      |
| Dean, Online and Extended Education | Cathleen Greiner |
| Director, Technology Services       | Bruce Hagan      |
| Academic Senate                     | Ben Mis          |
| Classified Senate                   | Julie Scholl     |

Table 10: Standard II.C Work Group Membership

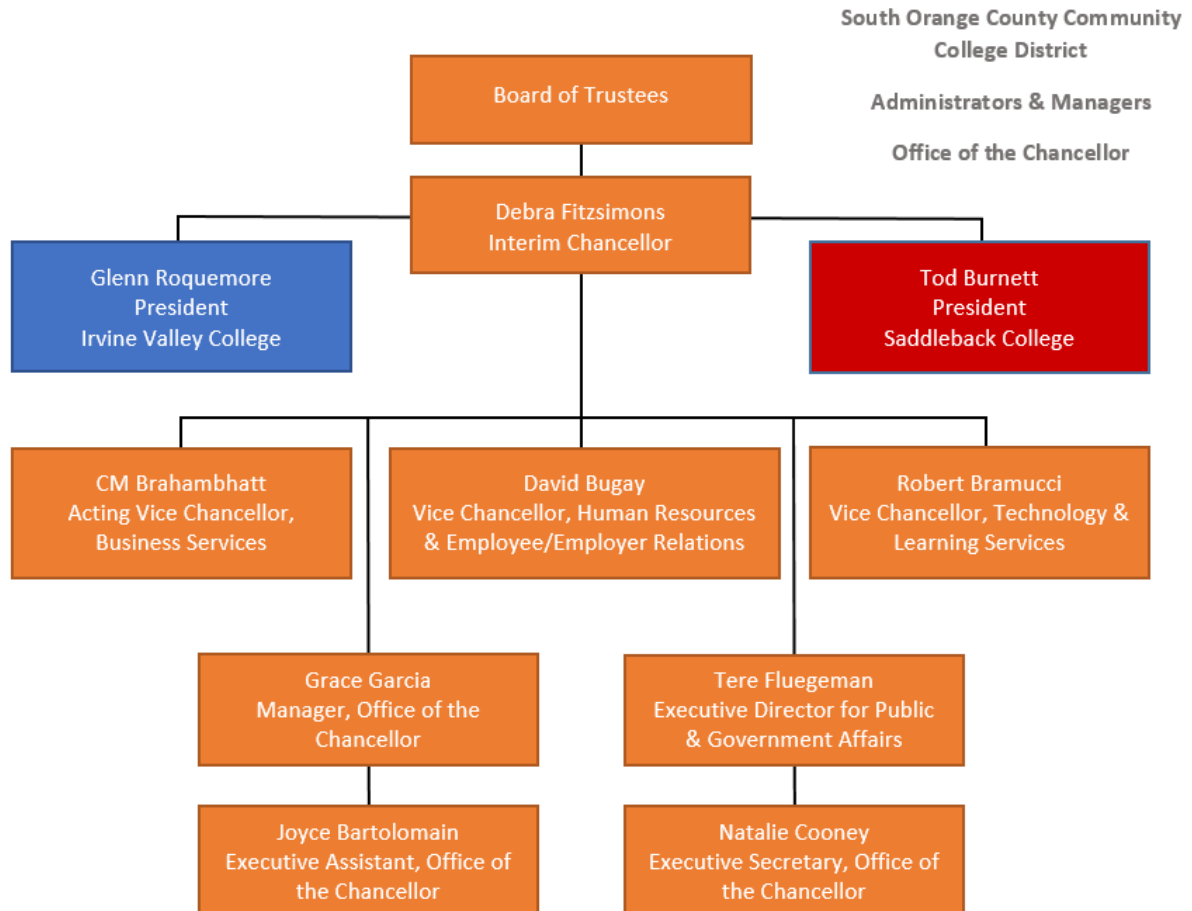
| <b>STANDARD II.C WORK GROUP</b>                            | <b>MEMBERS</b>    |
|------------------------------------------------------------|-------------------|
| Vice President, Student Services (Co-Chair)                | Linda Fontanilla  |
| Academic Senate (Co-Chair)                                 | Robert Melendez   |
| Academic Senate                                            | Tiffany Tran      |
| Assistant Dean, Financial Aid and Student Support Services | Ken Lira          |
| Classified Senate                                          | Maria Nunez       |
| Dean, Enrollment Services                                  | Arleen Elseroad   |
| Dean, Student Services                                     | Liz Cipres        |
| Director, Child Development Center                         | Becky Thomas      |
| Director, Health and Wellness and Veterans Services Center | Nancy Montgomery  |
| Director, International Student Program                    | Christina Delgado |
| Director, Student Life and Equity                          | Cessa Heard       |
| Interim Director, Outreach and Recruitment                 | Dennis Gordon     |
| Registrar                                                  | Ruben Guzman      |

Table 11: Standard III Work Group Membership

| <b>STANDARD III WORK GROUP</b>                             | <b>MEMBERS</b>    |
|------------------------------------------------------------|-------------------|
| Vice President, College Administrative Services (Co-Chair) | Davit Khachatryan |
| Vice President, Academic Senate (Co-Chair)                 | Bob Urell         |
| Academic Senate                                            | Mark McNeil       |
| Academic Senate                                            | Kathy Schmeidler  |
| Academic Senate                                            | June McLaughlin   |
| ASIVC                                                      | Safar Mahmudov    |
| Classified Senate                                          | Brian Kim         |
| Registrar, Admissions & Records                            | Ruben Guzman      |

## Organizational Charts/Function Maps

### South Orange County Community College District Management Organizational Charts

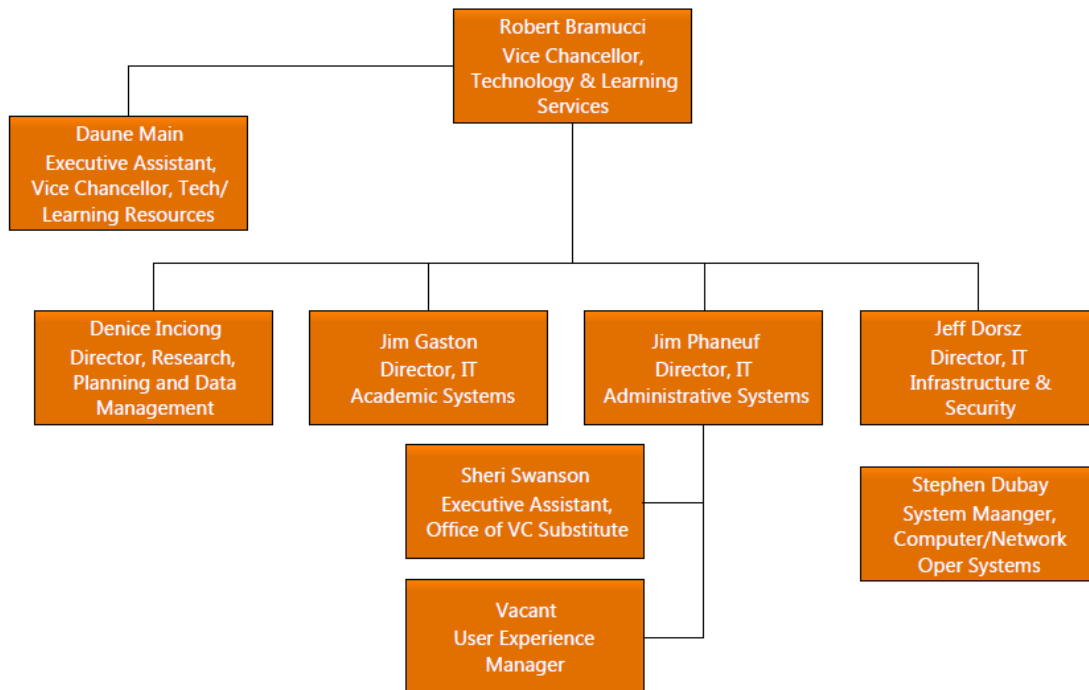




South Orange County Community College  
District

Administrators & Managers

Technology & Learning Services

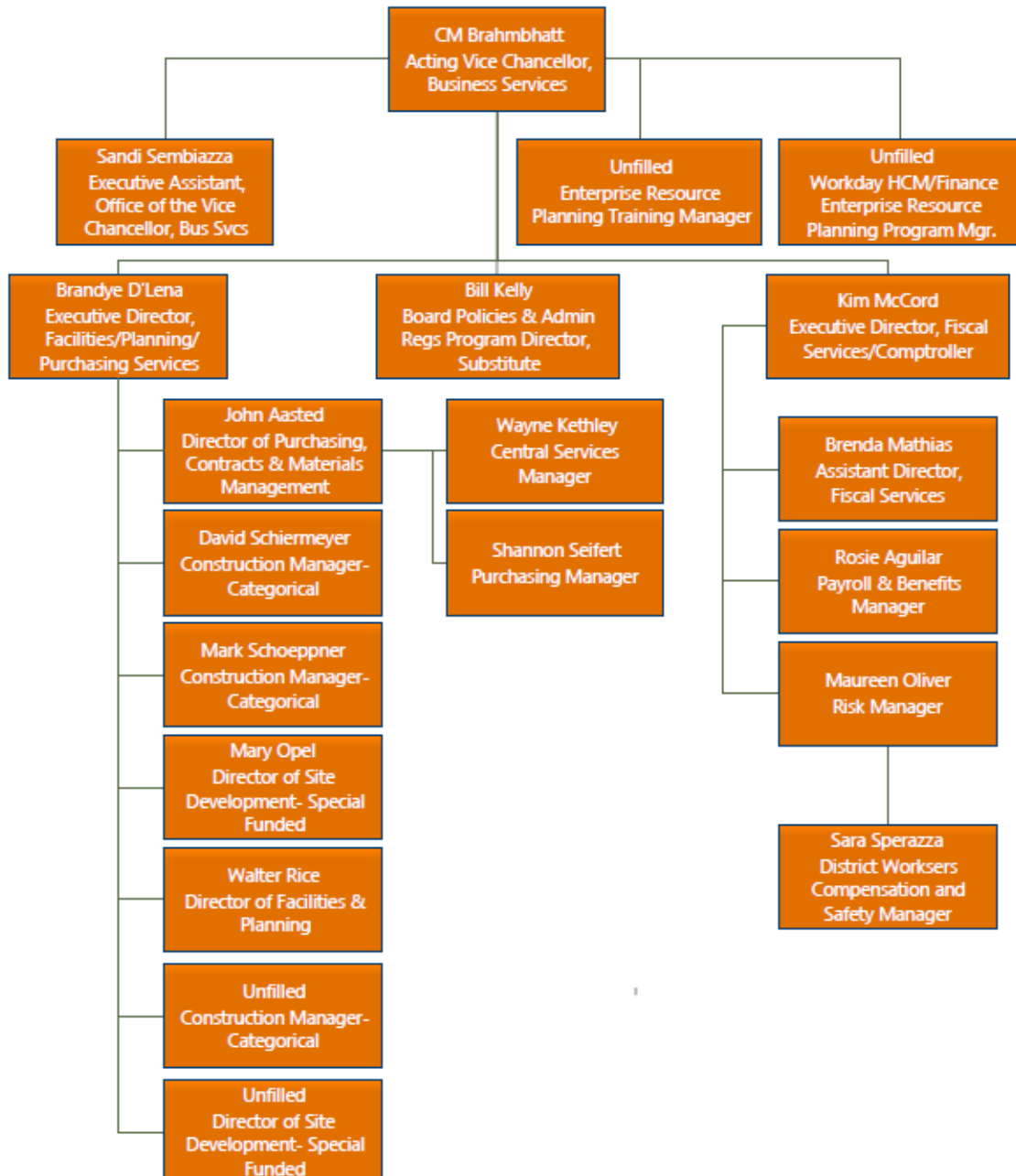






South Orange County Community College  
District  
Administrators & Managers

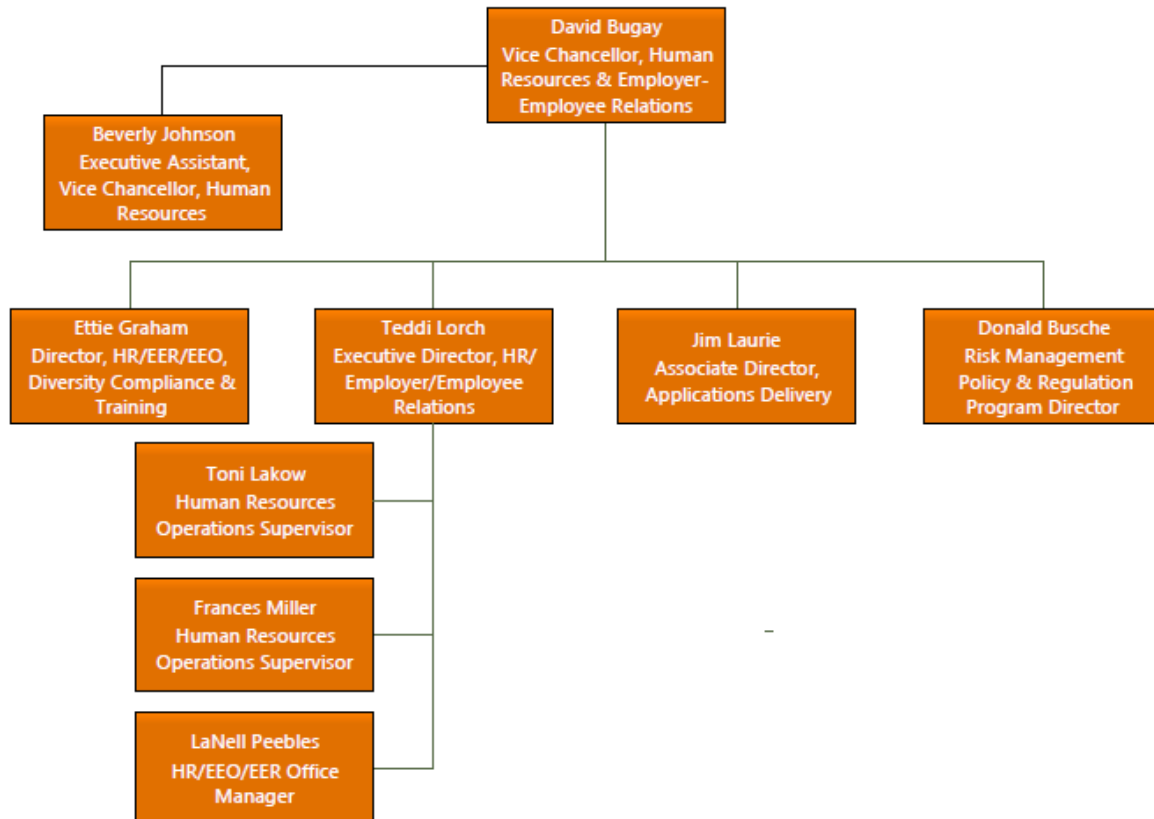
Business Services



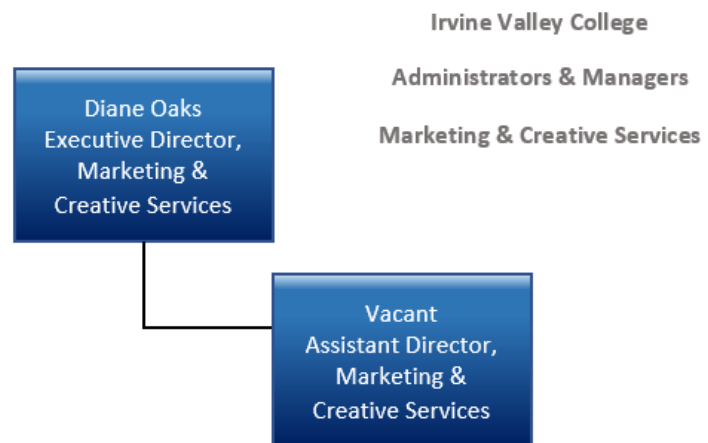
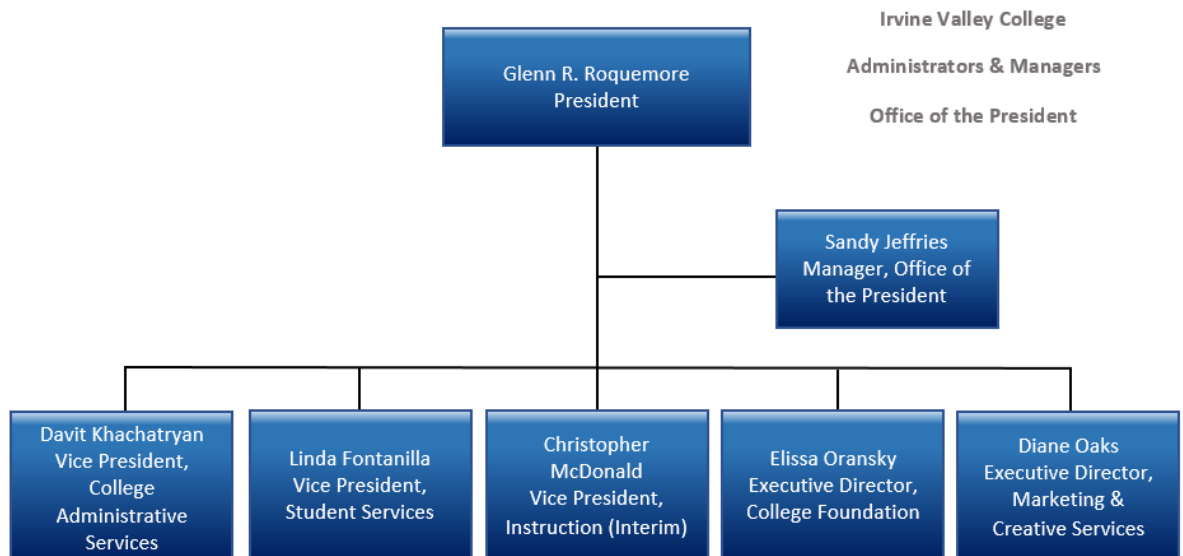


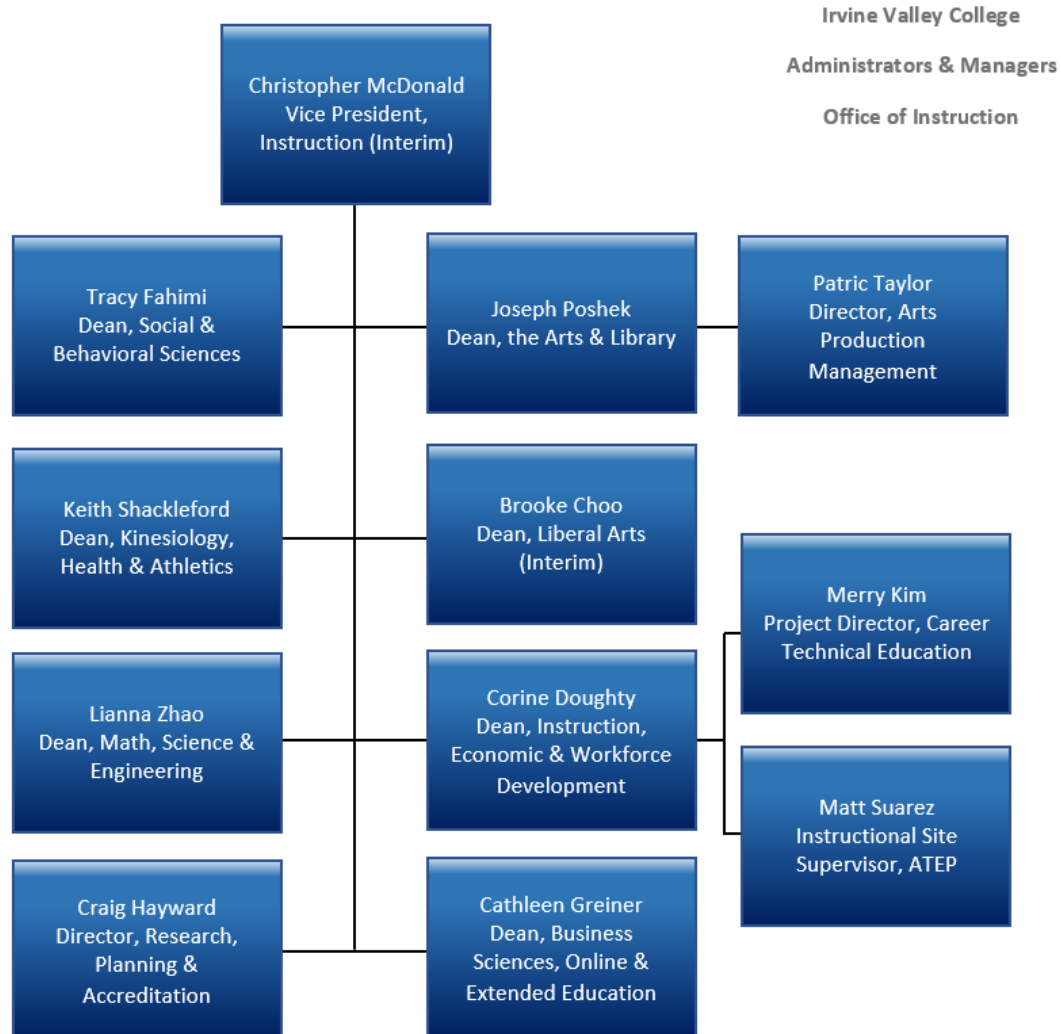
South Orange County Community College  
District  
Administrators & Managers

Human Resources



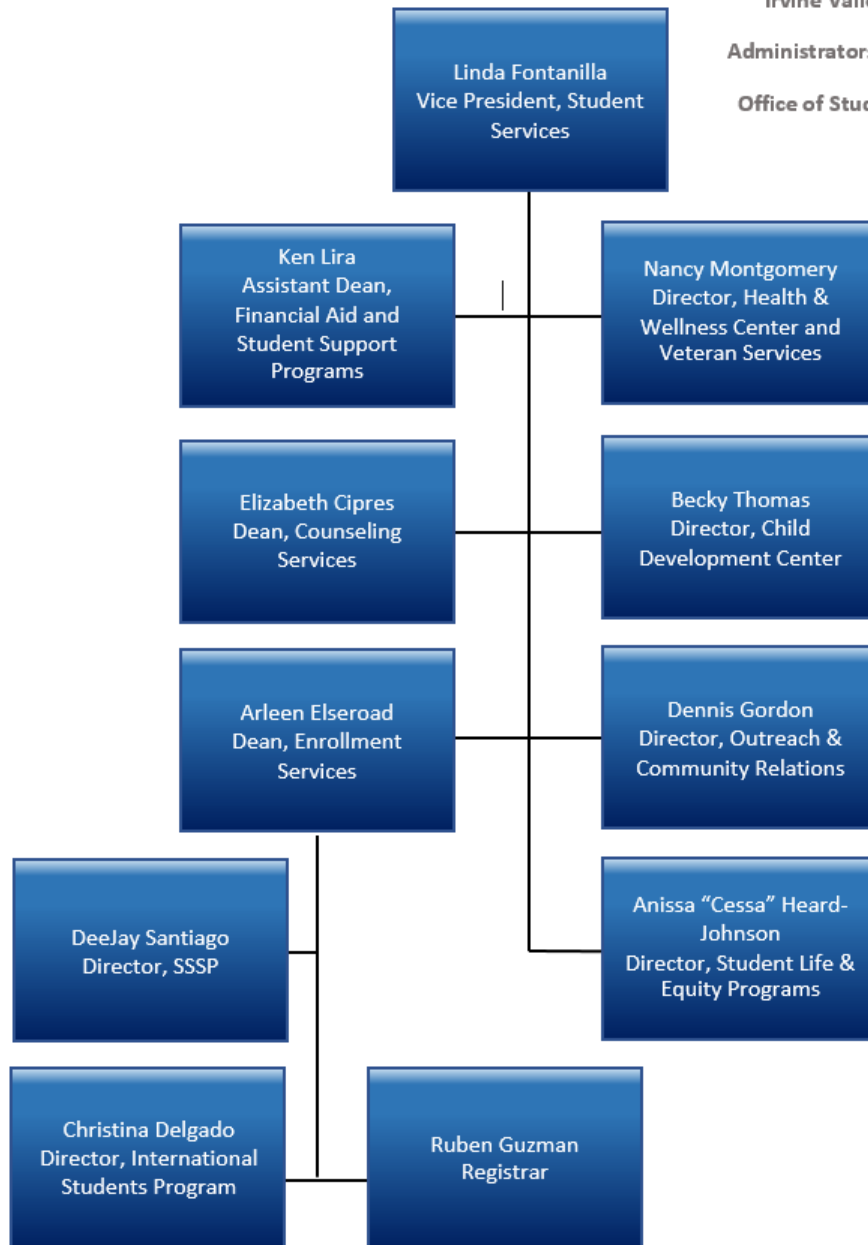
## Irvine Valley College Management Organizational Charts

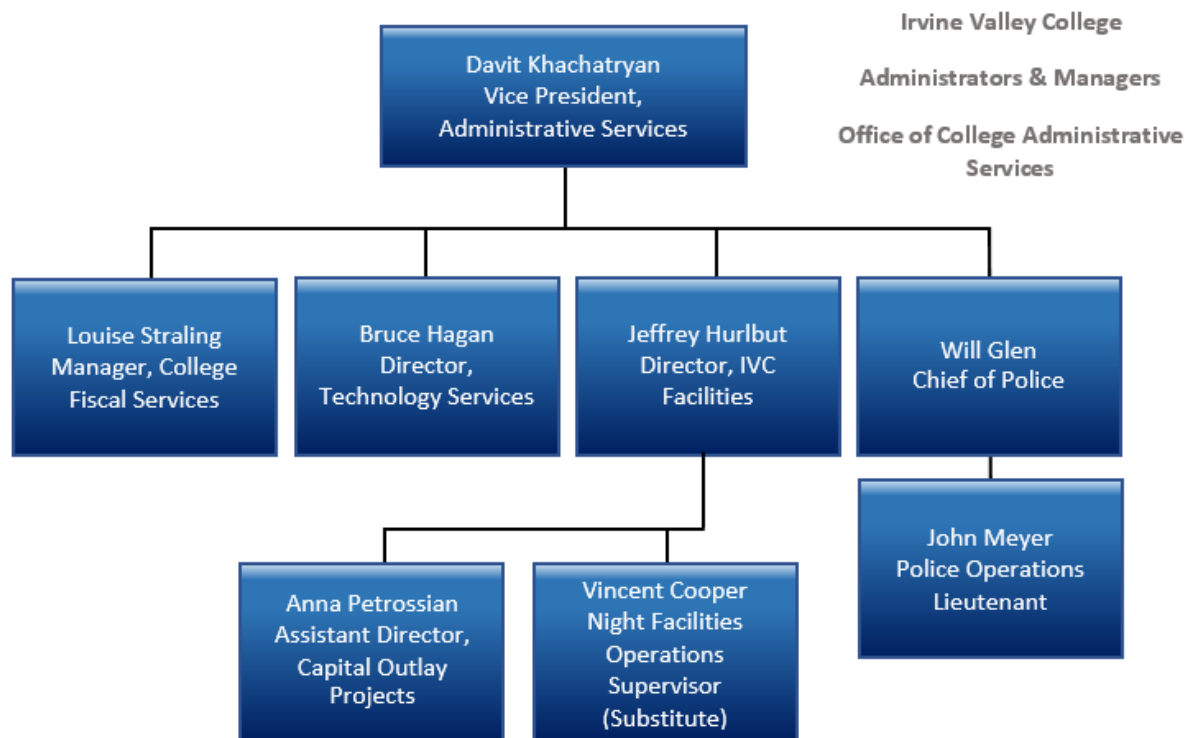






Irvine Valley College  
Administrators & Managers  
Office of Student Services





## District Function Map

District Wide Function Map ([N.1.55](#))

## **Certification of Continued Compliance with Eligibility Requirements**

### 1. Authority

Irvine Valley College (IVC) is a public two-year community college operating as a post-secondary educational institution that awards degrees and certificates under the authority of the State of California ([N.1.5](#)), the Department of Education, and the Board of Governors of the California Community Colleges. IVC is one of 113 institutions within the California Community College system. IVC is governed locally by an elected Board of Trustees for the South Orange County Community College District. The College was accredited in 1988 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of School and Colleges (WASC) and has continuously maintained accredited status ([N.1.6](#)).

### 2. Operational Status

In fall 2015, Irvine Valley College served 13,828 students ([N.1.7](#)), with 91% of course enrollments in credit courses ([N.1.8](#)). Over three-fourths of students declared an educational goal to transfer or obtain an associate degree or certificate ([N.1.9](#)). In Academic Year 2015-16, IVC awarded a total of 1,185 associate degrees and 2,683 certificates ([N.1.10](#)).

### 3. Degrees

In Academic Year 2015-2016, Irvine Valley College (IVC) offered 80 Associate in Arts and Associate in Science degrees, including 23 state-approved Associate Degrees for Transfer to the Cal State University (CSU) System ([N.1.11](#)). To obtain an Associate in Arts or Associate in Science Degree, students must complete a minimum of 60 credit units, pass all applicable program courses with a grade “C” or better, maintain a grade point average of 2.0 or higher, and complete general education requirements ([N.1.12](#)). Associate Degrees for Transfer have

the same requirements, with the exception that students must complete 60 CSU-transferable units.

IVC also offers 63 Certificates of Achievement (state-approved programs) and Certificates of Proficiency (locally approved programs). To earn a certificate, students must complete all required coursework with a grade “C” or better and complete a minimum of 12 units at IVC. For certificates with a total unit requirement of fewer than 12, students are required to complete all units at IVC. Degree and certificate requirements are detailed in the college catalog ([N.1.13](#), [N.1.14](#)).

To ensure that educational offerings promote students’ opportunity to obtain a degree or certificate, 1,290 credit sections were offered and 91% of IVC students enrolled in at least one of the offered credit sections in fall 2015 ([N.1.8](#)).

#### 4. Chief Executive Officer

In 2002, the South Orange County Community College District (SOCCCD) appointed Dr. Glenn R. Roquemore ([N.1.15](#)) as president of Irvine Valley College. Pursuant to Board Policy 2101 ([N.1.16](#)), the chancellor delegates authority to the college president to oversee college operations and administer board policies. The president does not serve as the chair of the governing board ([N.1.17](#)).

Dr. Roquemore served as president during the last comprehensive accreditation site visit in 2010. Irvine Valley College has not been required to inform the Commission of any changes in the institutional chief executive officer.

#### 5. Financial Accountability

In accordance with California Education Code Section 8848, an annual audit is conducted by an independent certified accounting firm, using generally accepted auditing principles designed to obtain reasonable assurance that the financial statements are free of material misstatement. The audit process includes the examination and testing of supporting documentation as well as an examination of internal controls that provide feedback on processes that require improvement or adjustment. The audit assesses the accounting principles used and management’s estimates in order to provide reasonable assurance that material misstatements affecting the financial statements as a whole are detected. In order to plan the audit, the audit process 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 effective financial management reflects the limited number of audit findings. Budget and audit documents are posted to the District Business Services website ([N.1.18](#)).

The district audit reports and findings are reported to the Board of Trustees in November of each year ([N.1.19](#)). The report is shared by the audit firm representatives who highlight material weaknesses, if any. The District maintains audit committees for the district and foundation audits and several board members serve on those committees. The auditors share more detailed information during these meetings.

The College's financial aid program is evaluated on an annual basis as part of the College's independent audit process, which includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year. During this accreditation cycle, the College has had no findings in the audit of the financial aid program ([N.1.18](#)).

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2013 was 12.7%, well below the requirement established by the state of California (<15.5%), as well as the federal requirement (<30%) ([N.1.20](#)). The College has not had any noncompliance actions taken against it due to noncompliance with Title IV regulations.

For the three most recent years for which data are available ([N.1.21](#)), the student loan default rates among IVC alumni were: 2011; 14.7%; 2012; 8.9%.; and 2013, 12.7%.

The District and college have robust and transparent budgeting and financial oversight processes ([N.1.19](#), [N.1.22](#), [N.1.23](#)).

## **Compliance with Commission Policies**

This section responds to the Commission Policies as defined in Appendix A of the *Manual for Institutional Self Evaluation*. The narrative supplies the information required by the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies (Appendix K of the *Manual for Institutional Self Evaluation, October 2015, Revised Edition*). References to other sections of the Self Evaluation Report are included as appropriate.

### **Policy on Rights and Responsibilities of the Commission and Member Institutions**

Irvine Valley College complies with the ACCJC's *Policy on Rights and Responsibilities of the Commission and Member Institutions*. Accreditation activities are coordinated by the Accreditation Oversight Work Group under the direction of the president, the accreditation liaison officer (ALO), and the Strategic Planning and Accreditation Council (SPAC) (N.1.24). The president and the ALO are the primary contacts for communication with the ACCJC.

The College has been accredited since July 1988 and voluntarily complies with the ACCJC standards in order to ensure student learning, institutional effectiveness, and continuous quality improvement. The College maintains an archive of current and previous accreditation reports, letters, and documents on its accreditation website (<http://accreditation.ivc.edu> (N.1.25) and the College has a documented history of timely compliance with Commission requests and recommendations (N.1.26). The College's current self-evaluation process has been broadly representative and has involved a wide array of staff, faculty, students, and administrators (N.1.27).

Irvine Valley College also complies with Title 34 of the Code of Federal Regulations, 34 CFR 602.23(b), which states the following:

In providing public notice that an institution or program subject to its jurisdiction is being considered for accreditation or pre-accreditation, the agency must provide an opportunity for third-party comment concerning the institution's or program's qualifications for accreditation or pre-accreditation. At the agency's discretion, third-party comment may be received either in writing or at a public hearing, or both (N.1.28).

As part of the current self-evaluation process, on October 25, 2016, the president and the ALO convened a public forum for the purpose of soliciting and receiving public comments

([N.1.29](#)). Additionally, the College opened a public website with a web form for the general public to be able to submit comments on the College's accreditation process ([N.1.6](#)).

### Policy on Institutional Degrees and Credits

Irvine Valley College complies with, and states in the college catalog ([N.1.31](#)), the minimum 60 semester credit unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations ([N.1.30](#)). Associate degrees consist of units required for the major or area of emphasis combined with required general education units and degree applicable elective units.

The College follows the Chancellor's Office's Standard Formula for Credit Hour Calculations. The College uses a compressed semester calendar with a semester of approximately 17 weeks in length. In this formula, each 18 hours of lecture per semester corresponds to one unit of course credit. For classes with laboratory or arranged hours, 54 hours of class time per semester (just over three hours per week) corresponds to one unit of course credit.

To comply with the regulations set by the U.S. Department of Education and the ACCJC with regard to setting institutional standards for student achievement (cf. 34 CFR 602.16(a)(1)(i); 602.17(f); 602.19(a-e)), IVC has established institution-set standards for the following indicators of student achievement and attainment: course completion rates, annual counts of students who transfer to four-year institutions, annual counts of certificates awarded, and annual counts of degrees awarded. Additionally, the College reviews data on employment in the field for all gainful employment programs enrolling at least ten graduates ([N.1.32](#)).

The College's Institutional Effectiveness Committee establishes the institutional set standards, reviewing data annually in conjunction with information on strategic key performance indicators and goals. The institutional set standards and other strategic information create the context for the other work that IEC does, including its review of academic program reviews, equity planning, strategic planning, and basic skills initiative planning ([N.1.33](#)).

## Policy on Transfer Credit

### **Transfer Credit**

Irvine Valley College grants credit for college units earned at regionally accredited institutions of higher education. No more than four units may be awarded for sectarian courses. Students must have all transcripts evaluated for transfer credit; they are sent to the Office of Admissions and Records in order to determine whether coursework can be used to satisfy prerequisites or equivalencies. Applications for degrees or transfer certifications cannot be processed without filed official transcripts from all transfer colleges. Questions regarding specific courses for which a student is seeking transfer credit should be addressed to the Counseling Center or the Transfer Center at Irvine Valley College ([N.1.34](#)).

### **Transfer from Foreign Institutions**

Students seeking evaluation of foreign coursework must provide a transcript evaluated by an accredited evaluation and translation service. In order to complete the transfer evaluation process, students must submit official evaluations to the Office of Admissions and Records and schedule an appointment with the Counseling Center so that their transfer work may be evaluated. With the exception of validating the foreign language requirement, coursework from foreign institutions cannot be used for CSU or IGETC certification. Students may be granted credit toward CSU-Breadth and IGETC requirements by earning specified scores on International Baccalaureate (IB) Higher Level exams ([N.1.34](#)).

### **Credit by Exam**

Irvine Valley College may grant credit by examination for previous experience, training, or instruction equivalent to a specific course offered by the College—provided it is a course for which the student has not received prior high school or college credit, has not attempted credit by examination, and has never enrolled. The course should be one whose content, in the opinion of the department and the instructor assigned, lends itself to testing by examination ([N.1.35](#)).

Credit by examination may be granted only for a course listed in the college catalog and only to a student in good standing and registered in the South Orange County Community College District. A student may not receive credit by examination for any course which is a prerequisite to a course for which the student has already received credit. A student attempting credit by examination must have maintained a minimum 2.0 grade point average in at least 12 units completed at Irvine Valley College ([N.1.35](#)).

Units earned through credit by examination are not counted in determining the 12 in-residence semester units required for graduation. The procedures for securing permission to obtain Credit by Examination for a specific course are as follows:

1. The student submits a Credit by Examination petition form to the Office of Admissions and Records, where eligibility will be determined. Petitions are available at the Office of Admissions and Records.
2. The student contacts an instructor who teaches the course for which Credit by Examination is requested. If it is the judgment of the instructor that the course content can be tested by examination and that the student possesses sufficient background, previous training and/or skills to attempt the examination, the instructor signs the form.
3. The student, following policies and procedures developed within the academic discipline, obtains the approval of the appropriate instructional dean.
4. Following approval from the dean, the request is forwarded to the vice president for instruction for final approval. (The vice president for instruction then forwards the approved petition to the Office of Admissions and Records.)
5. The initiating instructor prepares, administers, and grades the examination and forwards the grade to the Office of Admissions and Records.
6. A grade of Pass (“P”) or No Pass (“NP”) is assigned, and the course is identified as “Credit by Examination” on the student’s transcript.

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

Students may earn associate degree and general education credit for Advanced Placement (AP) tests with scores of 3, 4, or 5. The College Board must send AP exam results to the IVC Admissions Office for application on the associate degree or general education pattern. Credit by Advanced Placement exam is noted on the student’s transcript ([N.1.36](#)).

The College also recognizes the College Level Examination Program (CLEP). A student, by successfully completing the General Examination (25th percentile or higher), may earn up to 12 ungraded units applicable to the associate degree as follows: 3 units in Humanities and Fine Arts; 3 units in Mathematics; 3 units in Social Science; and 3 units in Natural Science (non-laboratory). No credit is given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination. Credit for CLEP is awarded upon completion of 12 units in residence at Irvine Valley College ([N.1.37](#)).

## Policy on Distance Education and on Correspondence Education

As online course offerings have grown at IVC, more programs have completion requirements with a large portion of courses offered online. In response to this growth, IVC submitted a substantive change proposal to the ACCJC in September 2016 ([N.1.38](#)).

Students who wish to enroll in an online course at IVC must meet the specific requirements of the course and participate responsibly. Students are required to participate in an orientation for online classes that demonstrates how to access and use the online learning environment. At the class orientation or by email, instructors illustrate use of a Blackboard account. Students officially enrolled in an online class may access Blackboard accounts with a user name and password ([N.1.39](#)).

Distance Education (DE) is defined as instruction in which the instructor and the student are separated by distance and interact through the assistance of instructional technology (Title 5, Section 55200). DE courses at IVC are offered only through online modalities.

Courses offered by distance education shall be reviewed and approved separately by the College's Curriculum Committee. Courses that are fully online are reviewed alongside hybrid courses ([N.1.40](#)).

When approving distance education courses, the Curriculum Committee certifies the following ([N.1.41](#), [N.1.42](#)):

- **Course Quality Standards:** The same standards of course quality are applied to distance education courses that are applied to traditional classroom courses. Any class offered at a distance will fulfill all the criteria of the course outline of record (COR), including comparable content delivery, learning objectives, assignments, and methods of evaluation.
- **Instructor Qualifications:** Faculty teaching online courses shall be selected by the same procedures used to determine all instructional assignments, with additional consideration of the faculty member's experience with and skills related to online instruction.
- **Instructor Contact:** All approved DE courses, including fully online (100% online) and hybrid (1%-99% online) courses, shall include regular effective contact between the instructor and the students. The College's Curriculum Committee verifies that the distance modality can and will provide regular effective contact. Instructors will use one or more of the following accepted practices of regular effective contact in their online courses:
  - **Regular Announcements:** Through methods such as through the use of the announcement area in the learning management system (LMS) or via emails to

the entire class, it is best practice for faculty to make general announcements to students in online classes on a regular basis.

- Orientation: It is best practice for faculty to send a welcome communication to students. This communication may include course information, expectations, contact information, and how to access online content. Orientations may occur online or face-to-face.
- Establishing Expectations: Faculty should 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. It is best practice to include the timeframe for responding to student questions/inquiries (for example, “within two business days”), the timeframe for receiving feedback on student work (for example, “within 7-10 business days”), the timeframe for submission of assignments, and the quantity of required discussion board postings.
- Faculty-Initiated Interaction: It is best practice for faculty to regularly initiate interaction with students in a variety of ways, including, but not limited to, the following: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or email, and, in the case of hybrid courses, regular face-to-face meetings.
- Content Delivery: Faculty will provide content material 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, websites, streaming video).
- Notifying Students of Faculty Unavailability/Offline Time: Students should be notified if the instructor is unavailable/offline for regular effective contact for a prolonged period of time (e.g. four business days) for any reason (such as an illness or family emergency). Students should also be notified when instructor-initiated regular effective contact will resume.
- Notifying Administration of Faculty Absence Notification: If a faculty member must be offline for a period of time that results in the faculty member’s failure to meet regular effective contact for any given week, this failure to establish contact is an absence and the dean of the division in which the course is taught must be notified. Such absences will be handled in accordance with the negotiated faculty contract.
- Face-to-Face Forms of Contact (for hybrid modalities): Faculty are encouraged to utilize standard accepted face-to-face forms of contact (i.e., group or individual meetings, lab class meetings, orientation and review sessions, supplemental seminars or study sessions, proctored exams, and field trips). Field trip accommodations must be made available for students with documented disabilities.

- Office Hours/Student Consultation: Faculty should be available to their distance education students during regularly scheduled office hours, which may be held either on-site or online, or for student consultation. “Office hours” include telephone contact, face-to-face contact, or online contact (through email, discussion board, or chat).

### **Accessibility Standards**

In compliance with Section 508, to the extent possible, the following general principles should be followed to ensure that distance education courses are accessible to students with documented disabilities:

- Distance education courses must allow all students to fully participate and benefit from an equitable college experience.
- Instructional materials and textbooks must permit maximum opportunity for access by students with documented disabilities independent of outside assistance (i.e. sign language interpreters, aides, or other forms of human assistance).
- Where possible, distance education resources should provide "built-in" accommodations (i.e. closed captioning or descriptive narration) and/or interface design/content layout per universal design best practices, commonly used in support of persons with disabilities. Alternative testing formats and extended test-taking time are provided to students with documented disabilities through accommodations that address the student’s documented disability ([N.1.43](#)).

### **Policy on Representation of Accredited Status**

Irvine Valley College has an accreditation link on both the footer of every page and on the “About” page ([N.1.44](#)). The link connects the user to the College's accreditation webpage, which displays the following statement:

#### **Accreditation Status**

Irvine Valley College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 92949, 415-506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at [www.accjc.org](http://www.accjc.org).



Each college affiliated with ACCJC must undergo periodic evaluation of their programs and services through self evaluation and peer review in a six year cycle. Irvine Valley College last received reaffirmation of its accreditation in February 2014 ([N.1.25](#)).

The accreditation page also contains a link for the submission of comments on the Self Evaluation Report, as well as links to an archive of all of the College's required accreditation materials, including self-evaluations, mid-term reports, evidence, site visit materials, team reports, follow-up reports, Commission letters, and ACCJC substantive change materials ([N.1.45](#)).

### Policy on Student and Public Complaints against the Institution

#### *Informal Complaint Procedures*

The District has established designated officers who are charged with receiving complaints and coordinating their investigation. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment. In cases of simple misunderstandings or the decision of the individual to not file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint.

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

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

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

Since failure to report harassment impedes the District's ability to stop the behavior, the District strongly encourages students and staff who believe they are being harassed to file complaints in a timely manner (within 30 days of the alleged incident). Any complaint not involving employment may be made orally or in writing within one year of the date of the alleged discrimination or harassment ([N.1.46](#)).

### *Formal Complaint Procedures*

If an informal process does not resolve the matter and/or formal charges are pursued, formal complaints of unlawful discrimination or harassment must be filed in writing on a form prescribed by the state chancellor ([N.1.47](#)).

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

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

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

Irvine Valley College website: [www.ivc.edu/policies/pages/harassment.aspx](http://www.ivc.edu/policies/pages/harassment.aspx)

SOCCCD website: [www.socccd.edu/hr/HRforms.asp](http://www.socccd.edu/hr/HRforms.asp)

State Chancellor of the California Community Colleges website:  
<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>

Upon receiving a formal written complaint, the District will determine whether the complaint has met the necessary requirements, which include but are not limited to whether the complaint was filed in a timely manner, whether it was filed on an appropriate form, and whether it alleges unlawful discrimination as stipulated in Title 5, section 59300. The District will investigate properly filed complaints according to procedures prescribed in board policy. The District will complete its investigation within 90 days of receiving the complaint and report its administrative determination. The District must provide written notice to both the complainant and the state chancellor of probable cause to sustain the charges raised in the complaint; a description of the action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District and the state chancellor ([N.1.48](#), [N.1.49](#)).

For comprehensive information about discrimination and harassment, students are encouraged to read the *Harassment Policy and Complaint Procedure* brochure, available in the Office of Student Services, Room A 110, at Irvine Valley College. The brochure is also available for downloading from the SOCCCD website: [www.socccd.edu/hr/HRforms.asp](http://www.socccd.edu/hr/HRforms.asp).

## Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Irvine Valley College's accreditation status is found on page one of the 2016-2017 catalog, the mission and vision statements are located on page four, and the institutional learning outcomes are located on page seven ([N.1.50](#)).

In accordance with Board Policy and Administrative Regulation 5604 (Admissions), the District does not restrict admission to residents of the District, nor does it restrict the privilege of district residents to attend any other community college. Non-California residents are accepted on the same basis as California resident students, except that state regulations require these students be assessed adjusted tuition ([N.1.51](#)).

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

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

The College accurately reports the official college name, address, telephone number and web links on the first page of the 2016-2017 Irvine Valley College catalog. The campus map can be found on page 336 ([N.1.50](#), [N.1.52](#)). This information is also available on the college website ([N.1.53](#)).

## Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Irvine Valley College does not currently maintain contractual relationships with non-regionally accredited organizations.

## Policy on Institutional Compliance with Title IV

Irvine Valley College's Office of Financial Aid keeps loan default rates at an acceptably low level and also complies with program responsibilities defined by the U.S. Department of

Education ([N.1.21](#)). Programs funded by the federal government include Pell Grants, SEOG Grants, Federal Work Study programs, and Direct Subsidized Loan and Direct Unsubsidized Loan programs.

Irvine Valley College complies with Title IV of the Higher Education Act through comprehensive financial aid services to students. Upon receiving a Direct Loan at the College, all students are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling. Entrance counseling helps students understand the implications associated with taking out a federal student loan. These policies and processes are regularly updated as needed to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies ([N.1.54](#)).

As part of the College's independent audit process, the College's financial aid program is evaluated on an annual basis. The audit process includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year. During this accreditation cycle, the College has had no findings in the audit of the financial aid program ([N.1.18](#)).

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2013 was 12.7%, well below the requirement established by California (<15.5%) as well as the federal requirement (<30%) ([N.1.20](#)). The College has not had any actions taken against it due to non-compliance with Title IV regulations.

For the three most recent years for which data are available ([N.1.21](#)), the student loan default rates among IVC alumni are as follows:: 2011, 14.7%; 2012, 8.9%.; 2013, 12.7%.



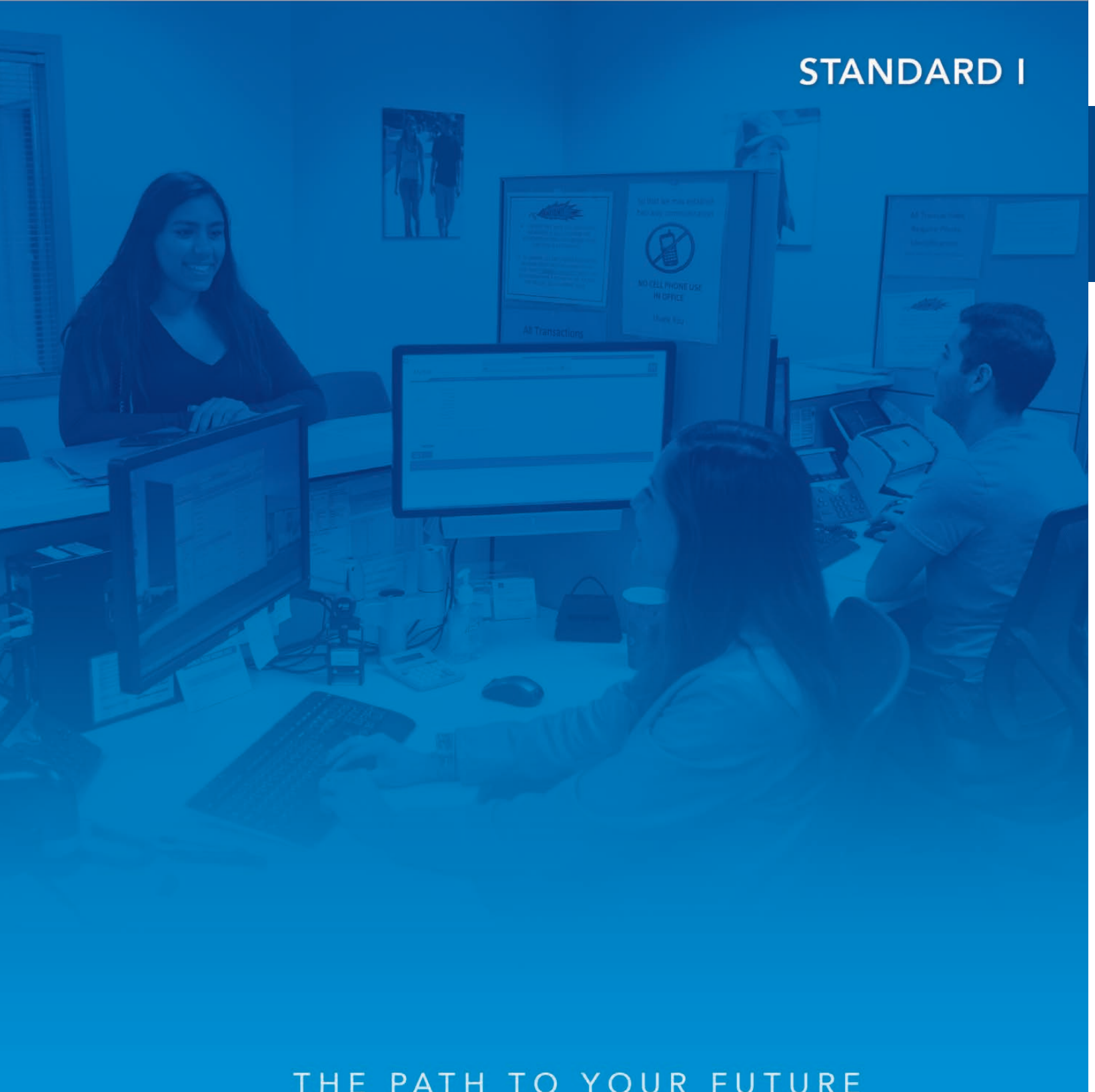
*Photo 2 – Irvine Valley College Commencement*



IRVINE VALLEY  
COLLEGE

## STANDARD I

STANDARD I



THE PATH TO YOUR FUTURE



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

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

### **Introduction**

Irvine Valley College's mission statement reflects the institution's commitment to providing quality instruction and student services that support student learning and the attainment of the educational goals of all students. The mission is central to the College's planning efforts, including its central planning document – the IVC Strategic Plan. The Strategic Plan's four major goals reflect the ways in which the College focuses on achieving its mission: by improving institutional effectiveness and student completion; by narrowing achievement gaps; and by increasing engagement and partnering with the college community. These strategic goals are shared district wide, contributing to a collegial environment in which processes are regularly evaluated and resources are strategically dedicated to the improvement and the support of mission critical goals and objectives.

The College relies on data to make and evaluate decision based on students, the learning environment and the ability of staff and faculty to educate and serve students. Student characteristics and student needs are considered when the College contemplates adjusting resource allocations and/or undertaking new actions or initiatives. College staff engage in ongoing dialogue allocating resources in order to achieve the institutional mission and improve student learning. Evidence of the College's commitment can be found on the college website, which clearly communicates information to the public regarding college programs, course offerings, support services, student outcomes, and accreditation status. IVC's self evaluation, college policies, and practices demonstrate a strong, mission-driven commitment to student learning and student achievement.

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

### **I.A.1 Mission**

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

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

The South Orange County Community College District (SOCCCD) and Irvine Valley College (IVC) adopt separate institutional mission and vision statements that are reviewed annually and revised as needed. Until recently, IVC's mission statement read as follows:

Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community ([I.A.1](#)).

The mission is in the process of being revised, now locally approved, but pending Board approval, to more fully describe the types of degrees and credentials it offers and to feature values of access, success and equity as well as the College's distinctive emphasis on clear and guided pathways, as follows:

Irvine Valley College offers clear and guided pathways to transfer, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

IVC's student population includes an active international student community who contribute to the diversity and dynamism of the educational environment. The College's mission statement is published and distributed widely via the college catalog. The mission is also prominently featured on the College's website on the "About" page.

The District's mission statement is published on the district website's "About" page:

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

Since it was established as an independent college in 1985, IVC has, at its core, focused on providing students access to quality education. The College's commitment to student success

and equity flows from its mission statement and is detailed in its Strategic Plan ([I.A.2](#)), Student Equity Plan ([I.A.3](#)), Student Success and Support Programs (SSSP) Plan ([I.A.4](#)), Basic Skills Initiative (BSI) Plan ([I.A.5](#)), Basic Skills Transformation Plan ([I.A.6](#)), and Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant activities ([I.A.7](#)).

In accordance with its mission, IVC offers credit and non-credit instructional programs, both online and face-to-face. Online offerings complement face-to-face offerings through an additional, convenient format. Students have access to an array of student support services and co-curricular activities, such as the student government and Student Ambassadors programs, which support student achievement and learning. IVC's student population includes resident and international students of all backgrounds, ethnicities, ages, and educational needs. IVC's commitment to diversity and equity is clearly represented in its mission and its status; it was federally designated as a minority-serving institution in 2015 ([I.A.7](#), [I.A.8](#), [I.A.9](#), [I.A.10](#)).

To meet the needs of its community, the College provides access to both challenging transfer-level courses and courses that develop basic skills. IVC students can attain associate degrees and certificates in Career Technical Education (CTE) programs that lead to employment. Students also have the option of completing transfer-focused programs that lead to associate degree attainment and transfer to four-year institutions ([I.A.11](#)). IVC is proud of its high completion and transfer rates, which reflect the strength of the College's commitment to supporting students and faculty in all aspects of teaching and learning; the institution also serves community skills builders who take courses simply to learn new skills or upgrade existing skills ([I.A.8](#)).

IVC regularly reviews its mission statement at its annual Strategic Planning and Accreditation Council (SPAC) retreat ([I.A.12](#), [I.A.13](#)), meetings of the Institutional Effectiveness Committee ([I.A.14](#)), and Academic Senate meetings ([I.A.15](#)). Following the college wide process, the Board of Trustees annually reviews and adopts changes, per recommendations of the College ([I.A.16](#)).

The college mission is published in the college catalog, and both the college and district mission statements are prominently published on their respective websites ([I.A.16](#), [I.A.17](#)).

### **Analysis and Evaluation**

Irvine Valley College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Its comprehensive review process of the College's mission statement ensures that the mission statement describes the College's broad educational purposes, its populations, its values, its commitment to improving access and equity, its offerings of degrees and other credentials, and its commitment to student learning and student achievement. The institution's educational mission is clearly defined, adopted, and regularly reviewed by the Board of Trustees. Moreover, the mission is published widely,



informing current and prospective students and the surrounding community of IVC's commitment to those it serves.

The College meets the standard.

## **I.A.2 Mission**

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

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

Irvine Valley College (IVC) utilizes external and internal data to determine how effectively the College is accomplishing its mission to serve students' needs. Data from all levels—global, national, state, regional, and local—are analyzed to identify trends, emerging needs, opportunities, and potential threats ([I.A.18](#), [I.A.19](#), [I.A.20](#), [I.A.21](#)). Data sources include Scorecard data, labor market information, SLOs, the Chancellor's Office Data Mart, surveys, ad hoc research studies, and the district reporting infrastructure (i.e., inFORM and MySite) ([I.A.8](#), [I.A.3](#), [I.A.22](#)).

These data drive the planning process of the College and were foundational in developing the goals and objectives of the *2014-2020 Strategic Plan* ([I.A.2](#)), including the plan's key performance indicators. A representative district wide task force carefully developed the current indicators ([I.A.23](#), [I.A.24](#)). To ensure a widely shared focus on student learning and institutional effectiveness data, strategic key performance indicators (KPIs) are discussed at the annual planning retreat ([I.A.25](#)). Indicators are reviewed and discussed at both the District Wide Planning Council (DWPC) annual retreat and at IVC's annual strategic planning retreat. IVC has also established institution-set standards, reviewed annually by the Institutional Effectiveness Committee (IEC) and shared with SPAC. Additionally, the College has set financial, accreditation, and student achievement targets (or "goals") for the Institutional Effectiveness Partnership Initiative's metrics, which are published on the College's "About" page on the IVC website. These completion goals are congruent with the completion goals of the College's strategic plan ([I.A.14](#)).

The District also periodically engages in a formal external scan process to aggregate and analyze key demographic, workforce, and community indicators so that this information can be used to inform planning efforts and the mission statement review process ([I.A.22](#)). An example of how the College and the District have adapted their mission statements to respond to external forces can be found in the addition of the word "equity" to both the district and college mission statements. The inclusion of this single word powerfully reinforces the importance of the data and activities found in the College's Student Equity

Plan ([I.A.3](#)) and the College's commitment to reducing or eliminating the achievement gap (cf. Strategic Plan Objective 2.1) ([I.A.26](#)).

To ensure that data informs review and improves programs and services offered to students, all program reviews are required to incorporate data analysis of student access and success trends as well as institutional effectiveness indicators such as fill rates and student learning outcomes assessments ([I.A.27](#)). The resource allocation process relies heavily on program review objectives and strategic planning objectives as part of resource request rating procedures and the dialogue process to ensure that data and assessment results drive priorities that address students' needs ([I.A.12](#)).

Additional ways in which IVC uses data to assess progress and success in achieving its mission are manifold and include the following: program review, committee discussions, committee evaluations, budget and resource allocation processes, enrollment management procedures, hiring processes, employee evaluations, distance education and online planning processes, grant application processes, SSSP planning, student equity planning, strategic planning, and educational and facilities master planning ([I.A.28](#)).

The College meets the standard.

### **I.A.3 Mission**

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

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

The Irvine Valley College (IVC) mission supports and aligns with the district mission as well as the mission of the California Community Colleges. Published in the *IVC Planning and Decision-Making Manual* ([I.A.29](#)), the mission guides the College's decision-making, planning, and resource allocation processes. To achieve IVC's mission, the 2014-2020 Strategic Plan ([I.A.2](#)) serves as the cornerstone of IVC's planning process. All other college plans align with this plan and with the College's mission, including the 2016-2021 Technology Plan ([I.A.30](#)), the Student Success and Support Programs Plan ([I.A.4](#)), the Student Equity Plan ([I.A.3](#)), the Online Education Strategic Plan ([I.A.31](#)), and the Education and Facilities Master Plan ([I.A.32](#)).

Data informs the development, the analysis, and the representative dialogue that drive goal- and objective-setting, while the mission constrains the field of endeavor and provides guidance as to which priorities are most central and critical. College plans align with the

strategic plan through action steps that directly support and are nested underneath strategic objectives and/or by directly aligning their objectives with specific strategic objectives.

The mission statement drives the college strategic plan goals. Two of the four goals of the College's strategic plan directly address the College's mission of increasing student success and completion and of creating regional partnerships that support CTE, workforce development, and the local economy ([I.A.33](#), [I.A.34](#)). The additional goals of the strategic plan concern continuously improving institutional effectiveness so the College better serves its community ([I.A.35](#), [I.A.36](#), [I.A.37](#)). These goals drive the strategic objectives and the program review objectives required in support of all resource requests submitted through the Comprehensive Resource Request and Allocation Process.

To ensure "IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks," IVC's "College of the Future" initiative is developing the Advanced Education and Technology Park as a cutting-edge facility to support workforce development for high demand, high pay sectors and aligned with the programs and community that characterize IVC.

The College's work with educational partners includes the UCI Engineering pathway grant, an accounting pathway with Cal State Fullerton, and both CTE pathways (OC3 Pathways) ([I.A.38](#)) and Early College pathways with the Orange County Department of Education and local high schools ([I.A.39](#)). To address community needs, IVC has also developed pathways such as Biotechnology ([I.A.40](#)) and the Guaranteed Accounting Program 4+1 (GAP 4+1) ([I.A.33](#)), both in terms of student and workforce demand. Programs are built on partnerships with other educational institutions, in conjunction with the institution's active transfer center and continual curriculum articulation efforts. These programs exemplify IVC's commitment to leveraging "educational networks" in support of student success.

### **Analysis and Evaluation**

IVC's mission guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement. The broad college community participates in writing and revising the mission statement and in making recommendations for the use of college resources, and the budget process and the process for prioritizing allocations of other resources are open. Therefore there is widespread buy-in by all constituent groups to ensure that planning and prioritization align with the mission. Constituent groups ensure that planning and prioritization align with the mission. Diverse constituent representation in multiple recommending priorities and allocations, in highly visible processes, ensure that the College achieves a reasonable and consensual balance in allocations, and that allocations are aligned and commensurate with its mission and priorities.

The College meets the standard.

#### **I.A.4 Mission**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

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

Irvine Valley College's mission statement is prominently displayed on the "About" page of the college website ([I.A.41](#)) and widely disseminated via the college catalog ([I.A.42](#)), the *IVC Planning and Decision-making Manual* ([I.A.29](#)), and via banners on campus.

The College reviews its mission annually during the Strategic Planning and Accreditation Council (SPAC) retreat ([I.A.12](#), [I.A.13](#)). During the review process, the College revisits the mission for California Community Colleges, as stipulated in Title 5 of the California Education code, as well as the District's mission statement and other materials regarding good practices in mission statements, including the ACCJC Accreditation Standards ([I.A.43](#)).

The previous version of the mission statement was approved in June 2014 ([I.A.44](#)), after undergoing review and discussion during the 2013-2014 academic year. The current version of the mission statement began with the review and development process at the 2015 SPAC retreat ([I.A.12](#), [I.A.45](#)). Development, discussion and refinement continued during Professional Development Week ([I.A.46](#)). In May of 2016, IEC recommended a new draft version of the college mission statement, which SPAC reviewed and then later approved at the SPAC retreat before its forwarding to the Academic Senate ([I.A.28](#)). Once SPAC and Academic Senate had approved the new mission, it was forwarded to the Board of Trustees for adoption ([I.A.47](#)) (BOT approval is outstanding).

#### **Analysis and Evaluation**

As part of its annual strategic planning process, Irvine Valley College reviews its mission to ensure that it accurately reflects the College's commitment to serving the educational needs of the local community. The College articulates its mission in a widely published statement adopted by the SOCCCD Board of Trustees.

The College meets the standard.

## Standard I.B: Assuring Academic Quality and Institutional Effectiveness

### **Standard I.B.1 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

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

Irvine Valley College (IVC) has established processes to facilitate sustained, substantive and collegial dialogue regarding student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. In 2014, IVC reorganized its committee structure following a collegial dialogue with administrative, faculty and classified leadership ([I.B.1](#), [I.B.2](#)). The new committee structure encourages the flow of information through the various governance groups and, as a result, supports continuous dialogue about instructional programs, student services, and administrative services.

#### Student Outcomes

Under the purview of the Institutional Effectiveness Committee (IEC), the Student Learning Outcome (SLO) Task Force is structured to ensure campus wide communication regarding student learning outcomes (SLOs) ([I.B.3](#)). Facilitated by the SLO faculty coordinator, SLO committee members discuss best practices for assessing course learning outcomes and their mapping to program student learning outcomes (PSLOs) and institutional student learning outcomes (ISLOs) ([I.B.4](#), [I.B.5](#)). Moreover, the committee has ongoing discussions on the College's ISLOs and is currently discussing possible revisions that more accurately reflect the institution's focus on its students ([I.B.6](#), [I.B.7](#)). When committee members identify areas and opportunities for improvement, such as through changes in processes, school representatives report to their respective schools at department meetings for feedback and approval. Once consensus has been achieved, recommendations are presented to the Academic Senate by the SLO coordinator.

#### Student Equity

The Student Equity Work Group also reports to the IEC. This work group was formed following the requirement by the California Community Colleges Chancellor's Office to develop a Student Equity Plan ([I.B.8](#)). Irvine Valley College's 2014 Student Equity Plan is a three-year plan that outlines strategies that promote the success of all students, regardless of gender, age, race/ethnicity, disability status, veteran status, and low socioeconomic status. The College's efforts to mitigate disproportionate impact focus on five success indicators: access, course completion, basic skills completion, degree and certificate completion, and

transfer. The plan was updated in 2015 to include additional student populations previously unaddressed, including mixed ethnicity students and foster youth students ([I.B.9](#)).

After the first year of implementation, the Student Equity Work Group was designated a task force. As detailed in the College's *Planning and Decision-Making Manual*, the task force has a standing item on the IEC agenda, providing IEC with updates on student equity related research and activities ([I.B.3](#), [I.B.10](#)). To facilitate district wide and campus wide dialogue, the Student Equity Task Force co-chairs shared a general overview of student equity efforts at the Spring 2014 Student Success Summit ([I.B.11](#)) and conducted a number of informational sessions during the spring 2015 ([I.B.12](#)) and fall 2015 Professional Development Weeks ([I.B.13](#)).

### Academic Quality

Through curriculum policies, procedures, and approval processes, the College engages in dialogue on academic quality, details of which are provided in Standard II.B. Assessment of learning outcomes is part of the program review process, a collaborative effort within departments. Results of this dialogue are presented to the department chair for incorporation into the department's program review ([I.B.14](#)) and administrative unit review ([I.B.15](#)).

The program review process also provides avenues for dialogue on academic quality. All academic programs and student services participate in a comprehensive program review according to a regular, published schedule ([I.B.16](#)). As part of this review, all programs identify program-level objectives linked with the college strategic goals and objectives.

### Institutional Effectiveness

As one of the five major strategic planning committees, the Institutional Effectiveness Committee (IEC) oversees the regular review of instructional student learning outcomes (SLOs), student services outcomes (SSOs), administrative unit outcomes (AUOs), and program review. Co-chaired by the Academic Senate president and the director of research, planning and accreditation, the committee governs the establishment and progress review of institution-set standards ([I.B.17](#)). Conversations regarding institution-set standards (ISS), strategic objectives, key performance indicators and Institutional Effectiveness Partnership Initiative goals occur regularly during committee meetings.

IEC reviews and revises processes such as the program review and learning outcomes assessment processes to promote ongoing assessment and dialogue. Discussions include ways to deepen the integration of program review with the resource allocation process and the strategic plan ([I.B.18](#)).

To support evidence-based college planning, assessment and dialogue, the Office of Research, Planning and Accreditation (ORPA) is at the service of the entire college. IVC has expanded ORPA from two staff members in 2013 to five-and-a-half staff members as of 2016. ORPA provides the IEC regular updates on research efforts such as the recent spring 2016 Community College Survey of Student Engagement ([I.B.19](#)). The ORPA and the IEC

ensure continuous dialogue regarding assessment and evaluation efforts, student equity research, TracDat updates, learning outcomes assessment, and program review ([I.B.13](#)).

### **Analysis and Evaluation**

The College continuously promotes and encourages participation in opportunities for staff, faculty and administrators to engage in dialogue through committee structures and policies and practices. Through these efforts, the College meets the standard of demonstrating a sustained collegial dialogue regarding student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The recent expansion of ORPA to increase data and research output also supports and informs the dialogue.

The College meets the standard.

### **Standard I.B.2 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

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

Student learning outcome (SLO) and student services outcome (SSO) assessments are ongoing throughout the academic year. All courses (credit and non-credit [I.B.20](#)), and all student services departments ([I.B.21](#)) are required to have at least one SLO. All learning outcomes are entered into TracDat, the College's web-based repository for assessment activities ([I.B.22](#), [I.B.14](#)).

For academic programs, faculty are responsible for developing and evaluating course and program learning outcomes. During the curriculum review process, SLOs are developed and included in each course's Course Outline of Record ([I.B.23](#), [I.B.24](#), [I.B.131](#)) and each syllabus ([I.B.25](#)). For every course, regardless of credit status or mode of delivery, at least one student learning outcome (SLO) must be assessed each academic year the course is offered. Programs are evaluated using course SLOs mapped to relevant program student learning outcomes (PSLOs) via TracDat ([I.B.26](#)). Mapped course SLOs are evaluated at the program level during the program review process ([I.B.14](#)). (See I.B.5 for a detailed explanation of the program review process.)

Student services also has a well-established process and schedule for assessing SSOs each academic year. To initiate this process, the College identified a dedicated SSO coordinator who met with each student services department to assist in the development and assessment of SSOs. Currently, the vice president for student services oversees the process and regularly reviews the assessment of SSOs ([I.B.27](#)). Resources dedicated to supporting this process



include hiring consultants to advise on best practices ([I.B.28](#), [I.B.15](#)). The recent spring 2016 Student Services Managers Retreat focused on how assessment drives decision making, program improvement, and resource requests ([I.B.27](#)). Standard II.C provides a more detailed explanation of the student services assessment process.

To provide overall support to the learning outcomes assessment process, the SLO coordinator conducts trainings throughout the year (see I.B.8 for additional evidence), regularly holds SLO Task Force meetings ([I.B.29](#)), provides updates to the Instructional Council ([I.B.6](#)), and discusses SLOs at department meetings ([I.B.31](#)). These updates ensure assessments are completed by all departments ([I.B.32](#)). In collaboration with the Office of Research, Planning and Accreditation, the SLO coordinator uses TracDat to monitor each department's progress on the assessment of outcomes. Results are presented to the Institutional Effectiveness Committee and SLO Task Force and are ultimately reported in the ACCJC Annual Report ([I.B.33](#), [I.B.34](#)).

### **Analysis and Evaluation**

The College is committed to defining and assessing student learning outcomes at the course and program level, monitoring student support and learning support services through a well-established SLO assessment process. With a dedicated SLO coordinator, assessments are ongoing and meaningful, and ultimately inform program reviews. Documentation of all assessment activities in TracDat facilitate the alignment of SLOs with PSLOs and program reviews. To ensure accurate documentation and tracking of assessments, the College continues to provide TracDat training for staff, faculty, and administrators.

The College meets the standard.

### **Standard I.B.3 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

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

Following a formula proposed by the Office of Research, Planning and Accreditation (ORPA) and approved by the Institutional Effectiveness Committee (IEC), as required by the ACCJC and U.S. Department of Education, Irvine Valley College (IVC) establishes annual institution-set standards in its ACCJC Annual Report ([I.B.35](#)). Although the College follows the formula of taking one standard deviation below the average, IEC examines and modifies proposed standards for achievability and rigor. For example, because the College focuses heavily on transferring students to four-year universities, IVC has agreed in the last two



ACCJC Annual Reports to set a standard for transfers that is higher than the figure yielded by following the established methodology ([I.B.36](#), [I.B.34](#)).

Before establishing new institution set standards for the upcoming year, ORPA presents data to IEC to review progress on current standards ([I.B.37](#), [I.B.38](#)). The standards are levels that the College must maintain. In the event that standards are not met, IEC will analyze data to inform discussions on causes through established processes and the development of action steps to bring the College to standard ([I.B.39](#)). To date, IVC has not fallen below any of its set standards.

As part of the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, the College engages in ongoing conversations about additional metrics that reflect aspects of the College's operations. More specifically, IVC has set standards for successful course completion, completion rate for unprepared students, and remedial rate ([I.B.40](#)). Distinct from the baseline institution-set standards, the IEPI goals are aspirational and serve as targets for the College. Of the nine optional metrics for which colleges are required to set targets, IVC has elected to focus on completion rate for students placed into Basic Skills courses, as this goal reflects an aspect of the College's strategic plan objective of increasing its Scorecard Student Progress and Achievement Rate (SPAR) by at least 2.5% by 2020 ([I.B.41](#)). College initiatives in acceleration, co-requisite remediation, multiple math pathways, and under-placement reduction via strong multiple measures all support the achievement of this goal ([I.B.42](#)).

Similar to the process used to establish the College's Institution-Set Standards, IEPI metrics are discussed and reviewed in IEC and approved annually, using a collegial consultation process ([I.B.43](#)). Any changes to the IEPI goals are communicated to the college community through representative governance and the major strategic planning committees. To communicate these established goals to the public, the framework of indicators is published on the College's "Vision, Mission and Goals" webpage ([I.B.44](#)).

### **Analysis and Evaluation**

IVC continues to excel in student achievement and to hold itself accountable through the establishment of institution-set standards, IEPI indicator goals, and strategic plan targets. With the second highest transfer rate in the state, IVC sets challenging yet achievable standards and goals. The College annually reviews and establishes standards and goals in order to continuously improve its processes for reviewing progress and engaging in ongoing dialogue with the community regarding the College's performance.

The College meets the standard.

## **Standard I.B.4 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

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

Irvine Valley College (IVC) uses assessment data as part of an integrated planning process to support the College's 2014-2020 Strategic Plan, Goal 2, which states, "IVC will promote students' success by enhancing the teaching and learning environment" ([I.B.45](#)). To facilitate college wide dialogue and to incorporate assessment data into college planning to support student learning and student achievement, comprehensive program reviews are required of all instructional programs every six years ([I.B.16](#), [I.B.14](#), [I.B.46](#)). Using resources from their local advisory boards, the California Economic Development Division, Centers of Excellence, sector navigators, CTE Outcomes Survey reports, and reports from the Economic Modeling Specialists International (EMSI) Data Analyst product ([I.B.47](#), [I.B.48](#), [I.B.49](#), [I.B.50](#), [I.B.51](#), [I.B.52](#), [I.B.53](#)), Career Technical Education (CTE) programs have an additional two-year cycle ([I.B.14](#)) in which they must examine labor market information relevant to their program.

Academic programs also conduct biennial updates of their program reviews as part of an ongoing process to ensure that program and course offerings meet students' needs ([I.B.16](#)). Additionally, to ensure alignment of program objectives and strategies with resource requests, annual updates are encouraged. Comprehensive program review reports are posted on the Institutional Effectiveness Committee Program Review intranet page for review and facilitation of campus wide dialogue ([I.B.54](#)).

To ensure completion of student services comprehensive program reviews, the vice president for student services holds mandatory annual retreats for all student services managers where participants review and provide updates on each department's program reviews and SSOs. In 2016, the Office of Research, Planning and Accreditation (ORPA) met with all student services managers to provide guidance on the development of program objectives and SSOs, to share best practices to yield meaningful assessment data to foster data-driven conversations and actions, and to discuss how institutional research can support needs ([I.B.15](#)). The student services process for use of data to improve student learning and achievement is covered more fully in Standard II.C.

To request services and assistance from ORPA, employees can submit a research request via an online form and check the status of a project through ORPA's website ([I.B.55](#)). As described in I.B.2, the College has increased ORPA staff since 2013. Given the mission to foster continuous quality improvement of student learning, the Research Office strives to provide innovative, timely, relevant, and accurate information that informs college decision-making ([I.B.56](#)).

## Analysis and Evaluation

The College demonstrates ongoing efforts to assess and utilize data in the institution's processes to support and enhance student learning and achievement. With an increase in staff members in the research office, the institution is better positioned to engage in more data-informed dialogue and decision making.

The College meets the standard.

### **Standard I.B.5 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

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

The College assesses its mission through a comprehensive program review and evaluation process. As required by Administrative Regulation (AR) 6100(b) ([I.B.57](#)), all instructional programs, both credit and noncredit, must undergo program review to ensure progress toward and achievement of established objectives. During this review process, objectives are revised to accurately reflect the focused efforts of departments. The Program Review calendar and template are posted on the Program Review intranet page ([I.B.54](#)). During non-comprehensive years, faculty and staff provide updates to unit objectives and strategies to substantiate resource requests ([I.B.15](#)).

During comprehensive years, departments are required to engage using relevant data to analyze program strengths and weaknesses ([I.B.14](#)). Relevant data includes evaluation of student learning outcome assessment results, distance education survey results, student climate survey findings, and the Program Review Report. Created by the District Information Technology Department, the Program Review Report includes data on course offerings, enrollment data, course and program outcomes, and student demographics ([I.B.58](#)). The report is available for download via the South Orange County Community College District (SOCCCD) inFORM Program Review Report. Instructions on how to access this report are detailed in the College's Program Review template. During Professional Development Week, to inform faculty, staff and administrators how to access readily available data through the District's inFORM data portal and through CCCO sites (e.g., Data Mart) ([I.B.59](#), [I.B.60](#)), the Office of Research, Planning and Accreditation (ORPA) also conducts regular trainings. Program data by mode of delivery are not incorporated in the inForm Program Review Report but these data are available in the SOCCCD Institutional Effectiveness Report, Section 2, "Instructional Offerings," which is also available on inForm ([I.B.61](#)).

An example of the ways disaggregated data has been utilized in the program review process comes from the ESL department, which works with ORPA to conduct an annual survey on students' educational goals. This data, along with data generated to develop the 2014 Student Equity Plan, revealed a large percentage of students without the educational goal of obtaining an associate degree or certificate or transfer. Instead, many students simply enrolled in ESL classes to improve their conversational skills ([I.B.62](#)). These findings were then used to plan and develop a non-credit Adult ESL (AESL) program. AESL is now serving students who are not necessarily interested in an academic pathway, allowing them to take non-credit courses while providing the option to progress into credit coursework, if they choose ([I.B.63](#)).

For CTE program reviews, ORPA prepares labor market data so that programs can demonstrate program demand given the current and future markets in Orange County. Using the Data Analyst program through Economic Modeling Specialists International (EMSI), the research office provides data for program offerings, industry outlook, and potential employers in the region ([I.B.64](#)). Additionally, CTE programs are required to establish an advisory committee to assist with program evaluation. The advisory committee is comprised of Irvine Valley College (IVC) faculty and vested members of the community ([I.B.65](#)). To support the Program Review process, all departments can submit research requests to ORPA for additional program-specific data ([I.B.55](#)). Both qualitative and quantitative research, from classroom surveys to focus groups, is available to departments.

Assessment data are recorded in TracDat, the College's assessment software. To support the program review process, TracDat facilitates the mapping of course student learning outcomes (SLOs) to program student learning outcomes (PSLOs) and to institutional student learning outcomes (ISLOs) ([I.B.26](#)). SLOs are tied to a department's program review via the Department Effectiveness ("B3") section, where assessment of the effectiveness of courses and student services efforts is described ([I.B.66](#), [I.B.67](#)). The process for student services is detailed in Standard II.C.

To better integrate the tool into the College's planning processes, IVC chose to host TracDat on its local server in 2015. As the first institution in the country to do so, IVC is able to customize the tool based on local needs and to more quickly access data saved through the application, thus ensuring the completion of assessments for all course, program, and institutional learning outcomes. Trainings to facilitate the migration and implementation of TracDat Version 5 (V5) took place in spring 2016 ([I.B.68](#)) and fall 2016 ([I.B.69](#), [I.B.70](#)) as a collaborative effort between ORPA, the IT Department, and the SLO coordinator. Trainings have also focused on ways to develop meaningful learning outcomes and strategies that will yield actionable results. At the request of the vice presidents for instruction and student services, ORPA held open labs for deans, managers, and faculty and staff members to update their learning outcomes and program reviews while concurrently familiarizing themselves with TracDat v5 ([I.B.71](#), [I.B.72](#), [I.B.73](#), [I.B.74](#)).

## Analysis and Evaluation

The College continuously works toward achieving its mission through the comprehensive program review process, which encompasses student learning outcomes assessments. From programs to courses to student services, assessment occurs on an ongoing basis to inform planning processes and resource requests. The integration of qualitative and quantitative data ensures a well-rounded review process that ultimately provides critical information to improve the student experience. These effective practices, maintained through continuous dialogue, allow the College to work toward serving the needs of a diverse and dynamic community. Information sessions and hands-on trainings are provided on an ongoing basis as they are critical to ensuring familiarity with and use of TracDat to record all assessment outcomes.

The College meets the standard.

### Standard I.B.6 Assuring Academic Quality and Institutional Effectiveness: Academic Quality

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

#### Evidence of Meeting the Standard

Through various plans, initiatives, and practices, Irvine Valley College (IVC) is committed to continuously identifying performance gaps through the disaggregation of data. Armed with data, IVC develops and implements strategies to mitigate achievement gaps, improve institutional effectiveness, and better serve students ([I.B.9](#), [I.B.75](#)).

Previously used to collect only aggregate data, TracDat is now being used to assess course SLOs at the student level. Since 2012, the English department has worked with the Office of Research, Planning and Accreditation (ORPA) to assess SLOs for all English courses. As depicted in the “Irvine Valley College Process to Disaggregating SLOs” diagram ([I.B.76](#)), the process is driven by the English department chair. ORPA supports the process by providing technical and research needs, including the disaggregation of collected data to identify disproportionately impacted students. In fall 2016, results were shared with the English department to inform strategies to mitigate performance gaps among these identified students ([I.B.77](#)). The SLO disaggregation process was presented at the 2016 Third Annual SLO Symposium ([I.B.78](#)) and 2016 Strengthening Student Success Conference ([I.B.79](#)). To implement this process across all instructional departments, ORPA is currently working with the Information Technology department to automate the assessment process ([I.B.10](#)).

The practice of examining and acting on equity data is integrated into existing institutional processes, including strategic planning. As outlined under Objective 1 of the College's 2012-2014 Strategic Plan, completion is disaggregated by prepared versus unprepared ([I.B.45](#)). Moreover, IVC's Student Equity Plan is a three-year plan that identifies and analyzes significant trends among student subgroups ([I.B.80](#)). Focusing on five success indicators—access, course completion, ESL and basic skills completion, degree and certificate completion, and transfers—ORPA applied the percentage point gap (PPG) methodology to data analyses. To identify disproportionately impacted subgroups, these analyses were disaggregated by age, gender, ethnicity, disability status, economically disadvantaged status, foster youth status, and veteran status. The plan outlines a goal, objectives, and activities (strategies) to close achievement gaps. Reviewed and approved through the college wide research allocation process, funded activities undergo evaluations to ensure the efficacy of strategies ([I.B.81](#)). ORPA is currently conducting multiple regression analyses to examine characteristics that predict a lower likelihood of successful completion ([I.B.82](#)). IVC also recognizes that students may be members of multiple disadvantaged subpopulations.

### **Analysis and Evaluation**

IVC meets Standard I.B.6 based on its extensive work to develop TracDat processes assessing and disaggregating SLOs by demographic characteristics. Although in the beginning phase, this assessment process is integrated into the program review process, enabling departments to participate in the resource request process and providing an equity framework. With the implementation of an automated process college wide, IVC will be able to incorporate student equity into all learning outcomes assessments and program reviews.

Through its Student Equity Plan, the College engages in ongoing efforts to identify and mitigate performance gaps. With a designated research and planning analyst for student equity related research, ORPA is planning to use Tableau to develop a student equity data dashboard that allows the college community to easily identify impacted students in order to support their learning and achievement. Results will be shared with appropriate department faculty, staff, and administrators in order to facilitate dialogue on how to mitigate performance gaps. This dashboard will also be used for evaluative purposes by assessing the effectiveness of funded student equity activities in increasing student success. The College continues to work toward increasing the incorporation of equity data in outcomes assessments, planning, and resource allocation.

The College meets the standard.



## **Standard I.B.7 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

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

Irvine Valley College (IVC) relies on the collaborative effort of all stakeholders to regularly develop, implement, evaluate, and revise policies and practices that directly impact academic quality and support the mission of the College. The College's *Planning and Decision-Making Manual* outlines the various processes and practices each planning committee - in conjunction with Academic Senate - develops and regularly reviews ([I.B.2](#)). The Institutional Effectiveness Committee, for example, oversees Gainful Employment reporting practices and the regular evaluation of the program review process ([I.B.17](#)).

The College operates within a framework of board policies and administrative regulations established collegially by the District Board Policy and Administrative Regulation Council (BPARC) ([I.B.83](#)) and the College's strategic planning committees. In addition, at the district level, a number of committees are involved in setting policies and practices that promote institutional effectiveness. Detailed explanations of these planning committees are provided in Standard IV.

Through annual committee self-evaluation surveys ([I.B.84](#)) and the college strategic planning retreat ([I.B.85](#)), IVC regularly assesses the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and re-evaluation. Committee self-evaluation surveys assess the functions and perceived effectiveness of committees themselves, including the assessment of each committee's purpose as it relates to the college mission and the ways the committee functions within the larger college wide resource allocation process ([I.B.84](#)). The entire college is also asked to evaluate the College's resource request and allocation process to gather input from faculty and staff members who are not members of a committee and not part of the resource request rating process ([I.B.86](#)).

### **Analysis and Evaluation**

Through governance and committee structures, the College communicates, reviews, and improves policies and practices. These resulting conversations include faculty, staff and administrators and ensure a transparent process where employees from throughout the College provide input. Based on findings from committee evaluation surveys, the College strives to increase communication about policies and practices, promoting campus wide dialogue that ultimately improves processes to support student achievement.

The College meets the standard.

## **Standard I.B.8 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

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

Numerous avenues exist at Irvine Valley College (IVC) for participation in and communication about college planning, assessment, and evaluation by members of the campus community or their representatives.

#### Governance Structure

By actively encouraging representation from all constituent groups on the various strategic planning committees, the College's governance structure allows for broad dialogue regarding weaknesses, strengths, and avenues for improvement ([I.B.87](#)). In addition, committee calendars, agendas, minutes, and materials are posted on InsideIVC for all members of the college community to access.

An active venue for dialogue about learning outcomes assessment is the SLO Task Force, which includes representatives from a variety of academic disciplines, as well as student, research and student services representatives. Information presented at the task force is posted on the SLO Task Force intranet page ([I.B.4](#)) and reported at department meetings, promoting informed discussions about department assessment results and planning activities ([I.B.77](#)). Assessment results and activities are recorded and communicated broadly to the college community through comprehensive six-year program reviews ([I.B.88](#)).

#### Professional Development

Each major term commences with Professional Development Week, during which the President's Address highlights major accomplishments, strengths, and upcoming activities that support student learning. All employees are provided opportunities throughout the week to develop skills related to student learning ([I.B.89](#)). For example, workshops facilitated by the SLO coordinator provide IVC staff, faculty and administrators the opportunity to engage in dialogue on assessment learning outcomes and best practices ([I.B.90](#) page 5), ([I.B.89](#) page 5) and promote discussion on how to improve current processes.

Additionally, during the spring 2015 Professional Development Week, the Student Equity Task Force co-chairs presented equity data and informed the college community on opportunities for addressing achievement gaps ([I.B.12](#)). As a follow up, the fall 2015 Professional Development Week offered a session focusing on how to best evaluate equity funded activities to measure effectiveness and identify opportunities, using assessment results to improve services offered to students ([I.B.13](#)). To ensure student equity related efforts are assessed and prioritized in the resource allocation process, the director of student



life and equity meets with potential equity fund recipients to review resource proposals, ensuring alignment with the College's Student Equity Plan ([I.B.91](#)).

### Research Office

To communicate results of assessment and evaluation activities to the institution, the Office of Research, Planning and Accreditation (ORPA) posts research findings in InsideIVC ([I.B.92](#)) as well as on ORPA's website ([I.B.56](#)). Both sites display survey results, research reports, and planning documents that the College and local community can view and use in planning efforts. ORPA also regularly communicates with groups across the College, through the planning committees, task forces, work groups, and departments. In addition to four major strategic planning committees, participation in other work groups and task forces include the Student Equity Task Force ([I.B.93](#)), the Student Success and Support Programs Task Force ([I.B.94](#)), the Online Education Task Force ([I.B.95](#)), the Technology Advisory Task Force ([I.B.96](#)), and the Basic Skills Work Group ([I.B.97](#)).

### **Analysis and Evaluation**

Through the governance structure, professional development, and research office, the College continuously communicates assessment activities and results, fostering a culture where outcomes and data inform dialogue among and between constituent groups. In particular, workshops and information sessions offered during the College's Professional Development Week foster dialogue about assessment and evaluation activities, equipping the entire campus with tools necessary for effectively conducting learning outcomes assessments.

The expansion of ORPA provides increased support to these campus wide efforts. With increased staffing, research is more fully represented on the various campus groups and ensures broad communication of evaluation results and the identification of areas to be assessed, thereby allowing the College to understand its strengths and weaknesses and establish priorities accordingly.

The College meets the standard.

### **Standard I.B.9 Assuring Academic Quality and Institutional Effectiveness: Academic Quality**

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

## Evidence of Meeting the Standard

Irvine Valley College (IVC) has an evidence-based, collaborative planning process that integrates program review with the resource allocation process. Through biennial program reviews, the College continuously engages in systematic evaluation that informs comprehensive program review and resource allocation ([I.B.14](#)).

As stated in Administrative Regulation 6100(b), the College has the responsibility for conducting program reviews of all instructional credit and non-credit programs. IVC also requires all student services departments to regularly conduct program reviews ([I.B.16](#)). Results from these reviews inform the College of strengths (successful practices) and weaknesses (areas requiring improvement), which are used to improve the quality of programs, services, and overall institutional effectiveness. Biennial and comprehensive reviews highlight both short and long term needs. With TracDat V5, programs can more easily align program objectives with the College's strategic goals and objectives to ensure accomplishment of the mission.

In addition to program review, the Office of Research, Planning and Accreditation (ORPA) conducts biennial student and employee climate surveys to gather evidence about the effectiveness of IVC's programs and services ([I.B.98](#), [I.B.99](#), [I.B.100](#), [I.B.101](#)). Results from these surveys are discussed at the annual strategic planning retreat, where college administrators discuss ways to address areas of dissatisfaction in order to improve the experiences of both employees and students at IVC ([I.B.102](#)). Annual committee self-evaluation survey results are also presented at the strategic planning retreat where participants discuss ways to best facilitate effective committee meetings ([I.B.103](#)). To address the needs of online students, the annual distance education survey collects students' feedback and evaluation of the College's online student services, such as admissions and records, registration via MySite, and the bursar's office ([I.B.39](#)).

With the various initiatives and grants awarded to the College, IVC is working on an Integrated Planning Matrix to guide efforts to integrate SEP, SSSP, and BSI/BST with other college initiatives ([I.B.105](#)). Coordinators for the College's various initiatives, grants, and categorical programs continue to identify opportunities for collaboration and reduction in duplicated efforts. The Integrated Planning Matrix is under review by the Institutional Effectiveness Committee (IEC) and, as a living document, continues to be revised to reflect current activities of these grants and initiatives ([I.B.106](#)).

Program reviews drive the College's resource request and allocation process. All resource requests must be substantiated by and directly linked to program reviews. Absent this direct link, requestors must provide evidence to support the requests for human, physical, technology, and financial resources ([I.B.14](#)). At the 2015 Strategic Planning and Accreditation Council (SPAC) strategic planning retreat, an analysis of resource requests revealed that resource requests linked to increasing completion rates (Strategic Objective 2.1) were consistently among the top-funded resource requests at the College ([I.B.85](#)). With TracDat V5 now hosted locally, IVC has begun dialogue to customize the application to

integrate program review with resource requests to more clearly document progress toward achieving the College's strategic goals ([I.B.10](#)).

As the College works to develop this process, evaluation results from the annual resource request process ([I.B.86](#)) provide insight and guidance on ways to create a more streamlined, transparent process. Over the past two years, the process has been refined through efforts by the vice president for college administrative services and Information Technology Department, with input from the strategic planning committees ([I.B.107](#), [I.B.108](#), [I.B.109](#)).

The following list outlines the College's major planning activities, retreats, summits, etc. for the past several years:

- 2016 IVC Strategic Planning Retreat ([I.B.110](#))
- 2016 District Wide Planning Council Retreat ([I.B.111](#))
- 2016 High School Principals and Counselors Summit ([I.B.112](#))
- 2016 Student Equity Summit ([I.B.113](#))
- 2016 Powering the Future ([I.B.114](#))
- 2015 High School Principals Summit ([I.B.115](#))
- 2015 SPOWG meetings on Mission and Strategic Plan action items ([I.B.116](#), [I.B.117](#), [I.B.118](#), [I.B.119](#))
- 2015 IVC Strategic Planning Retreat ([I.B.85](#))
- 2015 DWPC Strategic Planning Retreat ([I.B.120](#), [I.B.121](#))
- 2015 Multiple Measures Summit (Cypress) ([I.B.122](#))
- 2014 IVC Strategic Planning Retreat ([I.B.123](#), [I.B.75](#), [I.B.124](#))
- 2014 IVC Strategic Objective Gallery Workshop ([I.B.125](#), [I.B.126](#))
- 2014 High School Principals Summit ([I.B.127](#))
- 2014 Multiple Measures Summit ([I.B.128](#))
- 2014 ATEP Summit ([I.B.129](#))
- 2013-2014 External Scan ([I.B.130](#))

### **Analysis and Evaluation**

Although Irvine Valley College has made notable progress toward developing an integrated program review, planning and resource allocation process, the College recognizes that improvements can be made to further integrate and streamline processes. A high level of interest and activity centers on better integrating and coordinating planning and funding efforts in support of student learning and achievement. In an annual survey to inform the integration process plan, The Office of Research, Planning and Accreditation will continue to collect feedback on the resource request and allocation process in an annual survey to inform the integration process plan. Additional information on efforts to improve the resource allocation process can be found in the Quality Focus Essay.

The College meets the standard.

## Standard I.C: Institutional Integrity

### **Standard I.C.1 Institutional Integrity**

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

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

The institution assures the clarity, accuracy and integrity of information provided to students through an annual review and update of the college catalog by the Office of Instruction, division deans, department chairs, research office, and others ([I.C.1](#), [I.C.2](#), [I.C.3](#), [I.C.4](#), [I.C.5](#), [I.C.6](#)). Catalog content is updated annually with addenda added online as needed. The college catalog is available on the IVC website, in the college bookstore, and in the library ([I.C.7](#)).

Institutional learning outcomes are published in the college catalog ([I.C.8](#)). Institutional Effectiveness Partnership Initiatives (IEPI) indicators are also posted on the college website ([I.C.9](#)). IVC's mission statement is posted on the college website and in the college catalog ([I.C.10](#), [I.C.11](#)). As part of the course outline of record, learning outcomes for courses appear in the detail for each course within the online class schedule ([I.C.12](#)). Information about educational programs is available in the printed and online college catalogs, on department websites, and in college marketing materials. Information on student support services is available on each department's website ([I.C.13](#)).

The College maintains an accurate, updated, and comprehensive accreditation webpage ([I.C.14](#)). The accreditation page link can be found in the IVC website's footer, so that viewers are only one click away from any page on the College's website. The accreditation webpage provides both the campus community and the public access to letters from the Accrediting Commission for Community and Junior Colleges (ACCJC), college self-evaluations, interim reports, follow-up visits, and evidence related to these reports and activities ([I.C.15](#)).

### **Analysis and Evaluation**

The College provides several mechanisms for ensuring the clarity, accuracy, and integrity of information provided to students, the campus community, and the public regarding college programs, courses, schedules, learning outcomes, services, and the mission statement. The college website and the college catalog are the most important means for accessing this information. The College's accreditation status and relevant documentation is accessible with

one click from any college webpage. An annual review process ensures that information published in the college catalog is accurate and current.

The College meets the standard.

### **I.C.2 Institutional Integrity**

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

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

Irvine Valley College provides a catalog in both print and online formats with precise, accurate and current information on all college facts, requirements, policies and procedures ([I.C.7](#)). The catalog is updated annually in print; an identical digital version of the catalog is available in a PDF format on the college website. The availability of the digital version via a link on the college website homepage ensures that the catalog information will be easily available to current students, prospective students, employees, community members, and the general public.

The first page of the printed catalog states, “For catalog updates and addenda, please refer to [www.ivc.edu/catalog](http://www.ivc.edu/catalog).” This statement addresses any issues, curriculum changes or content updates that may have occurred after the catalogs have been printed ([I.C.16](#)).

The annual review process described in I.C.1 ensures the catalog, whether printed or online, provides precise, accurate and current information on all facts, requirements, policies and procedures required by Eligibility Requirement 20 (ER 20). The information in the current college catalog is broken up into the following sections and sub-sections:

#### **Introduction ([I.C.17](#))**

- Catalog Year, Volume, Anti-Discrimination Policy, Accessibility Statement, Accuracy Statement, Accreditation Status
- Official College Name, Address, Telephone Number, and Website Address
- Irvine Valley College’s Accreditation Status
- Academic Calendar
- Table of Contents
- South Orange County Community College District Administration, Vision, Mission, Guiding Principles, Core Values, District Wide Goals, and Board of Trustees
- President’s Message

- Irvine Valley College Background, Governance and Funding, Vision, Mission, Statement on Freedom of Expression, Civility and Respect, Institutional Student Educational Goals and General Education Learning Outcomes
- College Administration Names and Contact Information
- Academic School/Instructional Office Names and Contact Information

#### Admissions and Registration (I.C.18)

- Admission: Eligibility, College of Record, Application, Equal Access, Residence Classification, International Students
- Student Success and Support Programs (SSSP): Assessment, Advisement, Orientation
- Assessment and Placement
- Registration: Enrollment Priority, Registration Times, Open Enrollment Policy, Restrictions, Prerequisites, Adding Classes, Attendance, Waitlists, Dropping, Repeating, Reenrolling
- Tuition and Fee Information
- Refunds

#### Degrees, Certificates and Transfer Planning (I.C.20)

- Degree and Certificate Chart
- Earning a Certificate, Earning an Associate Degree, Associate Degree Graduation Requirements, General Education, Associate Degree General Education Requirements Form, CSU General Education Breadth Certification Form, IGETC Certification Form, IGETC Information, UC Course List, Cross Enrollment, Transfer Planning, California Community Colleges, CSUs and UCs
- Degrees with an Area of Emphasis
- Degree and Certificate List by Department
  - Individual Listing of Degree or Certificate with the Following: School Name, Department Name, Dean, Academic Chair, Faculty, Course Description, Major Description, Program Student Learning Outcomes, Potential Careers

#### Student Resources (I.C.22)

- Financial Aid, Counseling Services, Veterans Services, Supportive Services, Online Services and Distance Education
- Bookstore, Centers for Students, Library, Associated Student Government/Clubs, Honors Program/Honor Societies, Intercollegiate Athletics
- Additional Programs/Resources

### Policies and Standards (I.C.21)

- Academic Freedom, Catalog Rights, Courseload Limits, Basic Skills Coursework Limit, Academic Honesty and Dishonesty, Final Examinations, Grades, Pass/No Pass Option, Graduation Honors, Dean's List, Credit by Examination, AP, CLEP and IB Credit, Credit from Other Institutions, Academic Renewal, Probation and Dismissal, Grievance Procedures, Statement on Freedom of Expression, Civility and Mutual Respect, Nondiscrimination and Harassment Policy, Sexual Harassment Policy, Complaint Procedures, Accommodations for Students with Disabilities, Crime Awareness, Student Privacy Rights, Student Right-to-Know Disclosure, Student Code of Conduct, Digital Use and Posting Guidelines, Disciplinary Action, Substance Abuse, Parking Regulations, Animals/Pets on Campus, Smoking Policy

### Programs and Majors (I.C.10)

- Degrees with an Area of Emphasis
- Degree and Certificate List by Department
  - Individual Listing of Degree or Certificate with the Following: School Name, Department Name, Dean, Academic Chair, Faculty, Course Description, Major Description, Program Student Learning Outcomes, Potential Careers

### Courses (I.C.19)

- Course information: Includes course numbers, C-ID numbers, UC transfer statements, and coursework standards and expectations, as well as repeatable course models and how to read a course description
- Courses: Detailed information on each course, including course ID, course title, unit values, weekly class hours, type (lecture, laboratory and/or learning center), UC/CSU transferability information, recommended preparation, prerequisites, corequisites, limitations, course description, and repeatability

### Who's Who (I.C.23)

District Administrators: Names, titles and degrees

College Administrators and Managers: Names, titles and degrees

Full-time Faculty: Names and degrees

Professors and Administrators Emeritus: Names and departments

Part-time Faculty: Names and degrees

Classified Staff: Names, titles and departments

### Index (I.C.24)

### Campus Map/List of Campus Locations (I.C.25)



## Analysis and Evaluation

The College provides a catalog in both print and online formats with precise, accurate and current information on the college mission, degree, programs, and courses, as well as admission requirements, policies, and procedures. The catalog is published annually and reviewed for accuracy according to an established timeline and procedure, ensuring integrity in communication with the public and providing all information required by Eligibility Requirement 20.

The College meets the standard.

### I.C.3 Institutional Integrity

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

The California Community College Student Success Scorecard tracks student achievement (including persistence, degree and transfer outcomes), CTE completion, and transfer rates. Student performance data is also a critical component of program review ([I.C.35](#)). Irvine Valley College (IVC) publishes a link to its Scorecard results on the college website home page ([I.C.26](#)). Student Success Scorecard data is also presented to the Board of Trustees annually ([I.C.27](#), [I.C.10](#)). The college catalog also includes information on the Scorecard completion metrics and the *Student Right to Know* completion data ([I.C.28](#)). Accreditation status is available from the College's home page via the footer or via the "About" drop-down menu ([I.C.29](#)) with only one click. Learning and evaluation results are relayed to college constituents via Instructional Council, Academic Senate, and strategic planning committees ([I.C.30](#), [I.C.31](#), [I.C.32](#), [I.C.33](#), [I.C.34](#)).

The College evaluates and documents in TracDat student learning outcomes (SLOs) at the course level. SLOs are mapped to program and institutional learning outcomes ([I.C.36](#)). Using appropriate assessments rather than course skill or information mastery ([I.C.37](#)), library and counseling services SLOs are evaluated and documented in TracDat as well.

Student learning and student achievement are documented regularly for assessment of longitudinal trends. One of the institution's most important key performance indicators is the completion rate of students. Transfer completion has been an area of particular emphasis at IVC, which has one of the highest transfer and completion rates of any community college in California ([I.C.38](#)). This rate, as well as other measures of academic quality and successful student learning and completion of individual educational and training goals, is communicated to constituencies (including current and prospective students and the public) on the website ([I.C.26](#)), through social media ([I.C.39](#)), and via other marketing and outreach



methods and materials ([I.C.40](#)). Within the College, these and other data are made available to students and the public ([I.C.28](#)), strategic planning committees ([I.C.41](#)), and committees working on specific projects such as student equity and other aspects of student success in basic skills, enrollment, and retention. Data are further disseminated to shared governance groups through their representatives on these working committees ([I.C.42](#)). College employees may also request new research or access published research studies, survey results, and planning documents on the Office of Research, Planning and Accreditation intranet page and webpage, and the district data mart (inFORM) ([I.C.43](#), [I.C.44](#)).

### **Analysis and Evaluation**

Irvine Valley College relies extensively on data to guide planning, resource allocation and decision-making. As the evidence demonstrates, data analysis underpins virtually all major college plans and functions and is shared widely among college constituencies, including students and the general public.

The College meets the standard.

### **I.C.4 Institutional Integrity**

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

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

Irvine Valley College (IVC) publishes certificate and degree information in its printed and online catalogs, website, and in promotional materials. The section of the catalog identified as *Degrees, Certificates and Transfer Planning* provides students with comprehensive information on certificate and program offerings and requirements including degree and certificate requirements; general education requirements for IVC, CSU, and UC/Intersegmental General Education Transfer Curriculum (IGETC); transferability of courses to the CSU and UC; cross enrollment at a CSU or UC campus; transfer planning; a location map for California Community Colleges; and a location map and admissions requirements for CSU and UC schools ([I.C.20](#)).

Certificate and degree program information in the *Programs and Majors* section of the printed and online college catalog is organized by school and discipline. The following information is provided:

- Courses – an overview of the content of the program
- Major – a description of what students should expect to learn and the overall purpose of the major
- Program Student Learning Outcomes – expected learning outcomes to be achieved upon completion of the program

- Potential Careers – a list of applicable academic fields, careers and vocations for the degree and/or certificate
- Course Requirements – a listing of all courses required to complete the program

In addition to the college catalog, certificate and degree information may be found on other relevant pages on IVC's website ([I.C.45](#)). For instance, each school listed in the *Academic Schools* section of the website provides links to individual academic program pages, which contain information on specific programs and degrees ([I.C.46](#)). The Office of Admissions and Records provides timelines for evaluating certificates and degrees on its *Graduation* site ([I.C.47](#)). The Career Center provides employment-related information by major on its *What Can I Do With This Major?* site ([I.C.48](#)). The College also provides a full listing of programs along with Gainful Employment data including cost, duration and employment statistics on its Gainful Employment site ([I.C.49](#)). Certificate and degree information is also provided in published materials such as the student handbook ([I.C.50](#)), in academic program brochures ([I.C.51](#)), and in certificate flyers ([I.C.52](#)) provided to students during outreach events or when meeting with counselors, as well as in outreach materials such as *How to Become an IVC Student* ([I.C.53](#)). Students may also view course requirements for degrees and certificates in their MySite portal accounts when using My Academic Plan (MAP) ([I.C.54](#)).

### **Analysis and Evaluation**

The college catalog, supplemented by various pages on the IVC website, provides descriptions of all IVC certificates and degrees, including their content, expected learning outcomes, course requirements, purpose, and associated career paths.

The College meets the standard.

### **I.C.5 Institutional Integrity**

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

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

Based on the established flowchart within the *IVC Planning and Decision-Making Manual* ([I.C.55](#)), the College reviews its institutional policies, procedures, and publications to ensure alignment with its mission, programs and services. The College's Strategic Planning and Accreditation Council (SPAC) oversees four strategic planning committees: the Budget Development and Resource Planning Committee (BDRPC); the Academic Planning and Technology Committee (APTC); the Student Success, Access, Matriculation, Marketing and Outreach Committee (SSAMMO); and the Institutional Effectiveness Committee (IEC). SPAC is charged with establishing mission-based strategic planning goals and objectives. SPAC also oversees the establishment of college practices and reviews district policies and

administrative regulations, providing critical input to the district wide Board Policy and Administrative Regulation Advisory Council (BPARC) ([I.C.56](#)). College representatives also sit on BPARC, which makes recommendations to the chancellor as representatives of the colleges and of District Services. At IVC, a regular part of each strategic planning committee's meeting agenda is a review of board policies updated or created. Each committee supports the standard by establishing agenda items for the regular review of policies, procedures, and publications among its meeting topics ([I.C.57](#), [I.C.58](#), [I.C.32](#), [I.C.59](#)). Additionally, Academic Senate is actively engaged with the review of board policies and administrative regulations, particularly those concerning teaching and learning ([I.C.60](#)). Once board policies and administrative regulations have been reviewed and adopted, the date of the review is noted at the bottom of the document along with all prior review dates ([I.C.61](#)).

The Office of Marketing and Creative Services (OMCS) offers a wide range of services—including design and editorial, broadcast, public relations, crisis communication, social media and the college website—to support the marketing of IVC to both internal and external audiences. OMCS staff design and produce print and electronic materials that adhere to IVC branding standards and work collaboratively with members of the campus community to ensure content is accurately reflected in all communications, ensuring the integrity of IVC's mission, programs and services across platforms ([I.C.32](#)). OMCS also maintains the design, layout, and architecture of the IVC website. The OMCS web team works with each department to generate web content in a clear and concise manner that stays true to IVC's identity. Departmental staff are responsible for the accuracy and maintenance of the information displayed on their webpages and are encouraged to work with the OMCS web team as they update and/or create webpages ([I.C.59](#)).

### **Analysis and Evaluation**

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

The College meets the standard.

### **I.C.6 Institutional Integrity**

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

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

The Irvine Valley College (IVC) website “Student” tab includes a section of links called “Paying for College” ([I.C.13](#)) that directs students to relevant links, including the Bursar’s Office ([I.C.62](#)) with links explaining costs and payment options, the Financial Aid Office ([I.C.63](#)), and scholarships ([I.C.64](#)). In the online schedule, textbook information is posted, including links to the bookstore ([I.C.65](#)). College staff also provide a “How to Pay for College” workshop. The PowerPoint slides for this workshop are available on the college website ([I.C.66](#)). The College’s Net Price Calculator, available online, helps students estimate the cost of their attendance at IVC ([I.C.67](#)).

Information about tuition, fees, and payment options is available on the Bursar’s Office website ([I.C.62](#)), the Student Handbook ([I.C.60](#)), and in the college catalog. Information on financial aid options, including cost of attendance ([I.C.63](#)) and net price calculator ([I.C.67](#)), is available on the Financial Aid website. The College accurately informs current and prospective students about the total cost of education (including fees, tuition, textbooks and other potential required fees), and students are informed of specifics in the class syllabus, which is covered during the first class meeting ([I.C.68](#)).

Information about required textbooks is available in the online class schedule by clicking on “Book Info.” This information is provided by the IVC Bookstore (Follett) and details the ISBN, author, copyright year, publisher, rent or buy options, in-stock availability, and the bookstore’s retail price. Disclosure statements, including estimated cost of fees and books for Career Technical Programs, are available on the College’s Gainful Employment website ([I.C.49](#)).

#### **Analysis and Evaluation**

Irvine Valley College uses multiple modalities to accurately inform and educate both current and prospective students about their total cost of education, including tuition, fees, textbooks, and other relevant costs.

The College meets the standard.

### **I.C.7 Institutional Integrity**

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

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

Aligned with Board Policy 6120, Academic Freedom ([I.C.70](#)), the College abides by an Academic Freedom Statement that is published in the online and printed catalogs ([I.C.69](#)). The College also provides a Statement of Freedom of Expression, Civility, and Mutual Respect on the website and in the Policies and Standards section of the catalog ([I.C.71](#)).

Board Policy 8000 (Speech and Advocacy [I.C.72](#)) ensures an environment conducive to student learning without disruption while guaranteeing freedom of speech and first amendment rights, and areas where demonstrations are permitted.

#### **Analysis and Evaluation**

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

The College meets the standard.

### **I.C.8 Institutional Integrity**

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

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

In accordance with Board Policy 5401 (Student Conduct) and Administrative Regulation 5401 (Standards of Student Conduct), the College publishes in the catalog a statement on Academic Honesty and Dishonesty ([I.C.28](#), [I.C.73](#), [I.C.74](#)). AR-5401 and the statements on academic honesty include definitions of such terms as “falsification,” “plagiarism,” and “cheating.” The statements also make clear students’ responsibilities for ethical conduct ([I.C.74](#)). The Student Code of Conduct is also available on the Office of Student Services website ([I.C.75](#)) and the Campus Policies website ([I.C.76](#)). The student handbook and college catalog also provide information on the student code of conduct, the College’s

smoke-free campus policy, sexual harassment policy, gender equity policy, grievance procedures (including Title IX Notice, Section 504/Americans with Disabilities Act Compliant/Grievance Procedure), Facebook posting guidelines, and possible disciplinary actions ([I.C.50](#)).

Students are informed they may be disciplined for any of the following behaviors:

Disruptive behavior; willful disobedience; habitual use of profanity; assault; battery or threat of violence; unsafe behavior; unlawful use, sale or possession of controlled substances; lewd or indecent conduct; sexual assault; possession of firearms, explosives, dangerous chemicals or weapons; unauthorized recording or dissemination of academic presentations; misrepresentation of oneself; academic dishonesty including but not limited to falsification, plagiarism or cheating which compromises academic integrity.

Depending the severity and frequency of the offense, sanctions may come in the form of a verbal reprimand, a written reprimand, a requirement to receive a mental health clearance, placement on disciplinary probation, and suspension or expulsion, ([I.C.74](#)).

### **Analysis and Evaluation**

The College has adopted policies and procedures to promote academic honesty and provide for potential sanctions for violations. The policies and procedures are widely available in print and online and are communicated to students through several channels, including the catalog, the student handbook, and the college website.

The College meets the standard.

### **I.C.9 Institutional Integrity**

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

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

The District has policies in place to ensure faculty and other employees act in a fair, objective, and ethical manner.

Board Policy 8000 states, in part:

The District desires to provide the best available curriculum and facilities in order to encourage its students to matriculate, study, graduate, obtain a place of employment, or go on to obtain a further degree...Maintenance of an atmosphere conducive to learning on campus in order to further the educational process is essential to the district, its students, faculty, and staff. This policy is intended to further the district's substantial interests in 1) protecting student health and safety; 2) preventing

substantial disruption of the learning environment and the orderly operation of district campuses; and 3) preserving district facilities for their intended use... ([I.C.72](#)).

Additionally, Board Policy 6120 states:

The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process. The SOCCCD Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution ([I.C.70](#)).

The College's statement on Freedom of Expression, Civility and Mutual Respect, published in the catalog, describes the importance of mutual respect and recognizes the rights of others even in an environment consummately dedicated to freedom of speech:

The Irvine Valley College community recognizes the important role of freedom of expression, civility and mutual respect in fostering a healthy and productive college environment. Therefore, the college encourages an atmosphere of professionalism and cooperation, in which each member's roles and responsibilities are understood and appreciated, and in which the free expression of all opinions, beliefs, and ideas is encouraged and respected ([I.C.71](#)).

In addition, the IVC Faculty Manual (p. 16) clarifies faculty responsibility to deliver instruction that meets the established learning objectives and outcomes for a class:

All faculty members are expected to teach the content identified in the Course Outline of Record (COR). The learning objectives, methods of evaluation, and course content components of the COR are published on the details page of the on-line schedule of classes, and are available to anyone with internet access ([I.C.77](#)).

Additionally, as stated in the catalog, students retain the right to be protected from harassment, insults and abusive or unlawful behavior. Any college personnel or student found to be in violation of these standards will face disciplinary action that is "prompt, effective, and commensurate with the severity of the offense" ([I.C.71](#)).

### **Analysis and Evaluation**

The District has policies, standards, and procedures in place to ensure that faculty and other employees are fair, civil, and objective in both speech and behavior.

The College meets the standard.



### **I.C.10 Institutional Integrity**

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

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

Irvine Valley College is a public institution open to all students regardless of race, religion or creed. The College does not seek to instill specific beliefs or world views. Moreover, aside from promoting conduct conducive to learning, the College and the District do not promote any particular codes of conduct. The commitment to an open, pluralistic environment is evident in the College's Statement on Freedom of Expression, Civility and Mutual Respect:

To achieve these goals, the College invests its resources in expressing its commitment to free expression, civility, and mutual respect in college publications, including college handbooks and manuals; in proactive education for all employees; by sponsoring projects and activities that bring people together in a spirit of hospitality, service, appreciation, and camaraderie; through regular open forums intended to foster the exchange of ideas; through maintaining open, inclusive and transparent decision-making processes, with regularly published results; and through a peer-driven process—in which all of the governance groups participate and contribute—for dispute resolution, one steeped in finding mutually agreeable solutions ([I.C.71](#)).

Additionally, a primary goal of the district wide strategic plan is to “foster an environment characterized by creativity, innovation, respectful interactions and collaboration” ([I.C.78](#)).

#### **Analysis and Evaluation**

The mission and vision of Irvine Valley College and the mission, vision, and values of the South Orange County Community College District clearly show that the College and the District do not seek to instill specific beliefs or world views.

The College meets the standard.

### **IC.11 Institutional Integrity**

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

This standard does not apply to Irvine Valley College.



## **I.C.12 Institutional Integrity**

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

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

Since it was first accredited, Irvine Valley College (IVC) has striven to comply with all Commission requirements. Where recommendations have been made in the past, the College and district have taken expeditious action to address them. The president, accreditation liaison officer (ALO), and the Accreditation Oversight Work Group keep the Board of Trustees and the college community informed of changes in accreditation standards and the College's self-evaluation efforts and plans ([I.C.79](#), [I.C.80](#)).

During the last accreditation cycle in 2010, the College submitted a self-evaluation report. The site visit occurred shortly thereafter. In 2013, the College provided further updates in its Accreditation Midterm Report in response to the visiting team's recommendations. Both reports provide evidence of the College's commitment to comply with eligibility requirements ([I.C.81](#)). The College also submitted a substantive change proposal for online education, adult English as a second language, global studies, and biotechnology in fall 2016 ([I.C.82](#)).

In preparation for the current comprehensive self-evaluation and site visit, the college community engaged in a broad-based effort over an extended period of time. The self-evaluation process included the following efforts, activities, and presentations ([I.C.83](#)):

- August 10, 2015 Accreditation Update – Professional Development Week
- August 13, 2015 Accreditation Think Tank – Professional Development Week
- September 11, 2015 Mini Retreat – Standards II & IV
- September 18, 2015 Mini Retreat – Standards I & III
- October 26, 2015 Board Presentation – Accreditation Overview
- January 12, 2016 Budget and Accreditation Luncheon – Professional Development Week
- August 15, 2016 Budget and Accreditation Presentation – Professional Development Week
- August 31, 2016 Accreditation Review at SPAC Annual Retreat
- October 5, 2016 Two Week Campus Review and Comment Period
- October 18-28, 2016 Afternoon Edit Sessions
- October 24, 2016 Review and Comment Period
- October 24, 2016 Board Presentation – Accreditation Process

- October 25, 2016 Third Party Comment – Forum and Webpage Launch

For purposes of communicating with the public and the campus community regarding the College's accreditation status, the College maintains an accreditation webpage. This webpage can be accessed from a link on the college website footer; the link is therefore only one click away from any page on the IVC website. The accreditation webpage is publicly accessible and contains all documents necessary for complete disclosure, including communications from the ACCJC, reports, substantive changes, and other supporting documents ([I.C.84](#)).

### **Analysis and Evaluation**

Irvine Valley College complies with all ACCJC standards, guidelines, and requirements. All required reports and other documents are submitted to the commission in a timely manner. The college website maintains an archive of past self-evaluation reports and other accreditation documents. Accreditation at IVC is an ongoing process, and the College continuously engages in the process of staying current with accreditation requirements in order to meet and, where possible, exceed them.

The College meets the standard.

### **I.C.13 Institutional Integrity**

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

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

Irvine Valley College (IVC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College has been continuously accredited since 1986. The latest accreditation self-evaluation and associated evidence is available to the public on IVC's accreditation webpage. The College also submitted a substantive change proposal for online education and new programs in September 2016 ([I.C.82](#)). Through full disclosure on its accreditation page, the College demonstrates its commitment to honest and open relationships with external agencies and compliance with regulations, statutes, and rules set forth by governmental agencies. Consistent public access to such information provides evidence of the College's commitment to honesty and integrity in its relationships with external agencies and the general public, including compliance with eligibility requirements and other regulations ([I.C.15](#)).

IVC has one program that requires external accreditation: the paralegal program. As paralegal is a new program at IVC, the College has recently begun the accreditation process

and will be having its initial site visit on December 5 and 6, 2016. Other college programs, such as Athletics and Financial Aid, comply with additional state and federal regulations. The athletics program complies with the rules and regulations of the California Community College Athletic Association (CCCAA). To remain in good standing with the CCCAA, IVC completes an external program review report and files it with the Orange Empire Conference ([I.C.85](#)). Athletics also complies with federal Title IX equity regulations ([I.C.16](#)) and submits an Equity in Athletics Disclosure Act report to the federal Office of Postsecondary Education ([I.C.86](#)). The College also complies with regulations to post Institutional Effectiveness Partnership Initiatives (IEPI) goals ([I.C.87](#)), links to the Student Success Scorecard ([I.C.26](#)), Gainful Employment disclosures ([I.C.49](#)), and federal attendance cost information disclosure requirements ([I.C.67](#)).

IVC's Financial Aid Office communicates with the U. S. Department of Education, providing documentation on a regular basis in order to comply with federal Title IV regulations regarding the administration of federal financial aid programs. In recognition of the College's compliance and good standing, the College is certified by the U.S. Department of Education to provide federal financial aid to students ([I.C.88](#)). The College is also in good standing with the California Student Aid Commission, allowing students to apply for and obtain Cal Grants ([I.C.89](#)).

### **Analysis and Evaluation**

As the documentation on the College's accreditation webpage indicates, IVC adheres to the Eligibility Requirements, Accreditation Standards and Commission policies of the ACCJC. IVC describes itself in identical terms to each of its accrediting agencies. The College's website is used to communicate any changes in its accredited status and to provide disclosure for any information required by the commission. The College complies with commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure. The College also complies with state and federal reporting and requirements.

The College meets the standard.

### **I.C.14 Institutional Integrity**

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

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

In compliance with Title 5, Irvine Valley College (IVC) operates as a non-profit organization supported by local real estate taxes ([I.C.90](#)). As a non-profit institution, the College has no responsibility or mechanism for generating financial returns for investors, nor does it support

any external interests beyond serving its students, its community, and its mission. IVC's commitment to quality education, student achievement, and student learning is evident in its mission statement, which guides integrated planning with a focus on student learning, completion, and closing the achievement gap ([I.C.11](#), [I.C.78](#)). IVC also provides innovative, quality student support services ([I.C.13](#), [I.C.91](#)) and extensive staff and faculty professional development ([I.C.92](#), [I.C.93](#), [I.C.94](#)), in part through participating in major initiatives such as guided pathways and basic skills transformation ([I.C.95](#)).

### **Analysis and Evaluation**

Irvine Valley College is a non-profit college whose primary function is to enable its students to achieve educational goals. All institutional resources are dedicated to supporting this mission, not to generating financial returns or to supporting external interests.

The College meets the standard.



IRVINE VALLEY  
COLLEGE

## STANDARD II

STANDARD II

THE PATH TO YOUR FUTURE

## **Standard II: Student Learning Programs and Support Services**

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

### **Introduction**

Irvine Valley College (IVC) offers programs and services aligned with the College's mission and established standards for higher education institutions. In response to IVC's 2010 Accreditation Report, two of the 12 ACCJC recommendations required for reaffirmation of accreditation center on student learning outcome (SLO) development, assessment, and use of results.

- College Recommendation 2: *In order to ensure that the college will meet the commission's expectations regarding Student Learning Outcomes by 2012, the team recommends that the college expand the identification of assessment strategies for SLOs, implement those strategies, and use the results for continuous quality improvement.*
- College Recommendation 3: *In order to improve, the team recommends that the effectiveness in producing student learning outcomes—the development and assessment of learning outcomes—be a required component, routinely incorporated in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes*

As outlined in the 2013 Irvine Valley College Midterm Report ([II.A.1](#)) and the discussion that follows in Standard II.A.3 (where evidence of meeting the standard is presented), IVC continues to make improvements in the area of outcomes assessment.

The College has expanded strategies for improved outcomes assessment by doing the following:

- Developing comprehensive timelines for robust student learning and administrative unit outcomes and reporting as part of the Program Review Process ([II.A.2](#), [II.A.3](#)).
- Allocating resources to support an SLO coordinator and SLO liaisons to assist faculty in their efforts to maintain sustained SLO assessment cycles and dialogue ([II.A.4](#)).

- Allocating institutional resources to purchase TracDat to input outcomes, assessment results, and use results, and to generate reports ([II.A.5](#), [II.A.6](#), [II.A.7](#), [II.A.8](#), [II.A.9](#)).
- Mapping course-level SLOs to program and institutional SLOs ([II.A.10](#)).
- Offering Professional Development Week presentations and training sessions for faculty, staff, and administrators ([II.A.11](#), [II.A.12](#)).
- Including SLO development and assessment as a component of faculty performance evaluations ([II.A.13](#)).
- Including SLOs on course syllabi ([II.A.14](#), [II.A.15](#)).
- Creating an SLO Task Force, which meets twice per month and reports to the Institutional Effectiveness Committee and the Academic Senate ([II.A.16](#), [II.A.4](#), [II.A.17](#), [II.A.18](#)).
- Printing SLOs on the course outline of record (COR) ([II.A.108](#), [II.A.109](#), [II.A.110](#)) and on the associated course syllabi.

## Standard II.A: Instructional Programs

### **Standard II.A.1. Instructional Programs**

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

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

Irvine Valley College offers instructional programs that are consistent with the College's mission and offered in fields of study appropriate for higher education. A comprehensive list ([II.A.19](#)) of the programs offered at IVC is available to students and the public on the catalog page of IVC's website: [www.ivc.edu/catalog](http://www.ivc.edu/catalog).

IVC offers 91 associate degrees and 67 certificates ([II.A.19](#)). Regardless of location or means of delivery, IVC ensures all instructional programs culminate in student attainment of identified student learning outcomes. IVC maintains articulation agreements with other colleges and universities, a list of which can be found on the ASSIST website ([II.A.20](#), [II.A.21](#)). Students planning to transfer to the University of California (UC) or California State University (CSU) may follow the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Plan in lieu of the local general education plans outlined in the AA, AS, AA-T, and AS-T offerings ([II.A.22](#)).

For CTE courses and programs, standards for quality are also maintained by the regional approval process for program development through the *Los Angeles, Orange County, and Riverside County Regional Consortia* (LAOCRC) ([II.A.23](#), [II.A.24](#), [II.A.25](#), [II.A.26](#)),



biennial program review, and annual advisory committee meetings. Additional information about CTE programs may be found in Standard II.A.14.

### **Analysis and Evaluation**

The instructional programs at IVC are offered in fields of study appropriate to higher education and culminate in transfer to higher education programs and/or attaining degrees, certificates, and vocational skills needed for employment. The review and approval processes for courses and programs ensure alignment with the college mission ([II.A.2](#)). To assist students with their educational and career goals, the District and College are implementing technology solutions for developing a student success dashboard and degree audit software scheduled for release in 2017.

The College meets the standard.

### **Standard II.A.2. Instructional Programs**

*Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

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

Board Policy 2100.1 (Delegation of Authority to the Academic Senate) ([II.A.27](#)) establishes that the faculty are primarily relied upon for matters involving curriculum. In practice, all faculty teaching a given course, regardless of assigned mode of instructional delivery, use the course outline of record (COR) ([II.A.110](#)) that has been vetted through the curriculum process. The COR establishes course objectives, methods of instruction and assessment, and learning outcomes. The COR also offers suggestions for reading and writing assignments and textbooks.

Continuous improvement for courses and programs is formalized through outcome assessment and the program review process ([II.A.30](#)). Outcomes assessment is done at the course, program, and institution level ([II.A.31](#), [II.A.32](#)). All SLOs and assessment methods are uniform regardless of mode of instruction. Results are analyzed and discussed to assess effectiveness and change established teaching methodologies. Program Reviews ([II.A.30](#)) include multi-layered approaches to determine the relevance, appropriateness, and currency of each program, regardless of program type ([II.A.33](#), [II.A.34](#)). The use of statistics and assessment data from SLOs provides the basis for reviewing each program accurately and determining whether pedagogical or programmatic changes may be necessary. Additional information about courses and programs is provided in Section II.A.3.



## Analysis and Evaluation

IVC ensures that the curriculum meets academic and professional standards through the curriculum review and approval process. The faculty regularly assess learning outcomes for courses and programs as a means of promoting student success.

The College meets the standard.

### Standard II.A.3. Instructional Programs

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

#### Evidence of Meeting the Standard

The College has identified course and program level outcomes for all courses and programs ([II.A.35](#), [II.A.32](#), [II.A.10](#), [II.A.36](#), [II.A.37](#)). SLOs are printed on the course outline of record (COR) ([II.A.108](#), [II.A.109](#), [II.A.110](#)) and on the syllabus for each course ([II.A.14](#), [II.A.15](#)). The development and implementation of learning outcomes is supported through the efforts of participatory governance committees/councils (IEC, Academic Senate, Curriculum Committee) and the SLO coordinator.

A component of the faculty evaluation process includes participation in SLO development and assessment and the inclusion of SLOs in class syllabi ([II.A.13](#), [II.A.38](#)). The Academic Employee Master Agreement ([II.A.39](#)) indicates the following:

- Department chairs are responsible for “program and curriculum development and review, [and] SLO development and evaluation.” (page 36)
- Recommendations for continued employment for all faculty are based on items including “information regarding participation in curriculum development and review, and development and assessment of student learning outcomes.” (pages 45, 48, and 50)

IVC uses TracDat ([II.A.5](#), [II.A.40](#)) as the repository for student learning outcomes for all courses and programs offered at the College ([II.A.31](#), [II.A.6](#), [II.A.7](#), [II.A.41](#), [II.A.42](#)). The College promotes best practices ([II.A.43](#)) and has in place a procedure for conducting SLO assessments that allows each department to write, schedule, implement, and discuss the results from the SLO assessment while following the IVC guidelines for SLOs that are outlined on page 25 of the Faculty Manual ([II.A.44](#)) and page 18 of the *Online Education Faculty Handbook* ([II.A.45](#)).

## Analysis and Evaluation

IVC identifies SLOs for all courses and programs, and assessment results are discussed by department faculty and entered into TracDat for data retrieval and discussion when a course is reviewed or when data is needed for program reviews and resource requests. In addition, training for faculty, staff, and administrators has been conducted to promote buy-in and increase the effectiveness of the outcomes assessment process ([II.A.11](#), [II.A.46](#), [II.A.47](#), [II.A.48](#)).

The program review process ([II.A.30](#)) at IVC includes an evaluation of program effectiveness of student learning ([II.A.33](#)). The current SLO process at IVC maps course SLOs to program SLOs (PSLOs) and then identifies the effectiveness of the PSLOs through the results of the course SLOs tied to each PSLO. ([II.A.49](#))

The college procedures for developing and assessing SLOs promote departmental ownership of the SLO process. While TracDat is used as the main repository for SLOs, assessments, results and use of results, all new and revised courses must attach SLOs to the COR with the understanding that they will be updated in TracDat. Attaching SLOs to the COR during the curriculum development and review process ensures that all courses identify SLOs prior to offering the course. Please see Standards I.B.1, I.B.2, and 1.B.6 for additional discussion and examples of SLO implementation at IVC.

The College meets the standard.

## Standard II.A.4. Instructional Programs

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

### Evidence of Meeting the Standard

The College distinguishes its pre-collegiate level curriculum in the course outline of record and in the catalog using the established nomenclature ([II.A.50](#)):

- 1–99 Courses in this range generally transfer to both CSU and UC.
- 100–199 Courses in this range generally transfer to CSU but not to UC.
- 200–299 Courses in this range may occasionally carry transfer credit to four-year institutions. These courses include those intended for skill development and for continuing education (whether related to employment or personal development).
- 300–399 Basic skills courses. Courses in this range are not applicable to associate degrees or certificates, nor do they carry transfer credit to four-year institutions. These courses do not count toward the 60-unit requirement for graduation and are not used in calculating students' grade point averages for associate degrees or certificates.

Pre-collegiate level curricula in reading, English, English as a Second Language (ESL), and mathematics prepare students for college-level curriculum. Course schematics ([II.A.32](#)) in English, ESL, and math identify the pathway that students need to take to college-level courses.

The College provides support services to students enrolled in pre-collegiate courses including counseling ([II.A.51](#)), tutoring ([II.A.52](#)), advising ([II.A.53](#)), and financial aid ([II.A.54](#)). These services are discussed in detail in Standard II.C.

To assist students, the College provides placement test guides, remediation modules, and basic skills accelerations pathways ([II.A.55](#)). Prospective students are offered assessment information, including short tutorials in math and English ([II.A.56](#)). The English and ESL faculty have created accelerated courses for students who have tested into the pre-collegiate level. These accelerated classes combine two lower-level courses into a single course that allows students to acquire the knowledge and skills necessary for advancement to college-level English courses while reducing the number of courses students need to complete. The math department identified and developed developmental math modules ([II.A.57](#)) for assisting students in mastering skills essential for success in pre-collegiate math courses.

### **Analysis and Evaluation**

IVC is committed to meeting educational needs of students in pre-collegiate courses. The College offers pre-collegiate courses in English, reading, ESL, and mathematics to help students improve skills and abilities. Support services and accelerated pathways help students succeed in developmental courses as they progress to college-level courses. The math department has provided students and prospective students access to tutorials and sample tests to help them review concepts, with the goal of placing students into higher math courses, thus reducing or eliminating exit points for students.

The College meets the standard.

## **Standard II.A.5. Instructional Programs**

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

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

In accordance with Title 5, Section 55063 of the California Code of Regulations and Board Policy 5600 (Associate Degree Requirements [II.A.58](#)), IVC requires a minimum of 18 units in a major or area of emphasis as part of the minimum total of 60 semester units required to earn an associate degree ([II.A.19](#)).

The breadth, depth, quality, rigor, time to completion, and course sequencing for the College's programs are determined through the established curriculum and program development and review processes ([II.A.30](#), [II.A.59](#)), and in accordance with the Chancellor's Office *Program and Course Approval Handbook* (PCAH) ([II.A.60](#)) and the Academic Senate for California Community Colleges' document *The Course Outline of Record: A Curriculum Reference Guide* ([II.A.61](#)). For CTE programs, labor market analysis and input from advisory committees and regional consortia are also used to develop programs and make modifications, if necessary ([II.A.25](#)).

### **Analysis and Evaluation**

IVC follows practices common to institutions of higher education in designing degree and certificate programs. The Academic Senate oversees the College's curriculum committee; as a result, faculty expertise ensures academic quality and rigor, and that curriculum proposals are in accordance with established best practices outlined in the Curriculum Guide and policies outlined in the PCAH ([II.A.62](#)).

As part of the curriculum process, all programs submitted to the state must include a program narrative that details the students' path through the program within two years. All degrees are compliant with federal and state mandates. CTE programs receive (at a minimum) biennial program review ([II.A.63](#)). Reviews include feedback from advisory committees to ensure that the coursework and sequencing align with workforce development needs.

The College meets the standard.

### **Standard II.A.6. Instructional Programs**

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

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

Using principles guided by access, bottleneck reduction, and increased throughput to increase student success and institutional effectiveness, the Office of Instruction oversees the scheduling component of enrollment management. To provide a variety of opportunities for students to pursue their educational goals, classes are scheduled during day, afternoon, and evening hours, on Saturdays, and online.

Department chairs, in consultation with academic deans, prepare course schedules that enable students to meet course prerequisites and complete programs of study in two years ([II.A.64](#), [II.A.59](#)). In addition, in order to reduce bottlenecks and facilitate students completing programs within a reasonable period of time, particularly in impacted areas, chairs and deans use historical enrollment data, the waitlist system, and faculty input to help determine

students' demand for courses. Additionally, IVC uses block scheduling ([II.A.65](#)), Saturday scheduling and a newly established weekend college program ([II.A.66](#)) to allow students who are unable to attend a traditional college schedule to find convenient times to enroll in courses.

### **Analysis and Evaluation**

IVC is currently experiencing scheduling challenges with writing and mathematics courses, which have large waitlists. The institution is working to meet student need, but due to lack of room availability and instructor availability, scheduling and staffing is complicated. In the meantime, the College has improved the waitlist system to give students information about available courses and more accurate data about demand through the use of unduplicated waitlist counts.

Academic planning allows students to complete programs in a timely manner. IVC has a strong counseling program that provides student with tools to plan effective academic schedules: Two-Year Plans, My Academic Plan (MAP), and, depending upon a student's goals, 0.5 unit counseling courses for completing IVC GE, IGETC, and CSU GE patterns ([II.A.53](#), [II.A.67](#), [II.A.22](#)). Students are encouraged to complete a comprehensive MAP prior to registering for classes. Please see Standard II.C for more information about support services.

The College meets the standard.

### **Standard II.A. 7. Instructional Programs**

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

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

The College offers day, evening, weekend, on-campus, off-campus, credit, noncredit, distance learning, and hybrid courses. Pedagogical methods and instructional delivery modes are approved through the curriculum approval process ([II.A.68](#)). Established instructional methods include: universal design ([II.A.69](#)), small-group discussions, project-based learning, performance-based learning, learning communities, and work experience/service learning.

At the beginning of every semester, to support student success, IVC offers professional development opportunities that include discussions about student learning and pedagogy ([II.A.12](#)) in an effort to promote the successful delivery of instruction formats to engage different learning styles. School, department, committee, and task force meetings provide forums for discussions regarding scheduling and best pedagogical practices for their programs ([II.A.70](#), [II.A.71](#)). Discussions of outcomes of SLO assessments inform changes

and fuel continuing improvement of courses and programs, including appropriate delivery modes.

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

### **Analysis and Evaluation**

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

In order to address learning styles and improve student contact, the Online Education Task Force supports universal design and best practices for online teaching. Faculty are encouraged to use multiple modes of instruction involving a combination of audio, visual, written, and kinetic activities. Faculty members are encouraged to improve their skills through the use of the *Online Education Faculty Handbook* ([II.A.45](#)) and through training offered through @One ([II.A.72](#)), a program that addresses different learning styles through online instruction.

The College meets the standard.

### **Standard II.A. 8. Instructional Programs**

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

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

IVC currently relies on math, and ESL assessment exams that are locally validated and approved by the CCC Chancellor's Office ([II.A.73](#)). The validation process includes assessment of content validity, reliability, bias, and disproportionate impact ([II.A.74](#), [II.A.75](#)). The validation process requires testing a minimum of 150 students and correlating placements and performance. IVC uses multiple measures that allow placements using AP exam scores, grades/transcripts from other accredited colleges and universities, and high school GPAs and high school transcripts.

## Analysis and Evaluation

IVC and Saddleback College had been scheduled to use the assessment instrument developed through the Common Assessment Initiative (CAI) in spring 2017 for placement in fall 2017, but in late August 2016 the CCC Chancellor's Office delayed implementation of the CAI because of incomplete assessment validation. In the near future, both colleges will use the CAI assessment instrument (validated by the Research & Planning Group for California Community Colleges) and multiple measures to place students into courses. In conjunction with Saddleback College, IVC will establish local cut scores. Please see Standard II.C.7 for additional discussion and examples regarding assessment instruments.

The College meets the standard.

## Standard II.A.9. Instructional Programs

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

### Evidence of Meeting the Standard

IVC awards degrees and credits based on commonly accepted standards for higher education and attainment of learning outcomes. Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) maintains that degrees shall be conferred upon students who have “demonstrated competence in reading, written expression, and Mathematics, and who have satisfactorily completed at least 60 semester units of college work.” In addition, the IVC catalog ([II.A.19](#)) and Board Policy 6105 (Graduation Requirements for Degrees and Certificates of Achievement) ([II.A.76](#)) establish students must maintain a minimum grade point average (GPA) of at least 2.0 for all units counted towards a degree and all courses in the major must be completed with a grade of “C” or better (Title 5 § 55063). Certificate awards adhere to the same student academic standards - a grade of “A,” “B,” “C,” or “P” must be earned for all courses in the certificate program ([II.A.19](#)).

IVC uses the state attendance accounting methods that are based on Title 5, California Code of Regulations sections 55002(a)(2)(B), 55002(b)(2)(B) and 55002.5 outlined in the PCAH ([II.A.77](#)). Accordingly, IVC grants “one unit of credit as a minimum of 48 hours and maximum of 54 total hours of student work, inclusive of all contact hours plus outside class, or homework hours.”



Table II.A.1: Student Learning Hours

| Instructional Category                                                            | In-Class Hours | Outside-of-Class Hours |
|-----------------------------------------------------------------------------------|----------------|------------------------|
| Lecture<br>(Lecture, Discussion,<br>Seminar and Related<br>Work)                  | 1              | 2                      |
| Activity<br>(Activity, Lab w/<br>Homework, Studio, and<br>Similar)                | 2              | 1                      |
| Laboratory<br>(Traditional Lab, Natural<br>Science Lab, Clinical, and<br>Similar) | 3              | 0                      |

To ensure accuracy and consistency in calculations across instructional categories and modalities using the established relationship of hours to units, automated formulas are in place in the College's curriculum management software, CurricUNET ([II.A.68](#)).

### Analysis and Evaluation

IVC awards units of credit consistent with institutional policies that follow generally accepted norms or equivalencies in higher education. The College follows the State Chancellor's Office Standard Formula for Credit Hour Calculations. SOCCCD uses a compressed semester calendar, with a semester of 16.6 weeks in length. Utilizing the formula, every 16.6 hours of lecture per semester corresponds to one unit of course credit and 49.8 total student learning hours. For laboratory courses, 49.8 hours of class time per semester correspond to one unit of course credit, which equates to 3 hours per week.

IVC students are awarded course credit in a given course when they achieve the learning outcomes stated in the COR ([II.A.108](#), [II.A.109](#)) and successfully complete the course by earning a passing grade. Achievement of course outcomes is gauged by student performance on tests, projects, presentations, papers, and/or other assessments that determine mastery. Each class must conform to the approved COR, which specifies objectives and outcomes for student learning and methods of evaluation. Policies and practices delineate consistent parameters for awarding units of credit and comply with state and federal regulations. Information and resource materials are published in the college catalog.

The College meets the standard.



### **Standard II.A.10. Instructional Programs**

*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.*

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

IVC grants credit for college units earned at regionally accredited institutions of higher education ([II.A.79](#)). Information about the transfer of credits is available to students through the college catalog ([II.A.79](#)), counseling services ([II.A.51](#)), the transfer center ([II.A.80](#)), and the college website. IVC maintains articulation agreements with both in-state and out-of-state colleges. Articulation information is available at ASSIST.org ([II.A.20](#)).

In an effort to certify that the learning outcomes for transfer credits are comparable to the outcomes for IVC courses, faculty, counselors, and evaluators in the Admissions and Records Office (A&R) review student transcripts and periodically request that students submit a copy of a syllabus or COR from the transfer institution. Prior to entering into articulation agreements and submitting ASSIST updates, the articulation officer is responsible for verifying the alignment of learning outcomes.

#### **Analysis and Evaluation**

Students attending IVC may apply lower-division units earned at regionally accredited institutions. Evaluators in A&R review courses to establish equivalency consulting the articulation officer and academic departments as necessary. To facilitate the lateral use of courses among the Region 8 colleges for the associate degree general education and major requirements, IVC has agreements with 13 other regional community colleges.

The College meets the standard.

### **Standard II.A.11. Instructional Programs**

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

## Evidence of Meeting the Standard

IVC has established institutional education goals (IEGs) and associated institutional student learning outcomes (ISLOs) for the following competencies: communication; critical thinking, problem solving, and information access and analysis; global awareness; aesthetic awareness; and personal, professional and civic responsibilities ([II.A.81](#)). All program and course student learning outcomes map to one or more ISLOs ([II.A.10](#), [II.A.82](#), [II.A.83](#), [II.A.84](#), [II.A.85](#), [II.A.86](#)). Because individual IVC courses contribute to one or more areas of the five institutional outcomes (ISLOs), students completing an associate degree at IVC develop skills in quantitative analysis, analytic inquiry and critical thinking, while expanding their information and communication competency and ability to appreciate diverse perspectives and understand ethical reasoning. In addition to ISLOs, as appropriate to the program, certificates in CTE areas include program-specific skills required in the workforce.

Table II.A.2: Desired Competencies and Corresponding Institutional Student Learning Outcomes

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

## Analysis and Evaluation

All degrees offered by the College include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, directly through major requirements or through meeting general education requirements. To illustrate, the College promotes the understanding and appreciation of diverse perspectives through the Global Awareness ISLO, which states that students should, upon leaving IVC:

- Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.

- Demonstrate an awareness of historical and contemporary global issues and events.
- Demonstrate intercultural competence by engaging effectively—e.g., listening, speaking, writing, signing—with others whose language, ethnicity, religion, culture, country of origin, or economic or social background is different than their own.

The general education requirements for an AA or AS at IVC include course completion in areas that promote student understanding and appreciation of diverse perspectives: social sciences; cultural diversity; humanities; and fine arts and languages. Students obtaining a degree from IVC must complete a minimum of four courses that emphasize diverse and global perspectives.

The College meets the standard.

### **Standard II.A.12. Instructional Programs**

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

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

Board Policy 5600 (Associate Degree Requirements [II.A.58](#)) requires a component of general education for associate degree awards ([II.A.22](#)). Relying on faculty expertise through the Curriculum Committee, SLO Task Force, and Academic Senate, IVC has developed the general education philosophy statement that is published in the catalog ([II.A.87](#)). IVC supports the notion that “one’s understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines.”

To obtain a degree, students may follow one of three general education plans; specifically, the CSU Certification, IGETC, or the native IVC General Education pattern ([II.A.22](#)). All three general education patterns prepare students for responsible civic participation, lifelong learning, and introspective approaches to the arts, humanities, and sciences.

### **Analysis and Evaluation**

At IVC, “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.” ([II.A.87](#)). Therefore, for all IVC degree programs, a substantial component of general education is required. Faculty, in conjunction with the articulation officer, determine the appropriateness of each course for inclusion in the general education curriculum. Since students must successfully complete at least one course (and, in some cases, more than one course) from each general education area, the SLO Task Force examines course outlines and affirms each course contains appropriate content for the knowledge area in which it is placed, ensuring that students develop the commensurate intellectual skills and knowledge (irrespective of the specific courses they choose).

The College meets the standard.

### **Standard II.A.13. Instructional Programs**

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

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

In accordance with Board Policy 5600 (Associate Degree Requirements [II.A.58](#)), all degree programs include a major (i.e. a focused area of study) ([II.A.88](#)). To receive an associate degree, students must complete a minimum of 18 units in a major or area of emphasis. Student learning outcomes ([II.A.19](#)) for all degree programs reflect established competencies established for degrees in higher education.

#### **Analysis and Evaluation**

The Curriculum Committee and Academic Senate rely on the expertise of discipline faculty to ensure that all degrees include an appropriate focus of study in a major or area of emphasis; the development and revision of all degree programs requires the identification of a major or area of emphasis ([II.A.89](#)). Prior to submission to the Board of Trustees for approval, programs are thoroughly vetted through a review process that ensures programs focus on student learning outcomes and competencies appropriate for the field of study.

IVC offers six degrees with areas of emphasis ([II.A.19](#)). During the 2015-2016 academic year, the curriculum committee initiated a review process of these degrees ([II.A.90](#)). Faculty discipline experts, in consultation with their departments, have been tasked with identifying core courses, where needed, and reviewing interdisciplinary elective courses. The review process is scheduled for completion in spring 2017.

The College meets the standard.

#### **Standard II.A.14. Instructional Programs**

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

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

To ensure that graduates completing CTE degrees and certificates demonstrate employer-expected competencies, prior to approval, curriculum is approved through local consortia LAOCRC. CTE programs are reviewed biennially using labor market and employment forecasting information ([II.A.63](#), [II.A.91](#), [II.A.92](#), [II.A.93](#), [II.A.94](#)). Each program has annual advisory committee meetings ([II.A.95](#), [II.A.96](#), [II.A.97](#)), and the IVC CTE Task Force meets monthly to discuss curriculum, pedagogy, and industry needs, and provide training ([II.A.26](#)).

#### **Analysis and Evaluation**

Using a variety of data resources to assist with program planning and approvals, as well as course/program revisions, and with the goal of meeting the employment needs of the occupational segment of the College's student population, the programs/schools in career technical education (CTE) stay current on the labor environment in Orange County ([II.A.98](#)). The faculty and deans of CTE programs respond to labor market data trends through discussion, program review, possible course and/or program revision, and new program development, when feasible. The CTE faculty and administrators participate actively by hosting annual local and regional discipline-specific advisory board meetings that provide specific labor market information to assist with program planning. IVC also participates in the Career and Technical Education Employment Outcomes Survey ([II.A.99](#)) yearly and provides feedback and data to faculty for inclusion in their program reviews.

The College meets the standard.

#### **Standard II.A.15. Instructional Programs**

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

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

The IVC program discontinuance/elimination policy was revised in 2005 and again in 2012 ([II.A.100](#), [II.A.101](#)). In the event of a recommendation to modify or phase out a program, the vice president for instruction charges the respective school dean to prepare a plan for modifying or phasing out the program according to the Program Discontinuance Task Force's recommendations. Since students have catalog rights ([II.A.102](#)), the primary mechanism for addressing the needs of students who miss opportunities to take courses during the phase-out period is course substitution.

### **Analysis and Evaluation**

Program discontinuance discussions are rare at the College. Since the 2010 Accreditation Self Study, only one program discontinuance discussion has taken place. From 2011-2012 the Electronic Technology Program Discontinuance Task Force relied on the policy to evaluate the Electronic Technology Program. The result was a five page summary report and recommendations submitted to the Office of Instruction on April 25, 2012 ([II.A.103](#)). The Electronic Technology Program underwent three discontinuance phases. Phase One occurred during spring 2006 and resulted in a recommendation to continue the program subject to ten qualifications, with a follow-up assessment to take place in one year. Phase Two occurred in spring 2007 and resulted in a recommendation to continue the program for three years, subject to nine additional recommendations. Phase Three took place November 2011 through April 2012 and culminated in a finding that the nine Phase Two recommendations had been satisfactorily addressed. The task force then recommended that the Electronic Technology program be continued without qualification.

The College meets the standard.

### **Standard II.A.16. Instructional Programs**

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

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

Through program review, the College regularly evaluates and improves the quality and currency of all instructional programs irrespective of the mode of delivery ([II.A.30](#), [II.A.2](#)). The Program Review Process is supervised by the College's Institutional Effectiveness

Committee ([II.A.104](#)). Every six years, all programs and administrative units undertake a comprehensive self-evaluation addressing the program's consistency with the college mission; the program's scheduling patterns; its relationship to student activities, clubs and co-curricular activities; program-related professional development activities; program effectiveness; service to students; SWOT analysis; student learning outcomes; and program objectives, strategies and action steps ([II.A.30](#), [II.A.105](#), [II.A.42](#), [II.A.9](#)). Every two years, departments re-evaluate program objectives, strategies, and action steps in a program review update.

### **Analysis and Evaluation**

SOCCCD's InFORM Data Warehouse provides comprehensive program statistics for use in program review ([II.A.106](#), [II.A.107](#)). The Program Review Report provides six years of data on section counts, enrollment counts, weekly student contact hours, full-time equivalent students, full-time equivalent faculty, productivity, fill rates, retention rates, success rates, passing grades, degrees awarded, and student counts by total, gender, ethnicity, and educational goal ([II.A.107](#)). Thus, the College provides data necessary for a robust program review process that allows program evaluation effectiveness on a regular cycle. CTE program are evaluated every two years ([II.A.63](#)). Please see Standard II.A.14 for additional information about the CTE program and course development and evaluation processes.

The College meets the standard.

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

### **Standard II.B.1. Library and Learning Support Services**

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

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

To support student learning, Irvine Valley College offers a large and well-staffed library, six learning centers, and 257 computers. The College utilizes program review, surveys and other data collection modalities to assure learning resources are of sufficient quantity, currency, depth, and variety to meet student learning needs ([II.B.1](#), [II.B.2](#), [II.B.3](#)).



Table II.B.1 Library Data 2015 – 2016

| Library                                                                |                                                                                         |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Number of Librarians                                                   | 3                                                                                       |
| Number of Staff                                                        | 8                                                                                       |
| Number of Visits                                                       | 383,256                                                                                 |
| Number of Classes Taught (Library Orientations and Learning Workshops) | 164                                                                                     |
| Size of Collection                                                     | 40,000                                                                                  |
| Number of Public Access Computers                                      | 122                                                                                     |
| Hours of Operation                                                     | 7:45 a.m. – 9:00 p.m. (M-Th)<br>7:45 a.m. – 4:00 p.m. (F)<br>10:00 a.m. – 2:30 p.m. (S) |

Library collections development is collaborative and relies on both faculty expertise and library association recommendations. More information on this development can be found in Standard II.B.2. Sufficiency of learning resources and services is determined through the College's program review process and student surveys, described in more detail in Standard II.B.3.

IVC houses six campus learning resource centers (LRCs), which provide instruction and/or tutoring. When considering and planning for the effectiveness of services, the LRCs consider attendance data from SARS along with student surveys, success in corresponding courses, and data collected from the campus wide survey through the Office of Research, Planning and Accreditation ([II.B.4](#), [II.B.2](#), [II.B.5](#), [II.B.6](#)).

Table II.B.2 Learning Center Data 2015–2016

| Learning Centers            | Students Served | Computers | Hours of Operation                                                                                                                                |
|-----------------------------|-----------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Math Center                 | 1300            | 20        | 8:00 a.m. – 6:50 p.m. (M-Th)<br>8:00 a.m. – 1:50 p.m. (F, S)                                                                                      |
| Writing Center              | 1,927           | 26        | 8:00 a.m. – 8:00 p.m. (M-Th)<br>9:00 a.m. – 3:00 p.m. (F)                                                                                         |
| Adult ESL Center            | 1000 (est)      | 25        | 11:30 a.m. – 6:00 p.m. (M)<br>9:00 a.m. – 1:00 p.m. (Th)<br>2:00 p.m. – 6:00 p.m. (Th)<br>9:00 a.m. – 11:00 a.m. (F)<br>2:00 p.m. – 5:00 p.m. (F) |
| Language Acquisition Center | 1000            | 30        | 8:00 a.m. – 8:00 p.m. (M)<br>9:30 a.m. – 8:00 p.m. (T)<br>8:00 a.m. – 6:30 p.m. (W)<br>9:30 a.m. – 6:30 p.m. (Th)<br>8:00 a.m. – 2:00 p.m. (F)    |
| Student Success Center      | 3000            | 60        | 9:00 a.m. – 7:00 p.m. (M-Th)<br>9:00 a.m. – 2:00 p.m. (F)                                                                                         |



| Learning Centers                                                      | Students Served | Computers | Hours of Operation                                        |
|-----------------------------------------------------------------------|-----------------|-----------|-----------------------------------------------------------|
|                                                                       |                 |           | 10:00 a.m. – 3:00 p.m. (S)                                |
| Center for Asian American Native American Pacific Islanders (CAANAPI) | 200             | 16        | 9:00 a.m. – 5:00 p.m. (M-Th)<br>9:00 a.m. – 2:00 p.m. (F) |

Equity and access are important considerations for student learning and support at IVC, so the College ensures that students in all locations, irrespective of the mode of instructional delivery or program, receive equitable support through library services and learning centers ([II.B.7](#)).

### Analysis and Evaluation

Campus processes assure that the quantity, currency, depth and variety of learning resources are sufficient to meet student needs. The College uses collaborative discussion, program review, survey data, and other data points to assess the sufficiency of student learning resources ([II.B.8](#)). When it is determined that additional resources are needed, the library and LRCs use the resource request process to fund materials, staffing, technology and/or facilities.

Based on collection development statements posted through the library’s website ([II.B.9](#), [II.B.11](#)), librarians routinely conduct collection analysis to determine the appropriateness of material. Discipline faculty from the library and the student learning resource centers attend conferences to learn about innovations and best practices in disciplines and, in turn, consider new materials, products, and technology at IVC.

The College meets the standard.

### Standard II.B.2. Library and Learning Support Services

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

### Evidence of Meeting the Standard

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

other learning support services professionals, IVC selects and maintains educational equipment and materials to support student learning and enhance achievement.

The equipment and materials that support student learning for all students, including those taking online courses, include the following: library videos, media players, reference and circulation materials, periodicals, calculators, human anatomy models, Office 365, discount software packages, and MySite. Additional software items are listed in Table II.B.3.

Table II.B.3 Available Software and Description

| Software               | Description                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------|
| MediaSite              | Video platform to provide faculty storage for digital content, including video and audio files |
| Blackboard and Canvas  | Course learning management systems                                                             |
| Library Databases      | Fifty databases including Academic Search Premier (EBSCO)                                      |
| Pharos                 | Online printing                                                                                |
| Blackboard Collaborate | Video conferencing and online collaboration learning tool                                      |
| Libcal                 | Online room reservation system                                                                 |
| Smarthinking           | Online tutoring                                                                                |

## Analysis and Evaluation

When a new course is launched, librarians are informed through CurricUNET. At that point, an assigned librarian verifies that the library collection is sufficient in depth and breadth to support the new course or program. Each school and department at IVC has a librarian assigned to liaise with faculty; this liaison attends faculty meetings, solicits faculty feedback through emails, and provides an online forum where faculty, staff and students make recommendations on materials. For more extensive resources, such as databases and eBook collections, the library relies on recommendations from faculty, CCCL recommendations, and its internal collection development statements to determine sufficiency ([II.B.11](#)). Once a given resource is identified as necessary, the library enters resource requests for funding the items.

The learning centers at IVC are tied directly with course curriculum, such as the Math, Writing, Adult ESL, and Language Acquisition Centers. Direct connections with courses guide the centers' use of software and materials. The Language Acquisition Center uses a variety of measures to assess the depth and variety of materials to meet student needs. Via a student survey, an SLO is assessed to measure students' perceived lab benefit, improving writing, reading, listening, and speaking skills for all language lab sections. In addition, the ESL Basic Skills Initiative project funds ESL student and faculty surveys that specifically measure use and effectiveness of ESL lab software.

The library solicits faculty and student recommendations for distance education (DE). All faculty, including faculty teaching DE, are contacted via email every semester for library material recommendations for their courses and programs. These resources also serve as supplemental and accessible information for all students. Additionally, the IVC website offers tutorials, orientations and other resources to assist all IVC students unable to come to campus. The IVC library houses computers available to all students, providing access to specialized software, Blackboard, Canvas, printing, email and scanning. Additionally, the library provides access to headsets, portable DVD drives, USB drives, and reserve textbooks.

The library and learning resource centers select and maintain instructional equipment and materials through a collaborative process that avails itself of both faculty expertise and institutional data.

The College meets the standard.

### **Standard II.B.3. Library and Learning Support Services**

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

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

The College uses a variety of methods, including the institution's program review process and analysis of survey and SLO data ([II.B.10](#), [II.B.3](#), [II.B.8](#), [II.B.5](#), [II.B.6](#)), to assess the adequacy of its library and learning centers. Through the program review process, SLO assessments and survey data, the College engages in regular and robust assessment of the adequacy of the library and student learning centers. Results are discussed collaboratively and become the basis for the improvement of the library and the learning centers. The library generates statistics using gate counts, circulation, and reference desk transactions, workshops, and orientation attendance that are used for program improvement.

#### **Analysis and Evaluation**

All Learning Resource Centers collect SLO data each semester through surveys. In the fall, the Writing Center conducts an annual survey of all enrolled students. The results consistently demonstrate that the Writing Center does meet students' needs. LAC activities, such as writing conferences with faculty, are graded components of ESL 301 and 201 courses; thus, in these courses both the use and effectiveness of the lab services are measured throughout the semester.

The Student Success Center (SSC) engages in research studies with the IVC Office of Research, Planning and Accreditation ([II.B.6](#)). Quantitative studies have considered traditional outcome measures, such as course retention and GPA, with a matched control group to determine whether students receiving tutoring are more successful. Every semester, the SSC also surveys students via a self-report measure indicating the effectiveness of tutoring and responding to an open-ended question about the SSC's strengths and areas for improvement. Qualitative studies have involved researchers observing and rating tutor and tutee interactions, then grouping behavioral findings into traits or trend categories such as course completion or course grades, which are compared to objective measures ([II.B.6](#)).

It is important to that equitable services are provided for DE students. While the library is unable to distinguish DE students who use the library from students simply using online resources, DE students have the same access to material and the ability to provide feedback and request materials as do in-person students.

The College meets the standard.

#### **Standard II.B.4. Library and Learning Support Services**

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

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

The College contracts with outside vendors to provide up-to-date technology for the library and learning centers. The library and learning centers work closely with IVC technology services to manage contracts and to assess and ensure the quality of contracted services. Table II.B.4 contains examples of outside vendor services provided that enhance the accessibility and functionality of IVC's library and learning resources.

Table II.B.4 Examples of Contracted Library Support Services

| LLR Programs           |  | Vendor                            | Purpose                                                     |
|------------------------|--|-----------------------------------|-------------------------------------------------------------|
| Library                |  | OCLC WorldShare Management System | Accessible library resources and resource management        |
| Library                |  | YBP, GOBI                         | Collection development and tracking; databases; periodicals |
| Library                |  | SpringShare LibApps               | Statistics, for LibGuides and for LibCal (study rooms)      |
| Library                |  | LibAnalytics                      | Statistics                                                  |
| Library                |  | 3M                                | Gate counts                                                 |
| Student Success Center |  | Smarthinking                      | Online tutoring                                             |
| All Centers            |  | Pharos                            | Common print system                                         |
| All Centers            |  | Lynda.com                         | Technology training                                         |
| All Centers            |  | SARS Software                     | Student use tracking                                        |

The College and district collaborate to ensure the security, maintenance, and reliability of services provided by outside vendors. The library and the learning centers utilize data to analyze and review service usage to ensure accessibility of services for students. Examples of data from these services include the transition to the Canvas learning management system (LMS), the utilization of Smarthinking by the Student Success Center, the adoption of a common print system, and the use of SARS software to track learning center use.

### Analysis and Evaluation

The library and learning centers use a common print system. Following consecutive assessments with substandard results, it was determined that the previous vendor did not meet student needs. In a collaborative effort, IVC and Saddleback faculty and staff reviewed options and determined that beginning summer 2016, Pharos would serve as the vendor for printing services. The new print system was fully implemented in fall 2016 and to date has been evaluated as serving the campus' needs effectively.

The College meets the standard.

## Standard II.C: Student Support Services

### **II.C.1 Student Support Services**

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

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

Student support programs and services for students include the following: Admissions and Records, the IVC bookstore, the Bursar's Office, CalWORKs, the Career Center, the Child Development Center (CDC), Counseling, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS/CARE), Financial Aid, Guardian Scholars (foster youth support), the Health and Wellness Center (HWC), International Student Program (ISP), Outreach and Community Relations, the Student Ambassadors program, Student Life, Student Equity, Student Success and Support Programs (SSSP/Matriculation), the Transfer Center, and the Veterans Services Center (VSC). The services provided by these programs support student learning and enhance the accomplishment of the mission, which states: "*We support student access, success, and equity....*" ([II.C.1](#)).

Generating innovative ideas to accomplish this mission is encouraged and supported college wide, as evidenced by the Implementation of Student Success Task Force Recommendations form, created to log campus efforts supporting the Student Success Act of 2012 ([II.C.2](#)). One initiative designed to increase student engagement and promote campus connectedness is the Student Ambassadors program. Started in 2014, this leadership program has successfully graduated two cohorts of students. Among these students are the 2015 IVC student commencement speaker and a student recognized by the chancellor of the California Community College system in his 2015 State of the System address ([II.C.3](#)). To celebrate the institution's diverse student population and to support the mission of the institution, the 2016 Laser Week student orientation partnered with ELEVATE AAPI and Student Equity to integrate cultural diversity and learning into the orientation to the College.

The institution ensures quality by conducting a comprehensive program review that includes measurable student services learning outcomes (SSLOs) every 3 years ([II.C.4](#), [II.C.5](#), [II.C.6](#), [II.C.7](#), [II.C.8](#), [II.C.9](#), [II.C.10](#), [II.C.11](#), [II.C.12](#)). Surveys ensure that students meet the individual learning outcomes established by each department ([II.C.13](#), [II.C.14](#), [II.C.15](#), [II.C.16](#), [II.C.17](#), [II.C.18](#)). Student service programs assess student satisfaction with services

and initiatives through participant evaluations, student comment cards, and surveys. Responses to student responses are evidenced by the changes made to Fast Friday events, which allow students to complete assessment, advisement and orientation in one day. In response to feedback from participants, the Fast Friday format was changed to decrease the time required ([II.C.19](#)). In conjunction, Laser Week, an IVC student success initiative created to promote student engagement and address the number of students who failed to complete the matriculation steps for the upcoming semester, conducted satisfaction surveys; the results will be analyzed ([II.C.20](#)). The Freshman Advantage Program (FAP) was internally analyzed; it showed that overall, FAP students were more likely to be enrolled full-time (22.8 points higher), complete all courses at a higher rate (7.7 points higher), complete the core GE courses (7.5 points higher) and complete Basic Skills courses (7.5 points higher) ([II.C.21](#)) than their non-FAP counterparts.

In line with the established mission, programs solicit advisory board feedback, which is used for program and service improvements. Advisory board meetings also provide ways to provide information to local partners and vested community members ([II.C.22](#), [II.C.23](#)). To ensure program compliance and effectiveness, the state chancellor's office conducts annual program audits on categorical programs offered at Irvine Valley College ([II.C.24](#)). Most recently, categorical funding has established and enhanced support services offered by IVC. SSSP funds support the core services of assessment, orientation, advisement, and follow up, and Student Equity funds mitigate disproportionate impact found in student groups based on gender, ethnicity, age, disability status, socio-economic status (SES), and foster youth or veteran status ([II.C.25](#), [II.C.26](#), [II.C.27](#)).

In direct alignment with the college mission to “*offer continued accessibility in a diverse community*,” a Guardian Scholars program was developed as a Student Equity initiative to address the disproportionate impact found for foster youth students with regard to accessibility. In spring 2016, the students were asked to complete a needs assessment, which was analyzed and discussed at program planning meetings ([II.C.28](#)). Also approved for Student Equity funding was an initiative to develop a re-entry center on campus that supports populations of non-traditional students with specialized needs and challenges. Details can be found on pages 58-59 of the plan ([II.C.28](#)). Currently in the planning phase, the re-entry center will be open to students in spring of 2017.

Student support services have experienced the greatest transformation with regard to services for distance education (DE) students. In response to the growing enrollments in distance education, student support services are now available online. An overview of services available via different modalities is outlined Table II.C.1.

## Analysis and Evaluation

To further address the needs of the College's diverse student population, IVC ensures in-person assistance is available during evenings and weekends. The student services areas that experience the highest volume of student contacts (Admissions and Records, Counseling, and Financial Aid) have all increased available hours to address the needs of students enrolled in evening courses. For example, the Counseling Center is open until 7 p.m. Monday-Thursday and makes appointments available on Saturdays.

In an effort to meet the needs of the rapidly growing distance education population, members of the Student Services management team will collaborate with the Online Education Task Force to create a Student Services for Distance Education plan as an outline for guiding practices that increase accessibility for distance education learners. Currently, Irvine Valley College administers the Distance Education Survey each major term. Since fall 2014, the survey has incorporated two questions pertaining to student access and perceived usefulness of student service areas online. These results will be incorporated into the VPSS AUR and shared with all student services managers ([II.C.29](#)).

The institution also plans to enhance professional development in the area of distance education services through participation in webinars, conferences and local workshops. The Associated Student Government of IVC has been discussing the needs of DE students and ways to best support the activities, needs, wants, and concerns of their peers. Results of their discussions will be shared with the Online Education Task Force.



Table II.C.1: Overview of Services Available via Different Modalities

| Student Service                   | In Person | Evening*/ Saturday | Info/Docs Online | Interactive Services Available Online                                                                                                                                                                                               |
|-----------------------------------|-----------|--------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Admissions & Records           | X         | X                  | X                | Application, Registration, Apply For Degree Or Certificate, Request Transcripts, Enrollment Verification Degree Audit (Implementation Phase)                                                                                        |
| 2. Assessment/ Matriculation/SSSP | X         | X                  | X                | Orientation, Schedule Appointment, Advisement, 1 <sup>st</sup> Semester My Academic Plan (MAP)                                                                                                                                      |
| 3. Bursar                         | X         | X                  | X                | Request Refund                                                                                                                                                                                                                      |
| 4. CalWORKs                       | X         | X                  | X                |                                                                                                                                                                                                                                     |
| 5. Career Center                  | X         | X                  | X                | College Central Network ( <a href="#">II.C.30</a> )                                                                                                                                                                                 |
| 6. Child Development Center       | X         | X                  | X                | N/A                                                                                                                                                                                                                                 |
| 7. Counseling                     | X         | X                  | X                | Phone/Skype Counseling, Email Q&A, Map, Appointment Scheduling, Online Incident Reporting For Student Discipline With Advocate ( <a href="#">II.C.31</a> )<br>Summer 2016: Implementation Of New Online Counseling System, Boldchat |
| 8. DSPS                           | X         | X                  | X                |                                                                                                                                                                                                                                     |
| 9. EOPS/CARE                      | X         | X                  | X                |                                                                                                                                                                                                                                     |
| 10. Financial Aid                 | X         | X                  | X                | FAFSA, My Financial Aid Status Check ( <a href="#">II.C.32</a> )                                                                                                                                                                    |
| 11. Guardian Scholars             | X         |                    | X                | Phone Counseling, Email Q&A, Weekly Digest Sent to All Participants ( <a href="#">II.C.33</a> , <a href="#">II.C.80</a> )                                                                                                           |
| 12. Health and Wellness Center    | X         | X                  | X                | Quarterly Newsletter Sent to All Students/Embedded Links ( <a href="#">II.C.34</a> )                                                                                                                                                |
| 13. International Students        | X         |                    | X                | Monthly Newsletter Sent to All Students/Embedded Links ( <a href="#">II.C.35</a> )                                                                                                                                                  |
| 14. Outreach                      | X         | X                  | X                | N/A                                                                                                                                                                                                                                 |
| 15. Student Life                  | X         |                    | X                | ASG Voting                                                                                                                                                                                                                          |
| 16. Student Equity                |           |                    |                  |                                                                                                                                                                                                                                     |
| 17. Transfer Center               | X         |                    | X                |                                                                                                                                                                                                                                     |
| 18. Veterans Service Center       | X         |                    | X                |                                                                                                                                                                                                                                     |

\* Evening hours constitute in-person services available after 5 p.m.

The College meets the standard.

## II.C.2 Student Support Services

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

### Evidence of Meeting the Standard

The institution uses TracDat to input and store program and department assessment data. Ensuring student satisfaction with services, determining opportunity for program improvement or expansion, supporting state and district funding requirements, and aligning services with the goals and objectives of the College and the District are some of the ways in which TracDat information is used.

Evaluations are assessed by the Office of Research, Planning and Accreditation and reviewed by the vice president for student services ([II.C.36](#), [II.C.37](#)). Results are presented at a subsequent Student Services meeting and, where appropriate, changes are implemented. The evaluation process is detailed as part of the Office of Student Services Administrative Unit Review (AUR) ([II.C.38](#)).

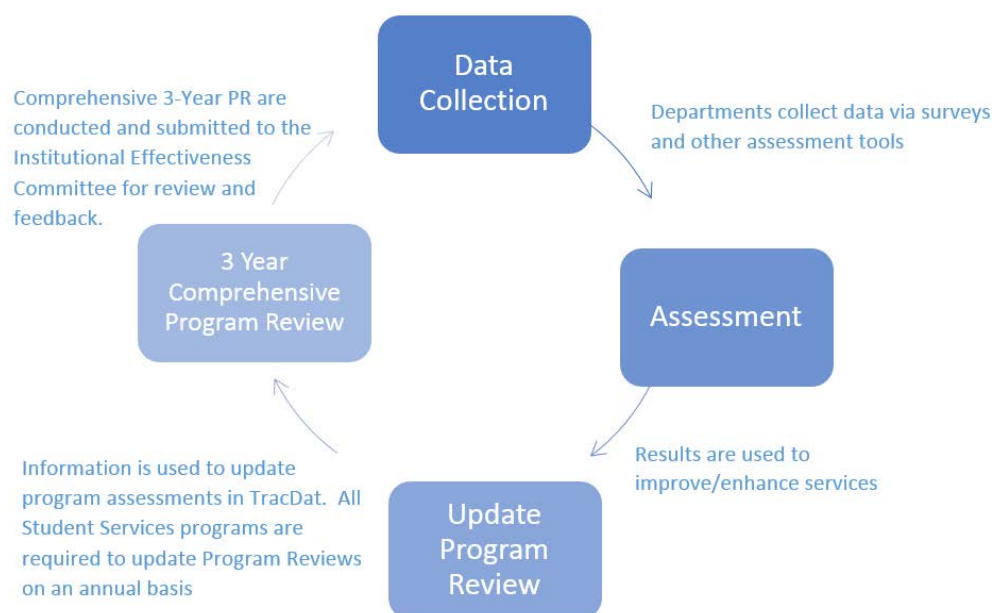
Programs complete annual updates to comprehensive 3-year reviews ([II.C.4](#)). Meetings with the Office of Research, Planning and Accreditation, area managers, and, when appropriate, the vice president for student services are conducted to ensure that the AUR, SLO and SSO progress and assessments effectively measure student support outcomes ([II.C.39](#)). Program reviews are evaluated according to assessment methods that ensure the AURs and SLOs/SSOs function at sustainable levels. All outcomes assessed and changes to programs implemented contribute to the assessment process results.

For instance, over 50% of the students polled in the 2011 Student Satisfaction Survey expressed concern either that their current financial status would interfere with their studies or that they would be unable to attend IVC without financial assistance. When surveyed in spring 2012, 83% of students indicated that they knew how to apply for financial aid and 71% responded that they knew how to complete files in order to receive financial aid. However, as late as 2013-2014, only 34% of students attending IVC received financial aid. The financial aid office addressed student concerns by sending follow-up missing document emails and removing unnecessary document requirements, most notably the requirement of a driver license for each student. The initial actions of communicating more regularly with students and removing unnecessary barriers to access has resulted in increased numbers of students receiving financial aid (37%). Given time, access will become less and less of an issue due to easier accessibility.

The Health and Wellness Center receives continuous assessment data via annual student surveys. Students complete satisfaction surveys after each Health and Wellness Center visit, and data determine necessary changes. This drives the services provided to students. Additionally, students are now being provided with increased mental health programs, including suicide intervention workshops for staff and faculty to promote education on what to do in a crisis. Sexual assault/consent classes are now being given across campus to inform and educate on prevention and conduct that may lead to inappropriate behavior, including alcohol and drug abuse. This is a comprehensive program provided directly to students through classes and group meetings, and has grown annually by 10% per year.

The Veterans Services Center also conducted an assessment in spring 2014 to implement needed changes for fall 2014, and implements a follow-up survey each spring as part of its continuous quality improvement process. The annual survey assesses the needs and demographics of IVC's student veteran population and formulates its services to provide resources and information to ensure the veteran population are having their needs met ([II.C.17](#)).

The institution recognizes that student services learning outcomes are most effective when created as a collaborative effort in the department. To ensure that faculty and staff understand the purpose and benefit of relevant departmental SSOs, various training workshops have been held for staff members in student services ([II.C.40](#)). Training topics have included a basic overview, integrating SSOs with mission statements ([II.C.41](#)), and SSO assessment. Recent training workshops have focused on ensuring that student services met the proficiency standard for SLO/SSO assessment as required by ACCJC ([II.C.79](#)).



## **Analysis and Evaluation**

As demonstrated by regular training, meetings, and evaluation of Student Services staff and administration, student and staff surveys, open forums, listening sessions and SSOs, Irvine Valley College regularly identifies and assesses student learning support outcomes, provides appropriate support, and engages in continuous improvement in the delivery of its programs and services to students.

The College meets the standard.

### **II.C.3 Student Support Services**

*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.*

## **Evidence of Meeting the Standard**

The College offers comprehensive and equitable access to services for eligible students. Comprehensive services are provided by the Student Services divisions of Admissions and Records; the Child Development Center; Counseling; Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies and Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKs); Financial Aid; Health and Wellness Center; International Student Center; Office of the Vice President for Student Services; Student Life and Student Equity; and Veterans Services Center.

## **Analysis and Evaluation**

Irvine Valley College (IVC) student support services provide essential services to students via outreach, assessment, orientation, advising, counseling, registration, financial aid, health, veteran services, EOPS, CalWORKs, disabled students, student life, and child care through a complete range of programs and services that focus on academic success and personal growth. Student services assist students in completing institutional learning outcomes and improving cultural competence and development in life, while expanding their educational goals.

Access to a broad range of student services is available in the Student Services Center, located in the center of the campus with easy access and visibility. All student services

departments provide remote access to complete and comprehensive program information with descriptions of services, location, hours, contact information, and online documents on the IVC website under Student Services. Student services departments also have face-to-face, web, email, phone, and fax access. Online services have allowed greater accessibility while adapting to the needs and uses of the student population that utilizes online, digital and remote devices in their educational needs.

## Analysis and Evaluation

Regardless of service location or delivery method, the student support programs at IVC assess and provide for students' needs, as evidenced by the implementation of changes prompted by student surveys and student comment cards. Through the Office of Research, Planning and Accreditation, student surveys are distributed both in person as well as emailed. Following are some examples of ways in which information is solicited and used.

| Program/Location         | Implementations                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Child Development Center | The enrollment process is used to acquire information about the primary languages spoken by enrolled families. This information is used to ensure cultural sensitivity is provided to enrolled students.                                                                                                                                                                                                                                                |
| DSPS                     | DSPS students are surveyed throughout the year, through both on-campus surveys and via e-mail from the Office of Research, Planning and Accreditation. Results indicated that a significant number of students with disabilities are enrolled in evening classes, yet support services had not been offered during this time. To accommodate student needs and ensuring them access to services, the DSPS office has extended operating hours to 7 p.m. |
| Veterans Services Center | A 2014 online survey of all students who use the VSC indicated that 85% of the respondents did not take advantage of services offered by DSPS. As a result, a strong collaborative effort between DSPS and VSC, including monthly outreach presentations and training of the veteran's counselor, has been implemented to authorize and approve DSPS accommodations.                                                                                    |

Based on feedback to improve the services offered to students, at a programmatic level, programs implement changes. The Child Development Center has revised their Student Guidelines, provided to students and their families prior to entering the classroom, which inform students in the Child Development Center program of practices, policies and procedures that outline the expectations in the center. Recommended changes based on the student feedback emphasized discipline and guidance.

Admissions and Records partnered with the bursar's office to administer a student survey in 2011. One of the questions asked students whether they knew when their upcoming registration appointment information was released. The results indicated only 68 percent of

students were aware of times when appointment information were made available. As a result, a Dates and Deadlines webpage was created. Additionally, Admissions and Records worked with the marketing department to send emails to all continuing students, post announcements through the College's Facebook and Twitter accounts, and run announcements on the IVC campus marquees in an effort to alert students of registration times for the next coming enrollment term. In 2014, as a reminder of their appointments, correspondence was sent to students three days before, and the day of, registration times. To determine the effectiveness of these efforts, the Office of Research, Planning and Accreditation worked with Admissions and Records to determine changes in registration appointment time usage.

A student survey completed for the counseling department in spring 2011 determined that 85 percent (214/253) of respondents expected to transfer. The following services have been expanded and/or created as a result of the counseling survey responses:

- The Transfer Center coordinator/counselor position was increased from a 50 percent assignment to a 100 percent assignment.
- The articulation officer/counselor position was increased from a 75 percent assignment to a 100 percent assignment.
- Monthly counselor training was established to ensure that counselors are aware of changes to the transfer process/requirements, best practices, opportunities to meet with university transfer representatives for overviews of admissions process/requirements, to review case studies, and to provide counseling updates.
- Transfer-related workshops and transfer institution tours were expanded.
- An academic planning lab (MAP Lab) has been created so that students can work on academic plans independently or with the assistance of a counselor.
- Hours in the Counseling Center were expanded on Fridays to 8 a.m. - 5 p.m. (from 8 a.m. - 12 p.m.). Saturday hours are now from 9 a.m. - 1 p.m. The Transfer Center expanded its evening hours from 5 p.m. to 7 p.m. Monday through Friday.

In the VSC, an annual anonymous survey is distributed to all students identified as a former/current military service member by the office of Research, Planning and Accreditation ([II.C.42](#)). Results from the 2015 survey showed the following changes from 2014:

- a) 6 percent increase in enrollment
- b) 11 percent increase in persistence rate.

The increases were identified as resulting from additional support services provided in the VSC. The survey also revealed that 85 percent of veterans do not utilize DSPS services. As a result, a DSPS specialist or counselor will attend VSC meetings, workshops, and events to provide access and to familiarize veterans with the support services provided through the DSPS office. Also included in the plan of action is the installation of accommodated software

programs in the VSC computer lab. From 2014 to 2015, survey results indicated a larger percentage of respondents scheduled and were satisfied with the increase of psychologist appointments to 4 days per week to assist veterans with acclimation and daily life situations. In addition, the number of financial aid applications submitted and completed increased from 2014 to 2015 by 11 percent and the number of Pell Grants increased by 4 percent.

The Health and Wellness Center survey found that facilities were not adequate, time of wait was long, services were not efficient or sufficient, and the center itself was dirty. Post survey, a restructure plan was developed and new staff were hired, the Health and Wellness Center flooring was replaced, new equipment and furniture was ordered and installed, and staff were trained on efficient ways of assisting students with up to date equipment, as well as how to use a new medical record system. Within one year, the satisfaction survey responses had improved significantly, with an overall satisfaction rate of over 94 percent.

The College meets the standard.

### Plan

| Objective/Action                              | Resources Needed                                                                                                                                                                | Responsible Party            | Expected Completion Date |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------|
| <b>CCC Assess Implementation</b>              | Contract with testing service                                                                                                                                                   | Admissions/Records           | Spring 2017              |
| <b>ATEP Increase Student Services at Site</b> | Involvement in construction site build to accommodate Student Services such as health services, financial aid, counseling and others at site.                                   | VPSS                         | Spring 2019              |
| <b>Degree Audit Beta Testing</b>              | Admissions personnel completion of degree audit beta testing, student self-service online testing, students run own degree progress and audits to note progress toward degrees. | Admissions/Articulation/SSSP | Spring 2017              |



## II.C.4 Student Support Services

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

### Evidence of Meeting the Standard

Irvine Valley College offers co-curricular programs, including 13 athletic teams. With operational support from the Office of Student Life, students can participate in eight co-curricular programs including athletics and over 40 individual student clubs and organizations.

The co-curricular programs at IVC are Administration of Justice, Athletics, Dance, Forensics, Model United Nations, Phi Theta Kappa, Psi Beta, and Wind Symphony. The College's diverse student clubs and organizations represent academic, career, community and service learning, honor societies, leadership, multi-culturalism, and special interests.

Oversight of co-curricular and extra-curricular programs is facilitated by the Office of Student Life and directly supervised by the individual program instructional deans. Each program has a faculty advisor and funding provided by ASIVC. On an annual basis as part of the ASIVC budget allocation process, co-curricular programs are expected to submit a calendar of events and activities, strategic goals, and objectives. Each curricular program submits mid-year budget reports, participates in site visits and budget presentations with members of the student government Budget and Finance Committee, and submits accomplishments to instructional deans.

Co-curricular programs require three components: tied to instruction, competitive in nature in areas of instruction, and student course enrollment.

Section 11.02 of the ASIVC Constitution and Bylaws, Designation of Clubs and Programs states:

Co-Curricular Programs are those that the College recognizes as official programs; such as Administration of Justice, Athletics, Forensics, Journalism, Music, Psychology, and any other new program which the Senate deems to be an official program by a two-thirds (2/3) majority vote and the College recognizes the program as official. Co-curricular programs must be of a competitive nature in their area of instruction. Competitions, which do not include inter-murals, must be of officially recognized competitions that compete with other officially recognized schools on IVC's behalf. Enrollment in a course related to the program is required ([II.C.43](#)).



In addition to training workshops, a co-curricular handbook, based on the rules and regulations outlined in the ASG of IVC Constitution and Bylaws, addresses issues of budget, finance, activities, rules and membership criteria. It provides guidelines and procedural information for the expectations of co-curricular programs. Currently ASIVC is in the process of updating their constitution and bylaws; a revised co-curricular handbook was finalized in December 2016.

ASIVC ratified four goals to better focus their efforts, address student concerns and align with the mission of the institution in 2015-2016. These were services and activities, student leadership development, facilities and technology, and fiscal management. In doing so, they updated their organizational structure to add several new committees: Community Outreach, Diversity and Student Equity, Facilities and Technology, and Leadership Development. These augment the existing committees of Budget and Finance, Public Relations, and Student Activities. To ensure student participation in campus governance, student leaders of clubs, organizations, co-curricular and extra-curricular programs serve on a wide variety of campus committees, work groups, and task forces ([II.C.44](#)). Students who serve on ASIVC committees also serve as the liaisons to related campus committees, work groups and task forces to enhance the shared governance process.

Following strict guidelines according to college protocols, budgetary decisions are made as they relate to the college wide process. In order to evaluate the quality and effectiveness of co-curricular and extra-curricular programs, the Associated Students of IVC (ASIVC) implemented an annual allocation budget process that include mid-year program and goal updates. ASIVC is in the process of working with the Office of Research, Planning and Accreditation to develop a required assessment template administered at the end of each academic year. In addition, as a part of the budget development process, each department that receives ASG funding will be expected to provide updates on strategic goals and data results of assessments implemented throughout the year.

Irvine Valley College athletics programs provide students with a wide spectrum of intercollegiate activities. Athletics is housed in the School of Kinesiology, Health and Athletics. IVC draws student athletes from throughout Southern California and beyond, and student athletes span all socio-economic, racial, ethnic and cultural demographics, including significantly higher percentages of Latino and black students compared to the college population as a whole ([II.C.45](#)).

IVC data indicates that the athletic learning community is among the most academically successful in the College, excelling in enrollments, course success rates, persistence rates, GPAs and transfer rates ([II.C.45](#)).

From 1990 through the spring of 2016, Irvine Valley College athletics teams have collected 22 team state championships and 46 conference titles. IVC currently competes in

13 intercollegiate sports: baseball, women's badminton, women's sand volleyball, and men's and women's basketball, golf, soccer, tennis, and volleyball ([II.C.46](#)).

As part of its operational philosophy, intercollegiate athletics relies on print and electronic media announcements to promote athletics. The program works to ensure high program standards and personal integrity. It is important to note that IVC is among the few colleges statewide (both 2-year and 4-year) in compliance with the strict proportionality test of Federal Title IX laws. As part of athletic competition, athletics has the support of a designated counselor who emphasizes student responsibility in representing the College, its students, the faculty and staff, and current and future alumni.

Student athletes are provided access to a student athlete handbook that includes pertinent information on activities and obligations, copies of documents required to be signed, slides from the orientation, and resources available from the College. The student-athlete handbook is maintained by the dean, reviewed annually, updated as circumstances require, and is available to student-athletes through the Irvine Valley College Athletics website as a printable PDF file ([II.C.45](#)).

### **Analysis and Evaluation**

Irvine Valley College co-curricular programs and athletic programs are aligned with the institution's mission. With eight co-curricular programs and over 40 student clubs, the College promotes and supports social and cultural dimensions. The College has strict budget guidelines that require campus wide participation and mid-year updates on program goals and allocations.

Based on an analysis of the evidence, Irvine Valley College meets this standard and will continue to monitor its progress.

The College meets the standard.

### **II.C.5 Student Support Services**

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

## Evidence of Meeting the Standard

The mission of Irvine Valley College (IVC) Counseling Services is to support the College's students in achieving academic, career and personal goals, through academic and career planning and strategies for effectively dealing with personal obstacles.

Counseling Services is the umbrella under which many student service programs reside. Counseling activities and services are funded through general and categorical funding including Extended Opportunity Programs and Services (EOPS), Student Success and Support Programs (SSSP), Disabled Students Programs and Services (DSPS), and Student Equity. Academic, personal, and career counseling services are available to all IVC students and potential IVC students at any time the Counseling Center is open. The IVC Counseling Center is open and available to students Monday through Thursday from 8:00 a.m. – 7:00 p.m., Friday from 8:00 a.m. – 5:00 p.m., and Saturday from 9:00 a.m. – 1:00 p.m. Saturday counseling hours were added in spring 2015 to better serve weekend students and the full-time weekday employee population. Through online counseling, students can submit questions to a counselor 24 hours a day, 7 days a week. Counselors are available in the Counseling Center during all days the College is open. Counseling services are communicated to students via email, Sherpa nudges, text messages, SARS appointment reminders via text and phone, social media, letters and flyers, college catalogs, handbooks, planners, campus monitors, outreach events, and direct referrals.

### Counseling and Academic Advising Programs Support Student Development and Success

The college commitment to student success is reflected in innovative services provided to students served by the Counseling Department:

1. Stress Busters workshops with topics such as Mindfulness and Meditation.
2. The Freshman Success Program, which offers a guaranteed schedule for incoming freshmen. This program consists of four CSU general education courses, including a counseling course on study skills.
3. Fast Fridays, which are available to incoming freshmen who want to complete English and math assessments, attend a campus tour and group advisement, and complete their first semester educational plans in one day in order to secure an early registration time for the fall semester.
4. Laser Week, a way for new students to participate in student success workshops, learn about academic programs, and connect with faculty before the beginning of the fall semester.

### Preparation of Faculty and Other Personnel Responsible for the Advising Function

Discipline Faculty Mentoring (DFM) Pilot Program: Through the support of SSSP funding, the DFM program was launched in fall 2015. Counseling faculty partner with discipline faculty to provide additional academic support. Discipline faculty advise students on what careers may be associated with specific discipline majors, recommend course sequences, and offer tips to students on success in the discipline ([II.C.47](#)).

In April 2016, IVC hosted a Cultural Competence Summit where faculty, staff, and the community participated in a day-long dialogue on closing achievement gaps and valuing students from various demographics. This event served as a professional development opportunity for all IVC counselors. The content of the workshops gave IVC counselors opportunities to develop skills and strategies for effectively engaging with the College's diverse student population.

In spring 2016, counselors participated in a book review of *Redesigning America's Community Colleges* by Bailey, Smith, Jaggars, and Jenkins. Counselors focused on ways to better engage students, as well as ways to orient and retain students as they achieve academic goals ([II.C.48](#)).

Irvine Valley College recognizes the importance of academic counseling to ensure student success and completion. In order to remain current and consistent, counselors attend monthly sessions where they review changes, provide updates, and refine skills related to counseling ([II.C.49](#), [II.C.50](#)). In addition, to ensure they have timely access to information, the Counseling Department also has a counseling site on Blackboard where important information and updates are posted for all full-time and part-time counselors.

### Orientation of Students on Academic Requirements

Counseling services are provided in the following formats:

#### On-Campus Counseling

- In-Person Appointments: 30-minute, 45 minute and 60-minute appointments are available to students. Appointments open for student sign-up every other Wednesday for the following 2-week period.

#### Drop-in Counseling

- Drop-in counseling services are available to students requiring immediate assistance. Drop-in counseling is limited to 10-15 minutes per student. Drop-in counseling is available on a first come, first served basis during

all Counseling Department hours. Drop-in counseling is provided at Drop-in Counseling stations located in the lobby of the Counseling Department.

#### Distance Education Counseling

- Online counseling through the Counseling website is accessible 24 hours a day, 7 days a week. Students submit questions online to counselors and counselors respond as appropriate. The average response time is 1-2 business days, excluding weekends and campus holidays.
- Virtual Counseling: As desired or needed, appointments are conducted using Skype or FaceTime.
- Counseling FAQs (Knowledgebase): Provides answers to frequently asked questions.
- Telephone Appointments: As desired or needed, appointments are conducted via telephone.

As technology advances, the Counseling Department plans to enhance online counseling services.

#### My Academic Plan (MAP)

Students are able to create education plans online via the student portal MySite. MAP provides students with all of the information regarding requirements for certificates, associate degrees and transferring to University of California (UC) and California State University (CSU). MAP is integrated with Project ASSIST, a statewide inter-segmental articulation database sponsored by the CSU and UC university systems. MAP was instituted in 2007.

#### MAP Lab

Open since spring 2016, this open entry, open exit counseling computer lab allows students to get counseling assistance with completing their comprehensive academic plan.

#### Academic Counseling Courses

In spring 2014, specific counseling courses were created to assist students with planning their courses and completing their educational goal in a timely manner. Counseling 2 (University of California Student Education Plan), Counseling 100A (AA/AS/Certificate Student Education Plan), and Counseling 100B (California State University Student Education Plan) are .5

unit courses detailing course requirements for degree objectives; students complete comprehensive academic plans on MySite.

The IVC Transfer Center provides UC, CSU and independent college and university admissions and application workshops, campus tours, and individual appointments with university representatives. In addition, transfer fairs and Transfer Week are also coordinated through the Transfer Center.

### **Analysis and Evaluation**

The Counseling Department offers professional counseling services for current and prospective students to assist with a variety of academic, career, and personal concerns. The counseling faculty support students in clarifying their values, making decisions, choosing a major, coping with personal issues, and the completion of the educational plan. Counseling services are available during the day and evening, including Saturdays, by appointment or on a drop-in basis.

In addition, counselors are assigned to work with CARE, CalWORKs, CTE, DSPS, EOPS, Guardian Scholars (foster youth), honors students, international students, re-entry students, student veterans, probationary/dismissed students, and student athletes. The Counseling Department also offers continual in-house training sessions, bi-annual faculty retreats, weekly counseling meetings, and dedicated funding for professional development. In addition, the Academic Employee Master Agreement faculty performance evaluation includes a separate section on counseling activities. This section in the evaluation instrument specifically evaluates accurate and complete knowledge in the advisement process.

The campus has an active Distance Education Task Force, which works to ensure that the needs of distance education students are met. Members of student services and the counseling center specifically are involved in this committee to advocate for advising and counseling needs ([II.C.51](#)).

The College has a defined process for faculty evaluation and the granting of tenure as stipulated in the Academic Employee Master Agreement. This four-year process includes evaluation from an appointed Tenure Review Committee and student evaluations of the faculty member. Tenured faculty are then evaluated every three years through a process that includes student input. Part-time faculty are evaluated during their first semester of assignment and each sixth semester that follows.

Counselors also teach courses designed to facilitate personal and career exploration and development and academic survival skills. The counseling curriculum incorporates academic advising, student development and career exploration.

Based upon the analysis of the evidence, Irvine Valley College has met Standard II.C.5: Student Support Services: Advisement. The College will continuously monitor its progress through self-evaluations, SSO and employee evaluations. In meeting student needs, the College will strive to stay current and update processes in the areas of technology (expanding delivery of counseling services, marketing services to students, and providing online accessibility to student success resources).

The College meets the standard.

### Plan

| Objective/Action                                                                                                                                                          | Resources Needed                                                                                                                                              | Responsible Party                                              | Expected Completion Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------|
| <b>Implement an Integrated Online/Video Counseling Process</b>                                                                                                            | Integrated online counseling format website or program such as ConexED.                                                                                       | Counseling Faculty, IT, Fiscal Services, Technology Task Force | fall 2017                |
| <b>Student Success Webpage with Information, Videos and Resources that Promote Student Success (i.e. Time Management, Study Skills, Recognizing and Relieving Stress)</b> | Videos and content to be included on website, including, but not limited to: student testimonials, videos on student success, how to videos, workshop videos. | Counseling Faculty, IT, Fiscal Services, Technology Task Force | spring 2018              |
| <b>Review Of Marketing and Promotion of Counseling Services</b>                                                                                                           | Task force or retreat to review current practices and ways current/new technologies can be leveraged for further exposure.                                    | Counseling Faculty, IT, Technology Task Force                  | fall 2017                |



## II.C.6 Student Support Services

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

### Evidence of Meeting the Standard

Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community ([II.C.1](#), [II.C.52](#)).

The College admits domestic and international students in accordance with federal and state laws. IVC provides open admission to all California residents, nonresidents, and eligible K-12 concurrently enrolled students. IVC uses the CCC Apply Admission Application and will be piloting the CCC Apply International Student Admission Application in spring 2017.

The College requires non-exempt students to complete orientation, assessment, and advisement, including developing a first semester educational plan before they are permitted to enroll. Students are also required to develop a comprehensive educational plan once they complete 15 associate degree units or before they register for their 4<sup>th</sup> semester.

Prior to enrollment, all college level students who seek to transfer or earn a degree or certificate are required to complete an orientation, assessment for math and English or English as a Second Language (ESL), and counseling, including the development of an initial academic plan. The College encourages students to complete these pre-enrollment steps early through the Freshman Advantage Program, which provides an early registration opportunity in an effort to promote enrollment in math and English or ESL courses in the student's first semester of full time enrollment. Fast Fridays are a collaborative student services effort offering students an opportunity to complete assessment, obtain a campus tour, connect with student government, receive academic counseling services, and develop an initial educational plan on a single Friday ([II.C.53](#), [II.C.54](#), [II.C.55](#), [II.C.56](#), [II.C.57](#), [II.C.58](#), [II.C.59](#), [II.C.60](#), [II.C.61](#), [II.C.62](#), [II.C.63](#), [II.C.64](#)).

Once discipline faculty have updated or developed curriculum and it completes the approval process, the certificate/degree will be available to students via print or online catalog. Certificates, associate degrees, associate degrees for transfer, and transfer pathways to UC or CSU campuses also are available to students on MySite under My Academic Plan (MAP). Prerequisite courses are included based on a student's placement in math and English or



English as a Second Language. Students can start building their academic plans and then have a counselor review the pathways in a counseling appointment or in the MAP Lab.

In 2015-16, the Discipline Faculty Mentors (DFM) project was launched. This project is a collaboration between the faculty in the School of Guidance and Counseling and other discipline faculty in an effort to add discipline focused mentoring services that will increase the expertise available to students for their academic and career planning. The project includes 11 faculty from a variety of disciplines such as history, political science, geography, business, biology, languages and engineering ([II.C.65](#), [II.C.47](#)).

IVC is starting a pilot weekend Business Administration degree in fall 2016 where students would be able to finish their degree in two years. Classes are offered on Friday evenings and weekends and they are offered in a combination of hybrid, traditional and online formats. The College also has been selected as one of 30 colleges to participate in the American Association of Community Colleges (AACC) Pathways Project, funded by the Bill and Melinda Gates Foundation. Thus, more guided pathways will be made available through this funding.

### **Analysis and Evaluation**

The District has adopted admissions policies and procedures consistent with the Education Code and Title 5 of the California Code of Regulations.

The College has established processes to require orientation, assessment, and advisement, which included the development a first semester academic plan. The College has also adopted processes to require students to complete comprehensive academic plans.

Clear pathways on certificates, associate degrees, associate degrees for transfer, and transfer requirements to CSU and UC campuses are available to students online and in-person. Students also have access to see a counselor or a discipline faculty mentor to assist with their career pathways.

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress. Also, as a result of the college's participation in the American Association of Community Colleges (AACC) Pathways Project, it will work with academic units to develop guided pathways for students.

The College meets the standard.

## II.C.7 Student Support Services

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

### Evidence of Meeting the Standard

As a California Community College, Irvine Valley College (IVC) has no admission instruments for domestic students. All California residents who have a high school diploma, or who are 18 years of age or older and who can benefit from instruction, are automatically admitted to the College ([II.C.66](#)). In addition, the College admits all non-residents who meet the same academic standards. The only requirement is that the individual seeking admission must apply for admission. Students who are currently enrolled in grades K-12 may also concurrently enroll at Irvine Valley College with permission from their respective school principal or designee and their parent ([II.C.67](#), [II.C.52](#), [II.C.56](#), [II.C.55](#), [II.C.59](#)).

International students are admitted in accordance with federal immigration laws and district policies. Again, no admission instruments are used to determine eligibility for admission. Students are required to demonstrate proficiency in the English language by achieving a minimum TOEFL, IELTS, iTEP or EIKEN score or completion of an approved intensive English language school for which Irvine Valley College has a TOEFL waiver agreement ([II.C.68](#), [II.C.52](#) pg. 13).

The College may use an approved assessment instrument, but must still validate cut scores. IVC uses the CTEP for English placement. However, the College elects to use an assessment not on this list for math and ESL; thus, the College must independently validate the instrument to ensure there is no bias or disproportionate impact, and to ensure appropriate placement.

The SSSP Work Group is charged with ensuring the assessments administered are validated ([II.C.69](#)). The primary English placement assessment instrument for native English speakers is the CTEP, version A (both paper-and-pencil and computer-based versions). CTEP has three components: reading comprehension (RC), sentence structure & grammar (SG), and sentence & syntax skills (SS). As a general rule, the CTEP is offered based on student demand, and staff and facility availability. The paper-and-pencil version of the CTEP is offered at local high schools and on the IVC campus to students with identified special needs.

Students who have completed the CTEP may challenge the initial course placement by completing a locally developed and managed writing sample (paper-and-pencil) administered in IVC's Assessment Center.

Two instruments are used to assess the skills and placement of ESL students. The Secondary Language Proficiency Test (SLEP) Form 3 measures a student's reading comprehension, vocabulary, grammar and listening skills, while the ESL Writing Sample is used to measure a student's writing skills. The evaluation of a student's linguistic competence and critical thinking skills demonstrated in the writing sample complements the skills assessed by the SLEP. The ESL Writing Sample serves as a multiple measure.

Math placements are determined using the number of correct answers on the test in combination with the answers the student gives to questions 15 and 16 of the Irvine Valley College Student Services Survey, which students complete before taking the test. The mathematics department has created a Math Test and Multiple Measures Placement Matrix that is used to determine course placement for students. Students are encouraged to prepare and refresh their skills before taking the math and English assessments. The mathematics department makes review questions available with answers for arithmetic and pre-algebra, elementary algebra, intermediate algebra, trigonometry and pre-calculus ([II.C.70](#)). These questions are provided in PDF files that can be accessed free of charge on the math department and Assessment Overview webpages.

### **Analysis and Evaluation**

The admissions and assessment functions are governed by the shared governance SSAMMO (Student Success, Access, Matriculation, Marketing and Outreach) Committee. Furthermore, the primary charge of the SSSP Task Force, which reports to SSAMMO, is the review and delivery of the assessment process. This group is comprised of faculty, classified staff, managers and administrators ([II.C.71](#), [II.C.72](#)).

Irvine Valley College has been very active on the statewide Multiple Measures Assessment Project (MMAP). Understanding that assessment instruments are not the best predictor of success, the MMAP set a goal to review the data to determine if other information can be used as a multiple measure to enhance student placement and, ultimately, improve student success. This research has shown that a student's unweighted cumulative high school grade point average is a significant predictor in a student's college success.

Consequently, in summer 2016, IVC piloted multiple measures using the unweighted cumulative high school grade point average to place students in English; 480 eligible students were in the pilot, and 46% changed their enrollment to a higher writing course.

Irvine Valley College is a pilot college for the statewide Multiple Measures project, and Saddleback College is a pilot college for the Common Assessment. Since both colleges are in the same district, both colleges are expecting to be piloting simultaneously.

The College meets the standard.

### Plan

| Objective/Action                                | Resources Needed                       | Responsible Party                                                                           | Expected Completion Date                       |
|-------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Implement MMAP in placement decisions</b>    | Programming, research                  | Counseling, Math, English, and ESL Faculty, SSSP Staff, Admissions and Records, District IT | fall 2017                                      |
| <b>Expand math pre-assessment preparation</b>   | Videos and content developed in Comevo | Math Faculty, SSSP Staff                                                                    | spring 2017                                    |
| <b>Implement CCC Assess (Common Assessment)</b> | Programming, marketing                 | Counseling, Math, English, and ESL Faculty, SSSP Staff, Admissions and Records, District IT | When made available by the Chancellor's Office |

### II.C.8 Student Support Services

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

## Evidence of Meeting the Standard

Student records are kept securely and confidentially ([II.C.73](#)). The primary repository for student records is the district Student Information System (SIS). Paper files are destroyed in accordance with Board Policy and Administrative Regulation 3310, the District's Records Retention and Destruction Policy ([II.C.73](#), [II.C.74](#), [II.C.75](#)). The College maintains student records in the district wide Student Information System (SIS). Users are granted permission by District IT, through the office of Admissions and Records, based on user roles. SIS data are stored in a database server.

Student academic plans (MAPs) are created, approved and stored online through the district wide SIS. Students are able to create multiple plans that can be reviewed by faculty and staff. Academic counselors, through District IT, may request to retrieve archived or deleted plans. All MAP edits, either by an employee or the student, are recorded and stored electronically for retrieval at a later date, if needed.

In October 2011, the College migrated from its former imaging system, WebXtender, a Viatron product, to ImageNow from Perceptive Software. This was part of a district wide decision to consolidate to a single common vendor that would offer inter-district accessibility to student documents in a secured environment. The campus technology office maintains security, licenses and access to users who are authorized by the Office of Admissions and Records. Users are granted permission through the Office of Admissions and Records based on user roles. ImageNow data is stored on local file server. Full backups are performed nightly to a secure local location. This backup data is then archived to an off-site LiveVault archive service. Off-site backups are performed through an encrypted tunnel and the data is stored in a data vault on the East Coast.

Protection of student information is maintained in compliance with the federal Family Education Rights and Privacy Act of 1974 and Board Policy 5615 and Administrative Regulation 5615 ([II.C.76](#), [II.C.77](#)). Students must submit the Authorization to Release Student Information form for each instance. The Authorization to Release Student Information form is also required for each third party authorized by the student to access his or her information ([II.C.78](#), [II.C.76](#)). Documents must be submitted in person and with proper government issued identification to verify identity.

FERPA resources are also provided to the college community. The Office of Admissions and Records staff receive regular FERPA training and updates. FERPA training for all student services staff is also provided each semester. Other college staff and faculty are informed of FERPA requirements through Professional Development Week presentations at the start of

each semester, and in the annual Faculty Manual issued by the Office of Instruction. Students are informed of their FERPA rights in the annually published college catalog and website. HIPAA records and law enforcement records are not covered by FERPA. Legal requests for records and subpoenas are processed by the designated custodian of records in Admissions and Records when received from the Office of the Vice Chancellor of Human Resources.

IVC recently implemented a new online discipline document and tracking system, Advocate. With the new system, a staff member, faculty or student can submit a discipline referral form online. The system will be available to the student, faculty, staff, and public 24 hours a day, 7 days a week. All discipline reports will be maintained in this database and kept confidential. A link to the referral form can be found on the IVC website. Once submitted, an email to the campus discipline officer is generated. The referral is then processed and forwarded as necessary. If the system fails, individuals can still submit a paper or email referral. Advocate is web-based and the data is stored and backed up on its server off-site. Advocate was implemented campus wide in spring 2016. The decision to use Advocate was made due to IVC's relationship with adjacent University of California institutions that also use Advocate.

### **Analysis and Evaluation**

Irvine Valley College maintains records permanently, securely, and confidentially in accordance with federal and state laws, following district board policy. Security and backup procedures for electronic records are maintained by the information technology departments at both the campus and district. Irvine Valley College also follows federal and local policies for informing students of their privacy rights and the release of student records. Training for campus constituents on such policies is also available.

The College meets the standard.

### **Plan**

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress. IVC plans to do the following:

| Objective/Action                                                                | Resources Needed                                                            | Responsible Party                           | Expected Completion Date |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------|--------------------------|
| <b>Offer additional training on FERPA policies, including coordination with</b> | Identify an available product/module that the Office of Human Resources can | Office of Admissions and Records; Office of | fall 2017                |



| Objective/Action                                                                                                                                                 | Resources Needed                                                                                                    | Responsible Party | Expected Completion Date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------|
| Human Resources to offer an online module on understanding the requirements of FERPA for new employees.                                                          | purchase or use for new employee orientations and for current employees.                                            | Human Resources   |                          |
| Develop a data handling manual as a resource for college employees who manage student information, in conjunction with Saddleback College and District Services. | Participation from constituent groups at Irvine Valley College and district wide to produce a comprehensive manual. | To be determined  | spring 2018              |



*Photo 3 – IVC students participate in the US Department of Energy Solar Decathlon.*



IRVINE VALLEY  
COLLEGE

## STANDARD III

STANDARD III

THE PATH TO YOUR FUTURE



### **Standard III: Resources**

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

#### **Introduction**

Irvine Valley College improves academic quality and institutional effectiveness by responsibly planning, allocating and using its human, physical, technological, and financial resources. In response to IVC's 2010 Accreditation Report, three of the 12 ACCJC recommendations required for reaffirmation of accreditation centered on planning and resource allocation.

- District Recommendation 2: *The teams recommend that the district and the colleges develop and implement a resource allocation model driven by planning that includes all district funds and is open, transparent, inclusive, and that is widely disseminated and reviewed/evaluated periodically for effectiveness.*
- College Recommendation 1: *In order to improve institutional effectiveness, the team recommends that the college complete its evaluation component of the planning process to include frequent updates of strategic planning at the department level through both program review and annual program review linked with resource allocation.*
- College Recommendation 5: *In order to improve, the team recommends that the college implement its Technology Master Plan 2010-15 and develop and implement an assessment to measure its effectiveness.*

As outlined in the 2013 Irvine Valley College Midterm Report and the discussion that follows in Standard III (where evidence of meeting the standard is presented), SOCCCD and IVC have made and continue to make improvements in the transparency, inclusiveness, and effectiveness of resource allocation and district wide and college planning.

The college and district strategies for improving planning and resource allocation include the following:

- Continued use of representative district wide resource allocation committees including DRAC, BAARC, CIC, and DWTC to transparently distribute resources (III.B.3; III.B.4; III.D.1)
- Previewing and updating the SOCCCD and IVC Planning and Decision Making Manuals (I.C; III.B; III.D; IV.A; IV.D)
- Revamped IVC Resource Allocation Process (III.B; III.D; IV.A; IV.D; QFE)
- Survey data used to assess the effectiveness of the district wide resource allocation and planning committees (III.D; IV.A; IV.D)
- Survey data used to assess the effectiveness of the distribution of technological resources at the College (III.B.2; III.C.1; III.D.5)
- Updating the Technology Master Plan (III.B; III.C; III.D)
- Continued efforts to integrate district wide and college-level planning (III.B.4; III.C.2; III.D.2; III.D.3; III.D.4)
- Continued improvement in the integration of program review and the resource allocation process (III.A; III.B; III.C; III.D; IV.A).

## Standard III.A: Human Resources

### **Standard III.A.1 Human Resources**

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

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

The recruitment of highly qualified employees is essential to the educational mission of the institution. IVC administration and faculty work together to select highly qualified faculty members who are experts in discipline subject matter of their curriculum and can teach subject matter effectively. IVC administration and faculty also work together to hire highly qualified 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 given specialty ([III.A.1](#)). In addition, the chancellor and the college president—with input throughout this process from administration, faculty, and staff—carry out their responsibility to select highly qualified administrators and managers and classified staff ([III.A.2](#), [III.A.3](#)). The College and its district have three comprehensive and rigorous policies governing the hiring of administrators and managers ([III.A.2](#)), faculty ([III.A.1](#), [III.A.4](#)), and classified staff ([III.A.3](#)).

The hiring criteria and qualifications for academic positions are identified by the California Community College Chancellor's Office (in consultation with the Academic Senate for the California Community Colleges) Minimum Qualifications for Faculty and Administrators (January 2012) ([III.A.5](#)). Departmental faculty, in consultation with the administration and the Office of Human Resources (OHR), may set desirable qualifications based on specific programmatic needs as determined by the faculty discipline experts and the administration, a process that ensures the qualifications for each position are commensurate with specific programmatic needs as determined by the faculty discipline experts, the administration, and the OHR. The minimum and desirable qualifications are clearly stated within the published position descriptions/job announcements. This process assures the maintenance of appropriate qualifications for faculty academic positions including faculty.

The qualifications for academic administrators, classified managers, classified staff, and police officers are clearly stated in the governing board approved position descriptions (SOCCCD Human Resources Classification and Compensation [III.A.6](#)). The hiring criteria, including 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 and goals, and accurately reflect the duties, responsibilities, and authority of the position.

### **Analysis and Evaluation**

The College's hiring process is based on well-defined hiring criteria, faculty involvement, advertisement and verification processes that assure that administrators, faculty and staff are qualified by appropriate education, training, and experience to provide and support these programs and services.

IVC develops hiring criteria for faculty, administrators, managers and classified staff based on the governing board approved position descriptions through the recruitment processes outlined in the respective board policies. These policies call for special care to be taken to ensure accurate and job-related criteria are used when reviewing applicants. They further require that interview questions and other requirements be job-related and composed with the intent of evaluating the candidate's knowledge and abilities in relation to the minimum and desirable qualifications as published in the formal job announcement. The list of interview questions and other requirements must be approved by the hiring committee and by the vice chancellor of human resources and employer-employee relations or a designee.

For new classified management and administrator positions the District utilizes the service of a classification consultant, currently Marlys Grodt and Associates. The classification consultants review the needs of the position and create an appropriate job description in accordance with the needs of the department, ensuring the job description articulates into the job structure within the District. In addition, a comprehensive district wide salary study and position description review was conducted by the same consultant for all classified managers and administrators in 2012.

For new classified bargaining unit classifications, the District utilizes a classification consultant determined by mutual agreement of the District and the California School Employee Association (CSEA). The OHR works with the corresponding manager and/or administrator to determine the minimum and desirable qualifications for the new classification (CSEA Contract [III.A.7](#)).

In accordance with Administrative Regulation 4011.1 (Recruitment: Full-time Faculty [III.A.1](#)), the faculty plays a primary role in the selection of faculty as mandated by California Education Code Section 87360. In order to attract the most qualified candidates, after a position has been identified and board approved, all positions are advertised through the OHR. The College/District utilizes several publications on a general basis for this purpose, employing technology and effective advertising methods to ensure a large and diverse pool of applicants ([III.A.8](#)).

A number of faculty job descriptions include Distance Education (DE) expertise and experience as a desirable qualification. Schools and departments may decide if they wish to teach DE ([III.A.8.2](#)). IVC has not formulated specific, unique selection criteria in the field of DE. Determinations of appropriate qualifications in the field of DE are conducted through the regular hiring process, including the job posting, application review, interviews, and reference check processes. As is the case of typical hiring processes, it is the role of a hiring committee to determine whether questions and/or teaching demonstrations related to teaching a DE course should be included in the interview process. The *IVC Distance Education Handbook* provides a powerful resource to assist a hiring committee in formulating questions and/or teaching demonstrations related to a DE course (IVC DE Handbook [III.A.9](#)).

The College is in the process of improving its part-time faculty hiring process ([III.A.10](#)). Under this process, applicants for part-time faculty employment are required to complete an online application form. The applications are screened for completeness and for minimum qualifications by the OHR first and then the by chair, or designee, of the corresponding department with full-time faculty members of the committee, who screen and review applications forwarded by the OHR, giving full consideration to the special needs of the department/school or program and the student populations to be served.

The method used to update administrator/manager and classified position descriptions, including required and desirable qualifications, is normally initiated by the respective manager or administrator who works with the respective executive at the College, the college president, and the OHR to submit the requested change to the Board of Trustees for approval. The analysis and discussions leading the institution to agree on specific programmatic needs may vary. For faculty positions, discussion takes place at the school level and proposed revisions go through the Academic Senate. For administrators/managers and classified positions, discussions and analyses occur within the respective department, in conjunction with management, the respective vice president, and the college president. To assure that hiring procedures are consistently applied, the chancellor and college presidents are made responsible for the application of hiring procedures as established by board policies ([III.A.11](#)). 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 college president for second-level interviews ([III.A.12](#)).

The College meets the standard.

### **Standard III.A.2 Human Resources**

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

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

Faculty job descriptions include development and review of curriculum as well as assessment of learning as specified in Administrative Regulation 4011.1 (page 4) under the heading “Job Announcement Development” ([III.A.13](#)).

The College ensures that the faculty selected for hire have adequate and appropriate knowledge of their subject matter by thoroughly engaging discipline experts throughout the hiring process. Administrative Regulation 4011.1, Recruitment: Full-time Faculty provides that no fewer than three members of a faculty hiring committee shall be experts in the academic discipline of the recruited position. Discipline experts may be drawn from district faculty or staff, or from external sources ([III.A.14](#)).

In order to evaluate and judge effective teaching in the hiring processes, each applicant receives an independent evaluation of his/her scholarly accomplishments, curriculum vitae, and/or portfolio according to job-related criteria as a part of the screening process pursuant to Administrative Regulation 4011.1 (Recruitment: Full-Time Faculty Hiring [III.A.15](#)).

The College identifies faculty expertise in DE instruction through the regular hiring process, including the job posting, application review, interviews, and reference checks. The hiring committee determines whether questions and/or teaching demonstrations related to teaching a DE course should be included in the interview process. The *IVC Distance Education Handbook* provides a powerful resource to assist a hiring committee in formulating questions and/or teaching demonstrations related to a DE course. In addition, when appropriate, faculty are encouraged to take a Learning Management System (LMS) training course through the College’s technology services department before they can teach online or hybrid using the LMS.

## Analysis and Evaluation

The College assures that faculty qualifications include the necessary knowledge and skills through engagement of discipline experts in the hiring faculty process, a comprehensive review of the background and experience of the applicants, and consideration of teaching demonstrations.

Analyses and discussions for determining the qualifications of faculty and staff involved in offering DE have taken place primarily at Online Education Task Force (OETF) meetings. The Online Education Strategic Plan (approved in May 2016) ([III.A.16](#)) and the IVC *Distance Education Handbook* provide definitions of, and a list of faculty best practices for, online and hybrid teaching for evaluative purposes of those individuals teaching online and hybrid courses (IVC DE Handbook [III.A.17](#)), and 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, among other things, demonstration of subject matter expertise. Recent changes to the faculty evaluation process have been viewed positively by both the faculty and administration. The revised process is found in the collective bargaining agreement under Article XVII: Faculty Evaluations ([III.A.21](#)). In addition, at this time, the District is working on developing and implementing a new evaluation form, forthcoming in fall 2016 ([III.A.18](#)). The faculty performance evaluation process is documented further in the response to Standard III.A.5, below.

The College meets the standard.

## Standard III.A.3 Human Resources

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

### Evidence of Meeting the Standard

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality based on the hiring process described under standard III.A.1 above. Post hiring, in order to ensure that the qualifications of administrators and other employees continue to be appropriate to perform duties required to sustain institutional effectiveness and academic quality, the institution uses rigorous performance evaluation processes as documented in Standard III.A.5. In addition, the College employs a rigorous professional development program as documented in section III.A.14.

## Analysis and Evaluation

The well-defined and strictly managed hiring process, coupled with highly rated academic administrators and other employees with responsibilities in educational programs and services, ensures that applicants possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

The college community's perception of IVC administrators' qualifications is reflected in the 2015 IVC Employee Survey ([III.A.19](#)), where 63 percent of respondents (excluding those who picked Don't Know/NA) agreed that "IVC administrators and managers usually make decisions that are fair" and 73 percent of respondents agreed that "the administration at IVC provides effective leadership that supports the college's mission."

The College meets the standard.

## Standard III.A.4 Human Resources

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

### Evidence of Meeting the Standard

Required degrees held by faculty, administrators and other employees at IVC, including those involved in offering DE courses, are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. Prior to employment, physical testing and background checks, as required for the positions, are conducted by the OHR or the College. Selected applicants must provide official transcripts, which are verified by the OHR to confirm education, experience, and initial salary placement. The process for obtaining an equivalency for degrees from non-United States institutions is listed on all postings of full-time and part-time faculty positions ([III.A.20](#)).

In addition, the faculty position hiring process requires applicants to confirm that all degrees have been earned from a U.S. accredited college or university and that any non-U.S. transcripts must include a certified evaluation with translation (e.g. NACES agency: [www.naces.org](http://www.naces.org)) by the recruitment closing date; if a certified evaluation with translation is not submitted, the application is considered incomplete.



## Analysis and Evaluation

To date, the District's hiring policies and processes have yielded highly qualified employees because of the consistent implementation of its policies and procedures. Clear criteria and minimum and desirable qualifications are provided in job announcements/position descriptions for all personnel (as described under section III.A.1). As changes occur within the College, all positions are re-evaluated to ensure institutional effectiveness. A formal process for re-evaluation of classified staff positions is identified in the collective bargaining agreement with CSEA under Article 8: Pay and Allowances ([III.A.7](#)). This process is conducted once every five years. Classified staff employees as well as managers and administrators may also have their classified staff positions reviewed by request. A reclassification study was completed for all members of the district administrator and manager group in 2012. Finally, the College/District utilizes technology and effective advertising methods to ensure a large and diverse pool of applicants.

The College meets the standard.

## Standard III.A.5 Human Resources

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

## Evidence of Meeting the Standard

In order to ensure that appropriate institutional responsibilities for personnel participation and evaluations lead to institutional improvement, all employee units are evaluated systematically and at stated intervals. The College/District have 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 2015-2018 Academic Employee Master Agreement ([III.A.21](#)) governs faculty performance review and evaluations ([III.A.22](#)).

The evaluation process for tenured and part-time faculty is designed “to improve the teaching/learning process and delivery of student services,” and “to provide a basis for professional growth and development” (Section II, “Tenured Faculty Evaluation,” of the Master Agreement). 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 three years; part-time faculty are evaluated during the first semester of their assignments. Subsequent evaluations occur every sixth semester, during which an instructional assignment is held no fewer than once every four years. 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 improvements are included in the plan of action, including the detail of activity for enhancement, dates of completion for each activity, and acceptable material(s), which document the completion of the activity ([III.A.21](#)).

In accordance with Board Policy 4090 ([III.A.23](#)), both administrators and classified management are evaluated twice the first year and annually thereafter. Performance evaluations of academic administrators and classified management personnel are completed by the immediate supervisor using established procedures and forms developed under the direction of the chancellor ([III.A.24](#)).

In accordance with the CSEA contract ([III.A.7](#)), each permanent classified employee receives a written evaluation at least once every two years. New employees are on probation for 12 working months and are evaluated once during the initial six months of employment and again prior to the end of the probationary period ([III.A.25](#)).

### **Analysis and Evaluation**

At Irvine Valley College, personnel evaluations are connected and lead to institutional effectiveness and improvement. Each position contributes to the goal of the respective program or administrative unit, which in turn contributes toward reaching the goals, objectives and mission of the College. Performance evaluations provide the vehicle for the College to ensure those goals and objectives are reached in an effective manner to achieve institutional improvement. The Faculty Performance Evaluation Criteria are designed to lead to improvement of job performance, institutional effectiveness, and the effectiveness of faculty in performing classroom assignments and institutional responsibilities ([III.A.26](#)). Examples of evaluative criteria that lead directly or indirectly to increased institutional effectiveness and improvement include the following: a) for classified staff: job knowledge; judgment; quality of work; planning and organizing; adaptability and flexibility; and attempts to improve; b) for administrators and classified managers: managing people and resources; problem solving/decision making; strategic planning and organization; communications; quality; leadership; teamwork; and service focus; c) for faculty: participation in professional development; demonstration of subject matter expertise; 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.

The evaluation criteria of classified staff, administration and classified leadership, and faculty, including those performing their duties related to DE/CE activities, are designed to measure the effectiveness of personnel in performing their duties. Although a different rating scale is used for each employee group, the evaluation criteria for each group include effectiveness as a part of the process ([III.A.27](#)).

The faculty evaluation process identifies areas for improvement of duties related to DE/CE activities to the extent that the course(s) being taught by the corresponding faculty is online or hybrid. Although the evaluation process does not proactively identify the faculty's future interest in this field or need for development, the faculty professional development process, as documented in section III.A.14, provides for subsequent evaluation of these areas.

According to the 2015 Employee Survey ([III.A.19](#)), 64 percent of respondents (excluding those who selected Don't Know/NA) agreed that job performance evaluations are conducted systematically at regular intervals. In addition, 72 percent of respondents (excluding those who selected Don't Know/NA) agreed that job performance evaluations encourage improvement.

The College meets the standard.

### **Standard III.A.6 Human Resources**

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

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

The faculty evaluation procedures and the Faculty Performance Evaluation Review are negotiated by the South Orange County Community College District Faculty Association and the South Orange County Community College District Board of Trustees within the collective bargaining process. Article XVII of the 2015-2018 Academic Employee Master Agreement governs faculty performance review and evaluations. Since 2007, the Master Agreement has included the evaluation of probationary, tenured and part-time faculty to include verified and documented information regarding participation in curriculum development and review, and in development and assessment of student learning outcomes ([III.A.21](#)).

#### **Analysis and Evaluation**

Faculty work together to assess student learning outcomes (SLOs) in both face to face and DE/CE courses every year. Results of the SLOs are discussed at both the department and

school level in conjunction with the academic chair and school dean in order to make adjustments to teaching strategies to improve student learning.

At the school/departmental level meetings, faculty discuss the results of the SLO assessments and update the program review and resource requests to improve programs, including DE.

The College meets the standard.

### **Standard III.A.7 Human Resources**

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

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

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 IVC Full-time Faculty Hiring Priority List Development Process ([III.A.28](#)). The full-time faculty priority list is developed annually in the spring by the Academic Senate in collaboration with the college president and vice presidents ([III.A.29](#)).

In order to establish a final priority list that reflects the programmatic needs of the academic schools, positions are rotated from category 1 to category 2 to 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. The ultimate decision regarding the number of 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 minimum number of funded faculty positions is based on the District Full-Time Faculty Obligation Number (FON) set by the California Community College Systems Office and California Education Code §84362(d).

Based upon funding, the College hired 15 faculty positions in 2014-15, 6 faculty positions in 2015-16, and 13 faculty positions in 2016-17.

The district wide FON calculations for the most recent 3 years are listed below ([III.A.30](#)).

- Fall 2016 – Actual P-2 and Compliance Final number were equal at 376.8
- Fall 2015 – Actual P-2: 398.8, which was higher than the Compliance Final number of 366.8
- Fall 2014 – Actual P-2 and Compliance Final number were equal at 353.8

The district wide 50 Percent Law calculations for the most recent 3 years were 2015-16 in 53.32 percent, 2014-15 in 51.89 percent, and 2013-14 in 51.45 percent.

The institution determines appropriate staffing levels for each program and service, including those involved in the offering of programs and courses in DE/CE mode, utilizing the Faculty Hiring Priority List Development Process. As noted above, this process considers, among other factors, Academic Senate recommendations based on department and program needs (category or tier 2), which contains positions determined necessary by the Academic Senate to maximize the full-time/part-time staffing ratio in each department or program identified in the program review process. In addition, the Office of Instruction recommendations include positions based on programmatic need of an existing program, expansion of an existing program and/or service due to demand, or addition of a new program and/or service.

Classified staffing levels for each program and service, including those involved in the offering of programs and courses in DE/CE mode, are determined utilizing the Classified Hiring Priority List Development Process, as documented in section III.A.9.

College wide analyses and discussions that have led the institution to determine the organization of administrative and support staffing for DE/CE mode have taken place primarily at the Online Education Task Force meetings ([III.A.31](#)).

### **Analysis and Evaluation**

According to the 2015 IVC Employee Survey, 79 percent of full-time faculty members and college administrators who answered the survey were either “very familiar” (41%) or “somewhat familiar” (38%) 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, 62 percent considered the process either “very effective” (11%) or “somewhat effective” (51%) (2015 Employee Satisfaction Survey Results: Administrators ([III.A.32](#)), FT Faculty ([III.A.33](#))).

The number and organization of the institution’s personnel work quite effectively to support its DE programs. Over the past five terms, an average of 73 percent of students who took an online class rated the experience as “positive” or “very positive.” In spring 2016 the percentage rating the experience as “positive” or “very positive” reached 80 percent (spring 2014 ([III.A.34](#)), fall 2014 ([III.A.35](#)), spring 2015 ([III.A.36](#)), fall 2015 ([III.A.37](#)), spring 2016 ([III.A.38](#))). The College Online Education Strategic Plan delineates strategic goals and objectives to further enhance student experience and promote student success through online education ([III.A.39](#)).

The College maintains sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities. The Faculty Hiring Priority List Development Process assures the staffing levels for each program and service are appropriate. The Faculty Obligation Number and 50 Percent Law, among other factors, determine the minimum levels of faculty the College must maintain.

The College meets the standard.

### **Standard III.A.8 Human Resources**

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

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

Full-time faculty hiring criteria, policies, and procedures have been jointly developed and mutually agreed upon between the Board of Trustees and the Academic Senate, and approved by the board. Policies and procedures for part-time faculty are similar to those for full-time faculty in many ways; however, they are not as well documented as those for full-time faculty. Since a majority of the college courses are taught by part-time instructors, this area of instruction is a college priority. Part-time faculty orientations usually occur at school meetings during Professional Development Week and individually with the OHR and the department chair or office staff when faculty members pick up textbooks and course outlines.

All new faculty, including part-time and full-time faculty, receive a brief orientation to the College by the vice presidents for instruction and student services (fall 2016 Professional Development Week [III.A.40](#) page 4). In addition, the *Faculty Toolkit* ([III.A.41](#)) contains a wealth of information for new faculty, including part-time faculty who may not be familiar with college processes and practices. The OHR has developed a special page called “Part-time Faculty's Assistant” ([III.A.42](#)), in order to provide relevant information at the district level. Finally, part-time faculty are invited to attend full-time faculty department and school meetings.

Oversight and evaluation of part-time faculty is well-defined and is conducted in accordance with the 2015-2018 Academic Employee Master Agreement ([III.A.21](#) section III.A.5). These practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard.

Part-time faculty have opportunities to participate in professional development activities. In addition to these professional development opportunities, the College has a long standing practice of including part-time faculty into the life of the campus by extending these employees invitations to campus wide events and various functions.

#### **Analysis and Evaluation**

IVC's employment policies and practices provide for part-time faculty orientation, oversight, evaluation, and professional development, as well as opportunities for integration of part time and adjunct faculty into the life of the institution.

As documented in Standard III.A.12, Table III.A-1: 2014 District Wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment, 50 percent of part-time faculty agree that they have the opportunity to participate meaningfully in decisions at work.

This is a drastic improvement since 2010, when only 29 percent of part-time faculty agreed with that statement. In addition, 84 percent of part-time faculty agree that they are treated with respect, 70 percent of the respondents agree their work is appreciated, 67 percent of the part-time faculty agree they are able to participate in professional development, and 57 percent of part time faculty agree they feel a strong sense of community at work.

The College meets the standard.

### **Standard III.A.9 Human Resources**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.*

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

The IVC Classified Hiring Priority List Development Process (CHPLD) ([III.A.43](#)) provides for the development of a classified hiring list within each school or department through collaboration of the administrator or manager and the departmental staff. Requests for new classified positions are submitted using the Resource Request Form. The form contains a comprehensive questionnaire aimed to assess the urgency of the position being requested ([III.A.44](#)). The list is reviewed and ranked by the Classified Priority List Development Task Force, which makes recommendations to SPAC, which in turn makes final recommendations to the college president. This process ensures the College hires a sufficient number of the most critical staff to support the effective operations of the College, in a fiscally limited environment.

The appropriateness of qualifications of support staff is determined through the hiring process (as documented in section III.A.1), performance evaluation (as documented in section III.A.5), and professional development processes (as documented in section III.A.14).

#### **Analysis and Evaluation**

The institution has a sufficient number of qualified staff who support the effective educational, technological, physical, and administrative operations of the institution. According to the 2015 Employee Satisfaction Survey, 37 percent of employee respondents were either “very familiar” (17%) or “somewhat familiar” (20%) 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, 48 percent considered the process either “very effective” (8%) or “somewhat effective” (40%) ([III.A.19](#)).

The College meets the standard.



### **Standard III.A.10 Human Resources**

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

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

In September 2015, the Board of Trustees was presented information on administrative levels at Saddleback College, Irvine Valley College and District Services in comparison to similar multi-college districts. The District hires several different categories of employees. The California Community College Chancellor's Office defines four broad employee categories: Educational Administrators; Academic Tenure/Tenure Track; Academic Temporary; and Classified. The report contained an exhibit obtained from the California Community College Chancellor Office's comparing the proportion of educational administrators at South Orange County Community College District to the proportion of educational administrators at the other 26 multi-campus districts ([III.A.45](#)). Educational administrators at multi-campus districts account for between 1.53% and 5.71% of each district's total employee count. Statewide, educational administrators make up 2.37% of the total employee count, with a median of 2.24%. At SOCCCD, educational administrators make up 1.99% of the total employee count, the eighth lowest percentage in California.

#### **Analysis and Evaluation**

To ensure that the College maintains sufficient levels of administrator/manager positions in support of its mission, the following positions have been added since 2009: dean of social and behavioral sciences, two construction managers/assistant directors of facilities and capital projects, assistant director of marketing and creative services, assistant director of foundation, director of student success and support programs, and outreach director.

Presently, there are no state requirements and/or formula that assist colleges in determining the appropriate number of administrative staffing ratios. The College evaluates the effectiveness, number and organization of personnel through the analysis of available funding and requested human resources through the resource request process, in coordination with development of the Faculty and Classified Staff Priority List Development processes. This coordination is essential due to the limited resources available for ongoing commitments. The appropriate number, qualifications and organization of administrators are determined through workload assessment based on programmatic needs including those stemming from new/expanded categorical program requirements. The assessments are conducted by the immediate superior, vice president, and, ultimately, the college president. In addition, a consultant assists the District with the process of establishing new positions and the reassessment of existing positions. The consultant works with the OHR department and the appropriate dean/director or vice president to determine the qualifications of the positions and organizational structure. Depending on the nature of the change, the new positions go through various vetting processes at the College.

The College meets the standard.

### **Standard III.A.11 Human Resources**

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

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

The District has established numerous board policies and administrative regulations promoting equal opportunities in employment for all persons and prohibiting discrimination and harassment ([III.A.46](#)). For example, Board Policy 4011 (Section 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” ([III.A.2](#)). A human resources specialist, the committee chair, or an Equal Employment Opportunity representative 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, during which all hiring committee members sign a conflict of interest and confidentiality statement per Board Policy 4011.2 ([III.A.47](#)).

All board policies, including personnel policies, are publicized on the district website and members of the Board Policy and Administrative Regulation Advisory Council receive updated policies and regulations digitally. In addition, the OHR has conducted District Services Road Tours explaining personnel policies ([III.A.48](#)). The vice chancellor of HR routinely attends managers’ meetings at IVC to explain these policies.

#### **Analysis and Evaluation**

As documented in Standard III.A.1, numerous board policies and administrative regulations exist to ensure that personnel policies are consistently and equitably implemented to result in fair treatment of personnel. In the event of alleged violations, the faculty and classified collective bargaining agreements contain grievance procedures that ensure fair treatment of personnel. In addition, the District conducts mandatory workshops regarding harassment and diversity annually.

The District has established numerous written board policies and administrative regulations regarding personnel matters. The Board Policy and Administrative Regulation Advisory Council (BPARAC), as a district wide participatory governance committee, reviews and makes recommendations regarding all board policies and regulations, including personnel



policies ([III.A.49](#)). These policies are strictly enforced, assuring a fair and equitable treatment of personnel.

The College meets the standard.

### **Standard III.A.12 Human Resources**

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

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

Board Policy 4010 (Commitment to Diversity) clearly indicates the District's commitment to employing qualified people who are "dedicated to student success" in an "academic environment" of "cultural awareness" and diversity ([III.A.50](#)).

More specifically, Irvine Valley College remains committed to creating an environment that fosters an appreciation of equity and diversity. According to the college mission statement, "[T]he College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community."

The institution assures the effectiveness of its policies and practices regarding equity and diversity through consistent application of those policies and practices. Administrators and classified managers have diversity as one of their performance evaluation criteria. Recognizing the importance of diversity, District Services retains a position of director, human resources, employer/employee relations, EEO, diversity compliance and training, responsible for developing and coordinating recruitment and retention of faculty and staff, employee diversity programs, and sexual harassment and discrimination prevention programs.

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 and in Standard III.A.5, board policies and college and district practices have been established to ensure sensitivity to diversity and equal employment opportunities. All administrative, classified manager, faculty, and classified staff interview questions during hiring contain a "sensitivity to diversity" category, which requires all applicants to explain their experience in dealing with people of diverse backgrounds. In addition, all employees are required to attend regular training sessions in recognizing and preventing all forms of harassment, including sexual harassment ([III.A.51](#), [III.A.52](#)).

Moreover, the College adopted a diversity requirement for the Associate in Arts degree and the Associate in Science degree. The College offers a variety of courses to fulfill this

requirement including courses in anthropology, art, communication studies, dance, geography, global studies, history, humanities, human development, Japanese, literature, management, music, political science, sign language, and sociology (IVC 2016-17 catalog [III.A.53](#)).

The District has written policies and procedures ensuring fairness in all employment procedures, as indicated above. A human resources specialist, or another EEO representative ([III.A.54](#)), 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 (Confidentiality and Conflicts in Hiring [III.A.2](#)).

The OHR has coordinated the development of a District Wide Equal Employment Opportunity Committee that created the SOCCCD Equal Employment Opportunity Plan ([III.A.55](#)).

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 for many purposes, including supporting diversity of personnel.

As documented in Standard III.A.11, the District has established policies and procedures, including hiring policies and employee master agreements, regarding the treatment of all personnel in support of diversity ([III.A.56](#)).

### **Analysis and Evaluation**

The institution's policies and practices in promoting understanding of equity and diversity issues are effective. The institution assesses the effectiveness of these policies and practices through surveys. Irvine Valley College employees who responded to the 2015 Employee Survey ([III.A.19](#)) were notably positive when assessing the College's efforts in promoting a diverse employee and student community. Specifically, significantly large majorities of employees agreed that "Irvine Valley College promotes employee diversity" (85%), "Irvine Valley College promotes student diversity" (87%), and "Employees promote the development of a diverse educational and cultural campus environment" (86%). Furthermore, there were no significant differences in opinions based on bargaining units. Based on the survey data, the College's policies and practices are effective in promoting understanding of equity and diversity.

Individual programs, practices, and services are evaluated on a regular basis through participant feedback and surveys and the information received is used to improve future presentations. As an example, attendees of the Cultural Competence Summit (CCS) were asked to complete overall evaluations of the summit in general as well as of the individual speakers. A total of 75 attendees (27.3% of all attendees) completed overall evaluations of

the summit. Attendees had overwhelmingly positive feedback about the CCS, giving it an average score of 4.0 out of 4. All three speakers received highly positive feedback as well (detailed below). The organization of the conference received high ratings, with every aspect of the organization of the conference receiving a rating of at least a 3.9 out of 4 ([III.A.57](#)).

In the fall 2014 Professional Development Survey, all employees were asked about their interest in working with diverse students. Seventy-two percent of employees were most interested in increasing their awareness about various cultures, and 71 percent were most interested in working with students with disabilities.

The institution determines what kinds of support its personnel need through other various means. The director of human resources, employer/employee relations, EEO, diversity compliance and training coordinates diversity programs and provides advice and support to the college staff as needed. College administrators, including vice presidents and the college president, maintain an open-door policy for all employees of the College. For example, in 2015-16 the vice president for college administrative services met with the college custodial staff one-on-one to address their concerns relative to personnel issues within the department. The staff expressed their appreciation for having the opportunity to communicate their concerns to the administration ([III.A.58](#)).

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The board policies, administrative regulations, Employee Grievance Procedures, and Student Complaint Procedures provide a sound framework to ensure the fair treatment of personnel and students. Grievances and/or complaints are investigated in a timely manner in order to ensure integrity in the treatment of personnel and students.

Within the 2014 District Wide Climate Survey, respondents were asked several questions that indirectly measure employees' perception of their job climate, including whether or not they believed they have been treated with respect and whether or not they feel their work is appreciated. The table below illustrates that, in general, full-time faculty tended to feel they have more access to professional development, have a greater opportunity to participate meaningfully in decisions at work, and have a stronger sense of community than do part-time faculty or classified staff. Part-time faculty, on the other hand, were more likely to report they were treated with respect than were full-time faculty or classified staff. It is noteworthy that the part-time faculty responses have improved significantly since 2010 relative to their opportunities in participating in decision-making (from 29% to 50%) and whether they are treated with respect (53% to 84%). Full-time and part-time faculty had similar levels of feeling their work is appreciated, and both faculty groups were more likely to feel this way than were classified staff. The table also shows that newer employees (<11 years) were more likely to feel that they are appreciated, that they are treated with respect, that they could participate meaningfully in decisions at work, and that they experienced a stronger sense of community at work than did longer tenured employees (11+ years).

Table III.A-1: 2014 District Wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment

| Item                                                                                   | Full-Time Faculty (n=90) | Part-time Faculty (n=87) | Classified (n=77) | <11 years (n=166) | 11+ years (n=88) | Total (n=254) |
|----------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------|-------------------|------------------|---------------|
| I have the opportunity to participate meaningfully in decisions at work.               | 68%                      | 50%                      | 56%               | 64%               | 48%              | 59%           |
| I am treated with respect.                                                             | 77%                      | 84%                      | 65%               | 81%               | 65%              | 76%           |
| I am able to participate in professional development opportunities I am interested in. | 83%                      | 67%                      | 46%               | 66%               | 68%              | 67%           |
| I feel we have a strong sense of community at work.                                    | 69%                      | 57%                      | 52%               | 63%               | 54%              | 60%           |
| I feel my work is appreciated.                                                         | 68%                      | 70%                      | 46%               | 74%               | 56%              | 67%           |

The College meets the standard.

### Standard III.A.13 Human Resources

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

#### Evidence of Meeting the Standard

In order to foster ethical behavior in employees, numerous board policies and administrative regulations are in place that 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.

In addition to the above board policies and administrative regulations, those governing the hiring of administrators and managers (BP-4011 [III.A.47](#)), faculty (BP-4011.1 [III.A.1](#)), (AR-4011.1 [III.A.4](#)), and classified staff (BP-4011.3 [III.A.3](#)) 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 [III.A.2](#)) ensures confidentiality in hiring and prohibits personnel from participating in the hiring process in the event of a conflict of interest.

### **Analysis and 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 ([III.A.21](#)) Section XXIII (disciplinary actions) and the California Education Code. Classified staff professional conduct is governed by the California School Employees Association Contract ([III.A.7](#)), Article 15 (disciplinary actions).

The College meets the standard.

### **Standard III.A.14 Human Resources**

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

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

The College has supported and continues to support professional development activities for College faculty, classified staff, and classified managers and administrators that are consistent with the mission and designed to meet the needs of personnel.

Pursuant to the 2015-2018 Academic Employee Master Agreement ([III.A.21](#)), faculty are required to meet a 38-hour contractual obligation for professional development. In order to assist faculty in meeting this 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 to train personnel with regard to instructional technology. Professional Development workshops are also offered throughout the academic year. Classified staff are invited to attend the workshops with the permission of their supervisor ([III.A.59](#), [III.A.40](#)).

Classified staff schedule workshops and half-day retreats designed to provide opportunities for professional development consistent with the institutional mission (IVC Classified Senate Professional Development Summit [III.A.60](#)); classified staff are also invited to attend the workshops designed for academic faculty, with the permission of their supervisor.

Additionally, the College has provided funding for participation in professional conferences for faculty, classified staff, and administrators from the college general fund; indeed, 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 through two different channels: 1) each area vice president and the college president receive an allocation of funds based on the number of classified employees in their respective areas; and 2) the Classified Senate receives a separate allocation managed by the Classified Staff Development Committee.

Article XVI of the 2015-2018 Academic Employee Master Agreement ([III.A.21](#)) provides funding for semester or year-long sabbatical leaves. Sabbatical leave proposals are evaluated and approved by the District Sabbatical Leave Committee ([III.A.61](#)).

In addition to the Annual District New Faculty Orientation ([III.A.62](#)), the College holds 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. Numerous technology training workshops are provided throughout the year for all employees.

The Academic Senate holds a Distinguished Academic Lecture Series (DALs). During the 2015-2016 academic year, the Senate sponsored three presenters: Michelle Evans, Norman Stolzoff, and Nathan DeWall.

### **Analysis and Evaluation**

The institution identifies professional development needs of its faculty and other personnel through surveys and various assessments. The 2014 Professional Development Survey was administered to all employees via an e-mail invitation at the end of the spring 2014 semester. A total of 97 employees responded to the survey, yielding a response rate of 19 percent. The largest group of respondents was classified staff, followed by full-time faculty ([III.A.58](#)). The process utilized to identify professional development needs for faculty has been managed by the Academic Affairs Committee, where the activities that occur during Professional Development Week are discussed and arranged based on the responses to the evaluation forms and the variety of conferences that the individual committee members attend during the year. The need for classified professional development can be identified through employee self-assessment or through the assessment of their immediate supervisor, and the need is addressed utilizing funds allocated to Classified Senate or the respective vice president's area.

The processes to ensure that professional development opportunities address those needs is based on a meaningful evaluation of professional development activities. The Office of Research conducts a follow-up survey after each Professional Development Week.

Additionally, within the required application for faculty professional development funds, there are questions that pertain to the 9 categories that are approved by the state. There are also brief descriptions that must be filled out as to how the event under consideration will pertain to their job duties and what outcomes they will get from attending.

The impact of faculty professional development activities on the institution is assessed through the Academic Affairs Committee, which coordinates faculty professional development activities and provides insight to current trends and developments within the college community. The committee members stay involved with their disciplines and return from conferences with up-to-date information. This information is disseminated to the faculty in a timely manner so it may be used immediately.

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 are administered through the Academic Affairs Committee ([III.A.63](#)).

The College meets the standard.

### **Standard III.A.15 Human Resources**

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

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

Board Policy 4012 (Administrators and Classified Managers' Personnel Files [III.A.64](#)) provides for the security and confidentiality of administrative and classified manager personnel records and ensures these individuals have access to their personnel records. Article XVIII (Personnel Files) of the 2015-2018 Academic Employee Master Agreement ([III.A.21](#)) contains the provisions for security and confidentiality of faculty personnel files as well as the procedures to provide for faculty access to their records.

Article 6 (Personnel Files) of the California School Employees Association Contract 2015-2018 governs the security, confidentiality and conditions for access to personnel records for classified employees ([III.A.7](#)).



## Analysis and Evaluation

The College makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. The OHR 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.

The College meets the standard.

## Standard III.B: Physical Resources

### **Standard III.B.1 Physical Resources**

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

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

Each of the four educational venues offered by IVC—the main campus, the Advanced Technology and Education Park (ATEP), the Early College Program (Beckman and El Toro high schools), and the Distance Education (DE) program—provide assurances for a safe, accessible, secure and healthful learning environment. This comes through planning, oversight and evaluation by the Facilities and Maintenance Operations (FMO) department, the District Facilities Planning department, college wide shared governance committees and task force groups, extensive safety training and illness prevention measures for college employees, and on-line surveys. These gather valuable data from students, faculty, and staff relating to the overall college experience, facilities condition, health and safety, facilities access, and general satisfaction.

In order to meet its obligations of maintaining a safe and healthful workplace within the college campus communities, the South Orange County Community College District (SOCCCD) has developed and implemented the Injury & Illness Prevention Program (IIPP), for which the chancellor serves as coordinator ([III.B.1](#)).

The chancellor has designated the vice chancellor of business services and college presidents of Saddleback College and Irvine Valley College as IIPP coordinators with site-specific responsibility for the IIPP. The vice chancellor and presidents are responsible for ensuring that district policies and practices are implemented, employees are provided a safe and



healthful workplace, and operations are in compliance with the IIPP and applicable federal, state, and local regulations and standards.

To ensure the prescribed standards of prevention programs are upheld, IVC has formulated a wide network of planning and oversight measures to ensure all students and staff benefit from the highest quality in technology upgrades and physical resource planning, particularly in regard to safety and security. At the campus level, the director of facilities, along with the director of technology services and the chief of police, work alongside the Campus Safety Task Force to ensure the proper oversight and execution of all planning as it relates to safety and security. Building safety walks are conducted on a monthly basis ([III.B.2](#)), with the committee meeting quarterly ([III.B.3](#)). Deficiencies noted in the safety walks are addressed in one of two ways: 1) immediate concerns are addressed through the Maintenance Direct Work Order System; and 2) long-range and more costly repairs are addressed through the Resource Request process ([III.B.4](#)).

The College employs the services and oversight of various other departments, programs and services to help ensure access, safety, and security, and provide a healthful learning and working environment:

- Maintenance Direct Work Order System ([III.B.5](#))
- Irvine Valley College Campus Safety Task Force (CSTF) ([III.B.3](#))
- District Risk Management ([III.B.6](#))
- Campus Safety/Police Department ([III.B.7](#))
- Health, Safety, Security Annual Certifications ([III.B.8](#))
- Division of State Architect
- Custodial Services
- Additional Off-Site Educational Programs
- Online Education Strategic Plan ([III.B.9](#) May 16, 2016)
- Online Education Task Force (OETF) ([III.B.10](#))

## **Analysis and Evaluation**

The College meets local, state and federal guidelines for access, safety, security, and construction codes/standards, and presents a healthful learning environment. The facilities are well-maintained and are inspected regularly to ensure compliance with College standards. The College 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 the college learning and working environment is safe, secure, healthful, and accessible. In order to improve access and ensure proper compliance with ADA codes and standards, the College has completed an ADA transition plan to identify all potential barriers to proper access of physical resources. Irvine Valley College and South Orange County Community College District are responsible for assuring that the ATEP, off-campus, and DE programs meet local, state and federal guidelines to ensure access, safety, security, and a healthful learning environment for students and staff.

The College meets the standard.

### **Standard III.B.2 Physical Resources**

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

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

Irvine Valley College diligently pursues growth opportunities within its physical plant and is constantly expanding its reach of physical resources in order to meet the demands of a rapidly growing population throughout Southern California. The College currently occupies 85 acres of a 100-acre site and is actively pursuing the planning and development of the remaining 15 acres of the original property.

Student success is always at the forefront of capital improvement planning, and the College has been providing new and improved physical resources. IVC is in the process of planning and groundbreaking several new projects and is currently seeing the culmination of construction on other significant new facilities ([III.B.11](#)).

Examples include:

- New Building Construction
- District Wide Parking Study
- Parking Lot/Solar Shade Structure

A prime example of an effective upgrade of current college resources that ensures continued support of programs and services is the exterior lighting retrofit:

As an energy-conscious public entity, IVC took steps toward achieving the realization of a long-standing goal to greatly reduce the College's energy consumption by committing to a complete exterior lighting retrofit ([III.B.12](#)). By July 2014, IVC had undertaken the ambitious task of converting the exterior lighting and lighting controls of the campus to energy-efficient LED lighting/controls throughout the parking lots, walkways and common areas. This improvement has now translated into valuable energy savings:

- Total savings in kilowatt-hours/year: 400,000 kwh
- Year 1 total electricity savings in dollars: \$53,000
- Year 1 maintenance savings in dollars: \$25,000

The College was able to offset the cost of the entire project by utilizing the state's energy savings incentives generated by Proposition 39. By capitalizing on these generous funds, IVC will realize an estimated total of \$800,000 of taxpayer savings in energy consumption/

maintenance and an estimated savings of 4 million kilowatt-hours of energy over the next decade.

The College has diligently planned each new building with LEED standards, setting the mark for water conservation, healthier air quality and improved energy efficiency. Each new IVC building has achieved LEED certification or, at minimum, LEED equivalency ratings.

In addition to meeting the needs and growth of the College through capital improvement, the campus community is committed to responsibly caring for and sustaining the natural resources surrounding the College. The College has formed an aggressive scheduled maintenance plan and implemented measures to reduce potable water consumption and conserve energy ([III.B.13](#)).

### **Analysis and Evaluation**

The College utilizes three main resources to ensure program and service needs determine equipment replacement and maintenance:

1) Resource Request Process ([III.B.14](#)) (See III.D.1)

The Resource Request Form submission process is an all-access, transparent process allowing members of College departments, programs and services the ability to evaluate and determine the need for the maintenance of existing and/or the replacement of outdated physical resources. As discussed elsewhere in this Accreditation report, resource requests follow the strategic planning process, which evaluates existing conditions against the requested need.

2) Technology Advisory Task Force (TATF) ([III.B.15](#)) (See III.C.1)

The Technology Advisory Task Force advises the director of technology services about priorities in deployment and assignment of technology. The committee evaluates the effectiveness of strategic planning initiatives, reviews new equipment requests, monitors ongoing requests, evaluates resource requests, and reviews current tech support issues. TATF reviews the latest education technologies with a focus on faculty and the success of College programs and services. TATF monitors and evaluates the progress and effectiveness of the Technology Plan ([III.B.16](#)) and makes appropriate recommendations concerning strategic planning for technology.

3) Maintenance Direct Work Order System ([III.B.5](#))

Maintenance Direct (School Dude) is an all-access work order system that provides an efficient vehicle for addressing any condition needing the attention of facilities and maintenance personnel for inspection, maintenance and possible replacement. The work order system ensures that programs and service needs are met in a timely and efficient manner as each work order is tracked and monitored through its completion; the submitter is contacted upon completion.

The College utilizes three main resources when evaluating facilities and equipment effectiveness in terms of meeting the needs of programs and services:

1) Campus Wide Surveys

College wide surveys are conducted annually and provide the College with valuable data related to facilities and equipment effectiveness as well as the general condition of the campus. These targeted surveys help to ensure the college goals and standards are met. Survey results are examined for any anomalies or large changes. Substantial declines in satisfaction lead to the development of objectives and/or strategies in the department's Administrative Unit Review. The resulting analysis determines a course of action depending on the magnitude of the repair, such that replacement or maintenance of equipment and facilities may include one or more of the following: 1) Vetting through shared governance groups and the college decision-making process as prescribed in the *Planning and Decision-Making Manual* (PDM); 2) Submission of a resource request to be vetted and rated through shared governance groups; or 3) Submission of a Maintenance Direct (School Dude) work order.

2) Administrative Unit Reviews (AURs)

AURs ensure the College's student support, programs and administrative services are effective and responsive to the local college community within the limitations of available resources. Through a review of AUOs, key unit indicators, and unit objectives, the College may assess its effectiveness and continue to offer high quality student support, programs and administrative services. The results of the AUR are incorporated into the strategic planning and resource allocation decision processes of the College and provide information for unit planning and improvement.

3) Facilities Planning: Facilities Director

Facilities Planning evaluates the effectiveness of the College's facilities and equipment in meeting the needs of programs and services by reviewing, evaluating and prioritizing all approved facilities-related resource requests. Existing equipment inventory and/or facilities' condition are reviewed and evaluated against information provided on the request form in order to provide accurate feedback to the submitter prior to the shared governance review.

To ensure that program and service needs determine equipment replacement and maintenance for DE for both online and the Early College program, IVC utilizes the following resources:

Online Education Committee Oversight

The Online Education Task Force (OETF) ([III.B.17](#)) provides advice related to student success in online education, which includes online, hybrid courses, and web-enhanced courses, to the dean of business sciences, online and extended education and the director of technology services. According to the Irvine Valley College

Online Education Strategic Plan ([III.B.9](#)), updated spring 2016, the committee reviews and recommends approval of all policies, procedures and resources affecting online education. Planning, review, evaluation and oversight are performed by the OETF and must align with IVC's goals and objectives.

#### AUR/Resource Request

The OETF annually reviews its Administrative Unit Outcomes (AUOs) contained within the Administrative Unit Review (AUR), which summarize the data related to IVC's online course offerings, including, but not limited to, student survey data and student demographics. The stated outcomes for the unit will produce strategies that may require additional resources or maintenance of existing equipment in order to accomplish the goals and outcomes. The OETF has the ability to enter a resource request into the system in order to fulfill an online education need identified by review of the Administrative Objectives and resulting strategies. According to the OETF's *Administrative Unit Review: B4. Unit Effectiveness: Resources* ([III.B.18](#) pg. 12), in order to meet a strategy for an AUO, a resource request entry is recommended to "retain video/audio capture of an instructor's classroom lecture with the goal of increasing interaction between the instructor and students when the lectures are later incorporated into distance education courses."

#### Surveys

Distance education student satisfaction survey replies can be compared to the IVC Student Satisfaction Survey data that the College conducts every two years, as this survey is campus wide and includes students enrolled in all instructional modalities. Student satisfaction data for this portion of the AUR is derived from the Irvine Valley College Distance Education Student Survey, spring 2015 ([III.B.19](#)).

#### Early College Program

Early College oversight and planning responsibilities fall to the Early College Advisory Task Force ([III.B.20](#)), an advisory group under the Office of Instruction responsible for the planning, coordinating, and operational logistics of the program. Inspections of the off-site facilities and equipment are conducted by the dean and members of the Early College Advisory Task Force.

The College meets or exceeds its equipment needs for DE based on the survey results listed in the 2015 AUR for Distance Education ([III.B.18](#)): "The productivity for distance education courses was higher than classroom productivity for each of the five periods indicated in the survey." Indeed, the academic year 2015-2016 had the greatest classroom and DE combined productivity since the 2011-2012 academic year. DE courses show significantly higher productivity over the five years reviewed; DE productivity calculates to 578.60 of the review time period, whereas classroom productivity calculates to 485.20.

Facilities and technology evaluations with regard to equipment and the upgrades of existing equipment in the distance education programs are conducted by the director of facilities and the director of technology, in consultation with the OETF and the Technology Advisory Task

Force (TATF). All resource requests related to OE equipment and upgrade/maintenance requests are submitted and reviewed within the shared governance process. Once evaluated and prioritized, they are reviewed by facilities and technology and requests are implemented. To further ensure equipment needs are met, resource goals and objectives are identified in the IVC Online Education Strategic Plan ([III.B.9](#)) (updated spring 2016). Goals include the effective use and oversight of equipment needs and resources:

- Evaluate infrastructure needs for the online site and project the resources necessary to build that infrastructure.
- Involve the online site in provision of comprehensive educational programs that fulfill the district's mission.
- Include disciplines and college services in the evaluation, planning, and budgeting processes for online education.
- Provide Academic Senate, Academic Senate Council, department chairs/departments, the Office of Instruction, the Student Services Council, and the Board of Trustees with regular (e.g. annual) information on the status of online education at IVC.
- Provide supporting communication from the College back to the disciplines and college services.
- Integrate online education (e.g. offering courses, support services) at IVC into the College's planning, decision-making, and budgeting processes.

Overall, the College meets this standard as regular maintenance schedules have been developed and implemented for the College's physical resources and equipment. The resource request process allows for a means of reacting to deficiencies noted within the surveys, as does the Maintenance Direct Work Order System. The *2015 Employee and Student Survey* results have provided positive data on the effectiveness of the facilities and equipment maintenance practices at IVC. This data allows the facilities and maintenance and technology services departments, with the strategic planning committees, to evaluate the effectiveness of the College's building, upgrading, maintenance, and replacement plans and practices. In addition to several other categories evaluated, the employee survey shows that most campus employees in the 2015 Employee Satisfaction Survey ([III.B.21](#)) *strongly agree* (57.43%) that campus grounds are attractive and well-maintained and campus buildings provide a healthy working environment (28.19% *strongly agreed* and 44.30% *somewhat agreed*). In response to the adequacy of outdoor campus lighting, 27.52% *strongly agreed* and 39.93% *somewhat agreed* that the lighting at night is good. Employees responded to the question of classroom cleanliness with 31.21% *strongly agreeing* and 32.55% *somewhat agreeing*. The student survey results show a somewhat higher satisfaction rate across similar categories; the question "Are the college grounds attractive and well-maintained?" received an excellent rating of 54.43% *strongly agreeing* and 33.22% *somewhat agreeing*. Students rated the condition of the classrooms with a positive rating of 44.58% *strongly agreeing* and 39.89% *somewhat agreeing*. In regard to the satisfaction with exterior campus lighting, 30.11% *strongly agreed* that lighting at night is good and 37.33% *somewhat agreed*.

The College meets the standard.



### Standard III.B.3 Physical Resources

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

#### Evidence of Meeting the Standard

IVC considers the needs of programs and services throughout the capital improvement and scheduled maintenance planning cycle by utilizing a collaborative process including participatory governance groups at the college level in the development and implementation of the South Orange County Community College District's Education and Facilities Master Plan (EFMP) ([III.B.22](#)). The SOCCCD EFMP (covered in detail under III.B.4) is the driving force behind the planning and construction of new capital improvement projects and the scheduled maintenance/renovation of existing buildings. Each of the three campuses within the District received an EFMP specific to the campus' long-range planning needs. Each plan is essential to achieving college goals and fulfilling the College's unique mission as it relates to the needs of its programs and services. The Irvine Valley College 2011-2031 Education and Facilities Master Plan (EFMP) is the culmination of research and input from community constituent groups and the College's participatory governance groups. In order to keep the plan relevant to current trends and growth opportunities in education, it is reviewed and updated every five years. The next review process is scheduled to begin the winter of 2016.

The long-term planning/assessment process is conducted through the Five-Year Facilities and Education Master Plan ([III.B.22](#)). Short-term planning/assessment is accomplished through the Budget Development and Resources Planning Committee (BDRPC) ([III.B.23](#)), which assesses and evaluates the feasibility and effectiveness of college facilities and equipment on an annual basis, based on the resource request cycle. Program Reviews and the Administrative Unit Review process provide other avenues for evaluation of facilities and equipment at the program level, which includes the AUR of the Distance Education Program. The Technology Master Plan 2010-2015 ([III.B.16](#)) provides a regular mechanism for evaluating and determining 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 Planning and Technology Committee (APTC) ([III.B.24](#), [III.B.25](#)) and the Office of Instruction to assess the effective utilization of classrooms and equipment on the campus proper as well as in the DE mode. The vice president for instruction, vice president for college administrative services and the college president meet regularly with the director of facilities during the President's Executive Council (PEC) ([III.B.26](#), [III.B.27](#)) to evaluate, determine maximum efficiencies, and review long-term planning strategies for the College's physical resources.

These processes operate under the guidance of the College's participatory governance model, which oversees long-term and short-term planning processes including the evaluation/assessment of existing facilities and the determination of long-range planning goals:

#### Online Education AUR/Strategic Plan

The methods for ensuring effective equipment utilization in the online program are stated in the Strategic Plan 4.3.2015 ([III.B.28](#)) under 2014-2020 Strategic Objectives 4.1, 4.2, and 4.3. Measurable outcomes are stated for each strategic planning objective, and these outcomes are continuously evaluated in order to make institutional improvements to ensure that the needs of programs and services are met. The annual AUR process evaluates and provides feedback as to the progress of the stated objectives. Deficiencies are noted by and a resource request is submitted in order to fulfill equipment needs or repairs.

#### Campus wide Surveys

College wide surveys are conducted annually to provide the College with valuable data related to the efficient use of its facilities. Survey results are examined for any anomalies or large changes. Substantial declines in satisfaction lead to the development of objectives and/or strategies in the department's AUR (Administrative Unit Review) in order to assure goals are met.

The College Strategic Planning Process ([III.B.29](#)), as detailed in the College *Planning and Decision Making Manual* ([III.B.30](#)), oversees and ensures that the evaluations that emerge from the AUR process are used so that college physical resources meet the current educational requirements of the college community, including for DE and the Early College program. Through a shared governance model ([III.B.31](#)), the college community engages in an integrated, data-driven planning and decision-making process to assess the sufficiency, quality, integrity, replacement strategy, and scheduled maintenance requirements of the College's physical resources including the Five-Year Plan, Education and Facilities Master Plan, Technology Master Plan, and the resource requests submissions. Plans are available to the college community through SharePoint ([III.B.32](#)). The strategic planning committees compile, analyze, reconcile, and integrate recommendations derived from evaluations from various campus bodies, task forces, and work groups. The four strategic planning committees consider all relevant program and service needs and develop integrated, coherent, and cohesive recommendations in order to prioritize resource allocation regarding physical resources. Identified needs are submitted through the resource request process for replacement or maintenance and/or through the Maintenance Direct Work Order system for more immediate requests. The annual resource request submission process demonstrates one of the most important methods used by the college community to provide real-time information about the feasibility and effectiveness of the College's physical resources ([III.B.33](#)). The College has adopted a transparent tracking software (Teamwork [III.B.34](#)) that allows the campus community the ability to track the progress of the vast majority of the College's maintenance and equipment replacement projects and capital improvement projects.

In evaluating how effectively facilities and equipment meet the needs of programs and services, the IVC Health and Wellness Center and Concession/Athletic Complex projects provide an excellent example. In this case, the College's strategic planning process worked effectively within the participatory governance model in meeting the needs of programs and



services. The IVC Student Services Center (SSC) was identified in the IVC Facilities Master Plan (FMP) for future renovation ([III.B.35](#)) to accommodate growth in space-planning. This project is a combination of two projects from the FMP. The Health and Wellness Center relocation project will provide additional square footage in the existing SSC. By relocating the Health and Wellness Center's 1,248 assignable square feet, it allows for vacated space that will address existing SSC expansion needs. Functional requirements including an adequately sized psychological counseling room and waiting room, a laboratory area and medication storage will be considered. The Concession/Athletic Complex portion of the project is planned to provide a sports medicine room, concessions/ticket booth and public restrooms, which serve the athletics area of the campus. Therefore, by working in collaboration with the SOCCCD Capital Improvement Committee (CIC) and the Basic Aid Allocation and Resource Planning Committee (BAARC), the College's shared governing bodies were able to arrive at an effective solution that not only secured a new, expanded location, but also generated productive secondary effects.

### **Analysis and Evaluation**

Thus, Irvine Valley College meets this standard as well. The College's strategic planning process, working in tandem with the resource request process, provides a regular, annual opportunity for faculty, staff, and administrators to evaluate and submit requests for facilities and equipment upgrades and maintenance requests 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.

The College meets the standard.

### **Standard III.B.4 Physical Resources**

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

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

Three distinct processes ensure that institutional improvement goals and objectives are met and projections of total cost of ownership are reflected in planning outcomes:

- 1) Strategic Planning and Decision-Making Process

Capital projects are vetted and approved through the shared governing bodies to ensure alignment with strategies, planning objectives, and goals ([III.B.36](#)). In order to ensure widespread and effective college participation in the strategic planning process, the college committee structure fully integrates strategic planning within the fabric of the decision-making structure and the budget development process. Long-range capital planning is tied directly to the College's participatory governance

planning process through the ongoing, annual Strategic Planning and Decision Making Process clearly laid out in the *Planning and Decision-Making Manual* ([III.B.30](#)). This document details the collaborative process used to create the mission statement, college goals, and strategic planning objectives, the cornerstones of the college wide continuous improvement process. A vital link in ensuring that institutional improvement goals are met with regard to proper planning of physical resources is the review process of the resource request submissions ([III.B.37](#)). The Strategic Planning and Accreditation Council (SPAC) ([III.B.38](#)) reviews, evaluates and rates requests as part of the strategic planning process ([III.B.39](#)). In addition, the College's progress in achieving the planning objectives is reviewed and monitored by the SPAC on an annual basis (*Irvine Valley College Strategic Plan, 2014-2020* [III.B.29](#)).

The college goals form the basis for strategic planning objectives that are linked to measurable outcomes. The outcomes are continuously evaluated through Administrative and Program Review in order to make institutional improvements. Capital planning and effective resource allocation are listed under College Goal #4. Long-range capital planning is proven to be an effective tool in the advancement of college improvement goals.

## 2) Education Facilities Master Plan

The 2011 Education and Facilities Master Plan (EFMP) provides a blueprint for the future of IVC through the 2031 planning horizon and is updated every five to six years. The SOCCCD is currently in the planning stages of updating and expanding the 2011-2031 EFMP to the 2016-2036 EFMP ([III.B.22](#)). The EFMP serves as the foundation of subsequent plans for the allocation of campus resources and college goal-setting. This plan helps in determining how new and renovated facilities could improve institutional instruction, support services, and campus operations while enhancing student success. It also provides documentation of how constituent groups currently see the College and how they envision the future.

The Educational Master Plan (EMP) ([III.B.40](#)) and the Facilities Master Plan (FMP) ([III.B.41](#)), components of long-range planning, comprise the Education and Facilities Master Plan and were developed in tandem ([III.B.41](#)). Together, they form an invaluable resource for comprehensive planning, combining educational goals with capital improvement goals. Throughout this process, personnel with responsibility for education programs and those with responsibility for facilities participated together in nearly every discussion and meeting. At each organizational level, the process has followed the principles of participatory governance. The EMP serves to establish clear direction for the College by envisioning the future under the changing conditions of internal and external trends and influences, and to provide a foundation that serves as a primary resource for the development of college planning activities. The FMP takes into account the history of Irvine Valley College and its surrounding communities; core values of the institution as represented in its mission, vision, and strategic goals; data from within the College and from authoritative external sources;

and the best thinking of all constituency groups regarding a vision for the IVC campus.

The EFMP planning process established current space inventory broken down by category (i.e. lab, classroom, office space etc.) and an enrollment projection by discipline, and then developed a long-term capital plan to meet student needs by discipline. Information and development strategies shown in the 2011 Facilities Master Plan reflect current and future forecasts for student and programmatic growth combined with strategic visions for campus modernization. The result is an integrated approach with facilities outcomes driven by education planning.

### 3) Five-Year Construction Plan

Each year the District is required to submit a Five-Year Construction Plan to the state chancellor's office ([III.B.42](#)). The plan is developed within the state's web-based FUSION program ([III.B.43](#)). This five-year plan includes both locally funded and state-funded projects and identifies project priorities for no less than the next seven years. The five-year plan works in tandem with the EFMP, requiring that all projects submitted for the five-year plan must be listed on the EFMP ([III.B.41](#)). The five-year plan helps to project the future cost of ownership by weighing the current cost of construction against future escalation estimates. The district and its colleges review the plans and priorities and, if appropriate, modify the plan as part of this annual submission. The June submission to the state chancellor's office includes the Five-Year Construction Plan and the District's Initial and Final Project Proposals (IPP and FPP) for state funding considerations. The Capital Improvement Committee ([III.B.44](#)) relies on the Five-Year Construction Plan as a basis for recommending capital improvement projects to the Basic Aid Allocation Recommendation Committee (BAARC) ([III.B.45](#)) for funding considerations. The Basic Aid allocation process is driven by SOCCCD Board Policy 3110 and Administrative Regulation 3110, which define the allocation process in detail ([III.B.46](#)).

The plan for the new Liberal Arts building project emerged out of a carefully formulated planning document contained within the EFMP. The plan was crafted through a process that included input from the campus community's participatory governance process. In the 2010-2011 planning cycle, it was agreed upon through the district and college shared governance groups to begin executing the initial planning phases of the relocation of the existing Life Sciences program (housed in an outdated building scheduled for demolition) to a new 30,000-square-foot, state-of-the-art facility, which opened in March 2014. This entire process is identified within the 2010-2016 Education and Facilities Master Plan. The master plan included a series of carefully orchestrated secondary effects (EFMP Project Summary describing proposed Liberal Arts project [III.B.40b](#)). This series of capital improvement projects further demonstrates the results of successful collaborative efforts between the College and District's strategic planning processes.

The long-awaited grand opening of the new Liberal Arts building took place in fall 2016. This capital improvement project is an excellent example of how the College's strategic

planning process takes into account the long-range planning requirements identified in the EFMP, the College's instructional needs, the current physical resource assessment, and the capital improvement funding process vetted through the District Strategic Planning Process: the Capital Improvement Committee (CIC) and the Basic Aid Allocation Resource Committee (BAARC). The new building supports the College's growing social and behavioral sciences, humanities, and languages programs, and a series of secondary effects needed to be included in the planning process to ensure that all instructional programs remained active and fully operational during construction.

In addition to the Five-Year Construction Plan described in this section, the elements that comprise the total cost of ownership regarding capital improvements, buildings renovations and equipment replacement and repair are best identified/described in the Resource Request Form. Through this resource request process, the College's Strategic Planning and Decision Making Process addresses the issue of identifying total cost of ownership, including initial and on-going costs, and how it will impact the department. This college wide planning process includes the ability to identify additional personnel requirements including faculty hires, capital improvement needs, physical resource needs, equipment replacement/maintenance needs, and requests for support of new programs and services. When a Resource Request Form is submitted, the applicant must complete a series of questions regarding but not limited to current and future department impact and funding source, i.e. one-time cost vs. on-going costs. This procedure allows the Strategic Planning and Accreditation Council (SPAC) and the Budget Development and Resource Planning Committee (BDRPC), along with the budget managers, to prioritize requests, identify appropriate sources of funding, and project future fiscal impact. With a sound and effective strategic planning and budget development process in place, the director of facilities, Office of Instruction and other stakeholders can submit timely and accurate budget projections and determine total cost of ownership over the forecasted lifespan of the requested need.

### **Analysis and Evaluation**

The College's long-range capital plans support its improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The lighting retrofit project detailed under section III.B.2 above is an excellent example of how the College calculates total cost of ownership for any given project:

- Total estimated cost of design and complete exterior retrofit.
- Calculated loss of parking revenue due to campus parking lot closures over extended period.
- Total estimated Proposition 39 incentives paid to college and deducted from total cost of ownership.
- Total calculation of one-year energy savings as compared to existing energy usage baseline.
- Total cost of ownership over 10-year period vs existing baseline/estimated total savings to the taxpayer.

In this case, the College was able to offset the cost of the entire project by utilizing the state's energy savings incentives, realizing significant taxpayer savings.

The College's DE program's long-term planning, review, evaluation and oversight is guided by the goals and objectives as prescribed in the Online Education Strategic Plan ([III.B.9](#)) (May 16, 2016). The Online Education Task Force (OETF) ([III.B.10](#)) reviews and recommends approval of all policies and procedures affecting OE. The director of technology services oversees the Technology Advisory Task Force, which works in tandem with the OETF to identify, prioritize, and implement technology to meet the long-term needs of the OE mode of instruction. The OETF employs the use of surveys ([III.B.46](#)) to provide analysis of the program and the annual review of the AURs, which summarizes the data related to IVC's online course offerings, including, but not limited to, student survey data and student demographics.

At Irvine Valley College, long-range capital planning works in collaboration with institutional improvement goals and educational planning (the Office of Instruction) through a system of shared governance. Checks and balances are effectively inserted into the process through the College's Strategic Planning and Decision Making Process, EFMP, Five-Year Capital Outlay Plan, and resource request process to ensure proper fiscal planning takes place while considering future total cost of ownership.

The College meets the standard.

## Standard III.C: Technology Resources

### **Standard III.C.1 Technology Resources**

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

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

Irvine Valley College provides students, faculty, and staff with a robust, secure and stable computing environment to enable the College to provide programs and services supporting student learning. Management and oversight for college technology services is provided by the director of technology services, who is responsible for the college technological infrastructure and systems. Students, faculty, and staff participate in technology planning and guidance through the Technology Advisory Task Force (TATF), co-chaired by the director of technology services and a faculty representative. TATF provides an opportunity for the college community to identify technology needs and bring new ideas forward for discussion and evaluation. TATF also reviews current and emerging technologies to ensure the

technology used by the College is effective in helping the College meet its instructional and service goals. Another technology-focused task force is the Online Education Task Force (OETF), co-chaired by the dean of online education, director of technology services, and faculty representatives.

At the College, the mission and strategic goals drive objectives that identify new technology needs and resource requests. Each fall semester, the College community submits its technology needs through the Resource Request System, described in Standard III.D.1. Through planning committees and councils, the institution provides an opportunity for constituency groups to review the technology requests for supporting instruction and college operations.

The College identifies the effectiveness and adequacy of its technology, including online and hybrid courses, in meeting college needs through six distinct processes ([III.C.1](#)):

- TATF and OETF Meetings ([III.C.2](#), [III.C.3](#))
- Administrative Unit Reviews (AURs) and Program Reviews ([III.C.4](#))
- District Technology Committee and District Online Education Committee ([III.C.5](#), [III.C.6](#))
- Surveys ([III.C.7](#))
- IVC Technology Plan ([III.C.8](#))
- Technology Services Department (TSD) ([III.C.4](#), [III.C.9](#))

The Technology Service Department (TSD), with input from the TATF and OETF, and with support from the Office of the District Vice Chancellor of Technology and Learning Services, is charged with supporting the technology needs of the College. Regardless of whether instruction is taking place in a classroom or online, the TSD provides the same support. The following services are managed by the director of technology services ([III.C.10](#)):

- Alternate Media
- Application Support
- Duplicating
- Instructional Technologist
- Media Services
- Network Technicians
- Programming
- Webmaster

Students, faculty and staff can obtain support by using an online ticket system, phone, live chat, or email. Once a request is made, each submitter can review his or her open requests and make comments that are then logged into the system. To ensure the TSD meets the needs of the College, when each service request is closed in the system, the submitter receives a brief survey ([III.C.11](#)).



The TSD continually improves upon the service offerings of technology services at the College by expanding automation of systems and services aimed to reduce workloads and increase efficiencies for existing departments at the College. These efficiencies are necessary for the College because resources are limited and technology has increasingly become a foundation upon which many departments rely. In addition to clarifying business processes and allowing technology to do more work, the TSD is also focused on several key areas, specifically ([III.C.12](#)):

- Emergency Notifications
- Instructional Technology
- Emerging Technologies
- Application Development
- Facilities
- Reliability
- Business Continuity
- Privacy and Security
- Hardware and Software
- Evaluating Technology Resources

Outside of the systems and services provided by District IT, the TSD assists the College in leveraging their resources to bring the best experience into the teaching and learning environment.

### **Analysis and Evaluation**

IVC technology support is routinely evaluated via surveys. As each support request is closed, the requestor is automatically sent a survey to rate and comment on the service they were provided. The survey results are reviewed and improvements are made.

In addition, the IVC Office of Research, Planning and Accreditation administers regular surveys of employees and students to assess levels of satisfaction with the provision of technology services. Survey results indicate an overall positive college treatment of technology needs. In the 2015 IVC Employee Survey, 85.5 percent of respondents were either “Very Satisfied” or “Somewhat Satisfied” with the job the IVC technology staff is doing to provide services, and 74.5 percent of respondents “Strongly” or “Somewhat” agreed that IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet staff needs, while 74.7 percent of respondents “Strongly” or “Somewhat” agree that IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet instructional needs ([III.C.7](#)). The 2015 Student Satisfaction Survey shows the strong majority of respondents feel that IVC computer labs, services, websites, online services and support are satisfactory ([III.C.12](#)). Survey data confirm the appropriateness and adequacy of technology to meet the needs of all campus constituencies.

The College meets the standard.

### **Standard III.C.2 Technology Resources**

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

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

The director of Technology Services is charged with establishing and maintaining a robust technical infrastructure utilizing established processes and procedures. College technologies are continuously updated and replaced based on various plans, Administrative Unit Reviews, and Program Reviews in support of the college mission and goals. The College's strategic goals guide the technology planning and decision making. IVC and district wide goal #2 is: "IVC will promote students' success by enhancing the teaching and learning environment." District wide technology goal #1 is: "SOCCCD will sustain innovative excellence in supporting students, faculty and staff through the development and use of creative technologies."

The College's current Technology Plan was updated in 2015 with input from faculty, staff, and students through various workshops. Input received was compiled into four technology domains that support the college mission:

- 1) Governance: Use the governance structure to guide technology activity and ensure high levels of service. (IVC Strategic Objective 1.5 [III.C.13](#))
- 2) Applications: Develop technology solutions that improve campus wide efficiency and augment classroom instruction and student services. (IVC Strategic Objective 4.2 [III.C.13](#))
- 3) Network Infrastructure and Security: Provide a secure and reliable environment to support students, faculty, and staff. (IVC Strategic Objective 4.2 [III.C.13](#))
- 4) Operations and Support: Provide excellent support and service to Irvine Valley College's technology consumers such as faculty, staff, and students. (IVC Strategic Objectives 1.4, 1.5, 2.2, 3.3, 4.1, 4.2 [III.C.13](#))

Utilizing the College's Comprehensive Budget Development Process, documented in Standard III.D, college personnel make requests for additional technology resources in support of the College's mission, operations, programs, and services. As a part of this process, the technology services department developed a new system called the resource request system. The new system allows for anyone to submit a request for personnel, facilities, instructional equipment, technology, and other resources. Under this process, the College's strategic planning committees review and rate all the requests and forward them to the Strategic Planning and Accreditation Council (SPAC) for final review and recommendations to the president for funding decisions. Once approved, funding allocations are made for technology requests, and the TSD completes the purchases.

The OETF and TATF work in tandem to plan for technology resources related to online education. One recent example is when the OETF and TATF examined two Learning



Management Systems (LMS) to identify an LMS that meets the needs of the College. Faculty were encouraged to attend presentations from both Blackboard and Instructure (the provider of Canvas LMS). Faculty participated in a work group and took online training courses from @ONE, Introduction to Online Teaching, in which the faculty used Canvas in the role of students. Faculty learned best practices for online teaching as well as gained concrete experience with the functionality in Canvas to evaluate its end-user experience and its usefulness in facilitating the delivery of effective online courses ([III.C.14](#)).

### **Analysis and Evaluation**

The College utilizes ongoing planning to update and replace technology and to ensure the adequacy of its quality and capacity. The planning process has resulted in the following initiatives ([III.C.15.2](#)):

- 1) Annual desktop, laptop, and server refresh
- 2) College networking infrastructure improvements
- 3) Continuous monitoring and system backup
- 4) Expansion of the College's wireless capacity
- 5) Business continuity improvements.

Classroom, online education, and administrative technology refresh plans are presented by the director of technology services to strategic planning committees for review. The College has a 10-Year Replacement Plan that is updated annually for the purpose of establishing the standards for effective lifecycle of campus technology as well as a recommended process for replacing devices across the College. In order to improve its network infrastructure, the College began moving toward desktop virtualization in 2012. The TSD has several methods for assessing the use of the current technology and ensuring the computing environment has ample capacity and reliability throughout the life of the equipment.

The increased use of mobile and other devices has increased the demand on the College's infrastructure and capacity. To accommodate this expansion and address the issue of saturation of the wireless environment, the College has begun implementing the expansion of wireless service to accommodate over six devices per student.

IVC strives to ensure that many of the critical systems it supports can continue to operate during a large regional event. The College has its main data backup device in an offsite data center where nightly backups occur. Every evening, the College backs up all changes to servers to an offsite location. If the entire college were affected by a long-term outage, all systems would be restored from the backup system.

The College meets the standard.

### **Standard III.C.3 Technology Resources**

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

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

IVC provides state-of-the-art, reliable, safe, and secure access to technology resources on the college campus, at ATEP, and online. Maintenance and refresh of hardware and software at all locations is reviewed by the TSD. Beginning in 2015, the TSD began requiring encryption onto all websites by adding Hypertext Transfer Protocol Secure (HTTPS) to all systems, thus protecting data against theft. The primary device to prevent any unauthorized access to the College's networks and services is a firewall. IVC, District Services, and Saddleback College purchased new Palo Alto firewalls in 2010. Based on an audit of the firewalls done in 2015, many processes have been improved, and each device is updated to the latest operating system versions.

IVC's network has been engineered to be as decentralized as possible to ensure that an outage does not affect the entire college. Technology systems provide benefits of multiple data centers with reliability, network monitoring, firewall, centralized virus scanning, and backup procedures to all locations. All critical systems are backed up on a routine basis. IVC's data centers have state-of-the-art equipment such as paired air-cooling systems, clustered servers for redundancy of database systems, and mirrored equipment, should one data center become inoperable. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. Both data centers are locked and do not have direct access from any hallway or outside location.

All classroom technology is configured and maintained by the TSD. A centralized service desk structure is in place, which allows faculty and staff to request assistance for resolving issues that arise in the classroom.

IVC utilizes many Microsoft systems and services; thus, many of the systems use the same authentication system, which eases access to systems and services. To assist faculty and staff and further simplify authentication, the entire district is in the process of implementing a single sign-on (SSO) solution to provide a single username and password for access to each area for easier access and improved security, which will make technology processes more efficient and assist with the password reset processes.

The TSD has implemented a monitoring solution that alerts staff when a system has failed or is experiencing issues. Systems and services that are experiencing a possible failure can be identified and replaced before they fail completely. Network outages, bottlenecks and capacity issues are now diagnosed with much greater speed to reduce downtime. The network is reliable.

In 2016, to protect valuable college hardware and prevent future thefts, a tracking solution was installed onto all iMac computers campus wide. This modification will enable the computers to be found and provide law enforcement with tools to assist in the recovery of the College's assets.

Lastly, the TSD monitors its desktop computers. When computers are imaged a Dell KACE client is installed to monitor the computer's hardware and proactively alert the IT staff of any failure or capacity issue.

### **Analysis and Evaluation**

Through audits, monitoring, system continuity, and regular feedback that spans all instructional sites and modalities, the TSD is able to assure that technology resources are reliably accessible, safe and secure. The College and District work together to create solutions as needs arise.

The College meets the standard.

### **Standard III.C.4 Technology Resources**

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

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

To accomplish the training needs of the College in support of its many complex applications and systems for faculty, staff and students, the College provides the following self-paced or group workshop training opportunities:

- Lynda.com is provided to all employees of the District. Within the training system, employees can learn from thousands of training materials.
- Professional Development Week activity workshops are offered on a variety of technology topics ([III.C.17](#)).
- Training and support for faculty teaching online courses is offered through formal online training via one-on-one instruction with the instructional technologist. Additionally, there is an IVC Online Education Faculty Handbook available to all instructors ([III.C.18](#)).
- Training materials for both classroom and online instruction are available to the faculty on the online education website.

The College also provides training targeted to students and staff with disabilities, faculty teaching online, and college personnel wishing to learn more about the use of media services technologies.

### Alternate Media

The alternate media specialist provides technology workshops and one-on-one training specifically designed for students and staff with disabilities. The workshops provide the training necessary for faculty to make their online or electronic components of their courses compliant with Section 508 of the Federal Rehabilitation Act, and with the Americans with Disabilities Act (ADA). Other services the alternate media specialist provides include completing book conversions to electronic media, facilitating captioning training for faculty, facilitating captioning requests to grants, internal resources and outside agencies, and facilitating the use and leveraging of new technologies and curriculum review for compliance.

### Online Education

Currently, Blackboard is the primary system that supports faculty's online courses as well as on the ground classrooms. Given the high utilization of Blackboard by the College, and with the adoption of Canvas as the new LMS, the TSD has developed various training modules including regularly scheduled workshops for faculty, one-on-one customized training, video tutorials, and vendor after-hours support.

The online education website consolidates much of the information regarding OE, including online orientation instructions now available for all online courses and a link to the IVC Online Education Faculty Handbook ([III.C.18](#)). Students now have a clear focal point for accessing specific orientation instructions for their online courses.

### Media Services

The Media Services unit of the College's TSD provides support to faculty and staff for audio-visual equipment and other media equipment related needs. These services include providing end-user, operational documentation for the various technology resources in the classroom, such as the projector, document camera, video switch, and desktop computer, as well as just-in-time, on-demand classroom media equipment training.

### **Analysis and Evaluation**

The TDS directly supports all faculty, staff, and students, regardless of whether the need is related to an online or an on-campus course. The department provides assistance with the effective use of the technology systems. IVC students, faculty, and staff who require access to instructional related technology can receive support in six ways:

- Contact the Service Desk for individual immediate needs by online form, phone, email, or live chat
- Contact the Service Desk and request an appointment for a scheduled one-on-one instructional support

- Group training sessions, such as a request to attend a school meeting
- Professional Development Week activities where instructional technology support trainings are offered
- Access to instructional materials located near supported devices (teacher stations, copiers, and student print)
- Formal, ongoing technology training programs for all faculty and staff

The College has a formal, ongoing technology training program for all faculty and staff supported by the application specialists and instructional designer. This program provides robust end-user training for the various applications installed and supported by the College. ([III.C.16](#)).

The College meets the standard.

### **Standard III.C.5 Technology Resources**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.*

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

IVC, as part of the South Orange County Community College District, has established policies, procedures, and practices that guide the appropriate use of technology in the teaching and learning process. Many of these policies have been updated as recently as in 2013, utilizing a consultant. SOCCCD board policies guiding appropriate use of technology include:

- Administrative Regulation 3726: Information Security-Data Classification ([III.C.19](#))
- Administrative Regulation 3727: Information Security-Access Control ([III.C.20](#))
- Administrative Regulation 3728: Information Security-Physical Security ([III.C.21](#))
- Administrative Regulation 3729: Information Security-Logging and Monitoring ([III.C.22](#))
- Administrative Regulation 3730: Information Security-Remote Access ([III.C.23](#))
- Administrative Regulation 6110: Distance Education ([III.C.24](#))

#### **Analysis and Evaluation**

In addition to the administrative regulations, the OETF developed the IVC Online Education Faculty Handbook (approved in 2015 and updated in 2016) ([III.C.18](#)). The annual review process begins in the Online Education Task Force and then goes to the Academic Planning Technology Committee, Academic Senate, and Strategic Planning and Accreditation Council for approval. Technology use is addressed in sections on Accessibility (Section 504 and Section 508 compliance), Captioning Guidelines, Student Privacy, and Online Education

Resources. There are also several policies and procedures listed in various systems and areas of the College ([III.C.25](#)).

IVC is committed to compliance with federal and state regulations including FERPA, HIPAA, Section 504, and Section 508. The College will utilize its existing committees and/or create special work groups to ensure that policies and guidelines related to the appropriate use of technology remain current, to address regulations and create new complete policies and procedures related to technology, and to develop and introduce training to help students, faculty, staff, and administrators comply with policies.

The College meets the standard.



*Photo 4 – The IVC Life Sciences building and greenhouse.*



## Standard III.D: Financial Resources

### **Standard III.D.1 Financial Resources**

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.*

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

Irvine Valley College's 2016-2017 Adopted Budget is \$81,705,894, which includes \$64,061,883 in Unrestricted General Funds and \$17,644,011 in Restricted Funds. The total 2016-2017 Adopted Budget for South Orange County Community College District is \$755 million ([III.D.1](#)).

The College provides sufficient revenues to support educational improvements and consistently allocates funds to support them. The College publishes annual funding allocations for institutional improvements on the intranet under the Budget Development and Resource Planning Committee site ([III.D.2](#)). The Irvine Valley College Comprehensive Budget Development Process provides a means for setting priorities for funding institutional improvements. The College focuses on program effectiveness and efficiencies in order to allocate its existing resources to fund new program improvements in the future ([III.D.3](#)).

The College manages its finances in a manner that ensures integrity and financial stability. The College maintains a \$1.0 million reserve annually, as documented in section III.D.2 below. In addition to the College's reserve, the District sets a 7.5% reserve for economic uncertainties set through the District Resources Allocation Committee (DRAC) ([III.D.4](#)), in accordance with the Board Budget Development Guidelines ([III.D.1](#)), as well as a 20% Basic Aid reserve pursuant to Section 4.C (Contingency) of Administrative Regulation 3110 (Basic Aid Allocation Process [III.D.5](#)).

The following guiding principles are provided to DRAC and the college budget committees for use when recommendations are made about the budget ([III.D.1](#), [III.D.6](#)).

1. Reserve for Economic Uncertainties
2. Future Long-Term Debt Issues
3. Retirement Incentives
4. Area/College Allocations
5. Deficit Financing
6. Retiree Medical, Dental, Vision, and Medicare Coordination of Benefits
7. (COB) Plans



8. Basic Aid
9. One-time Cost Savings
10. Full Time Equivalent Student Targets
11. Funding for Growth
12. Budget Planning

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. Institutional resources have been sufficient to ensure financial solvency. The College's unrestricted general fund ending balances in the last five years are as follows:

Table III.D-1: College Ending Balances

| Fiscal Year | Ending Balance | Reference Endnote                                                                                                                        |
|-------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 2015-2016   | \$3,921,728    | 2016-2017 Adopted Budget pg 28 ( <a href="#">III.D.1</a> )                                                                               |
| 2014-2015   | \$3,085,848    | 2015-2016 Adopted Budget pg 29 ( <a href="#">III.D.7</a> )                                                                               |
| 2013-2014   | \$2,577,143    | 2014-2015 Adopted Budget pg 27 ( <a href="#">III.D.8</a> )                                                                               |
| 2012-2013   | \$20,019       | 2013-2014 Adopted Budget pg 27 ( <a href="#">III.D.9</a> ) Note the ending balance in 2012-13 was low due to an early retirement payout. |
| 2011-2012   | \$1,331,633    | 2012-2013 Adopted Budget pg 23 ( <a href="#">III.D.10</a> )                                                                              |

The 7.5% contingency reserve amounts set through the DRAC model for the last five years were as follows:

Table III.D-2: DRAC 7.5% Contingency Reserves

| Fiscal Year | 7.5% Contingency Reserve | Reference Endnote                                                                                                                        |
|-------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 2016-2017   | \$12,705,329             | 2016-2017 Adopted Budget pg 19 ( <a href="#">III.D.1</a> )                                                                               |
| 2015-2016   | \$13,090,208             | 2015-2016 Adopted Budget pg 21 ( <a href="#">III.D.7</a> )                                                                               |
| 2014-2015   | \$11,452,534             | 2014-2015 Adopted Budget pg 18 ( <a href="#">III.D.8</a> )                                                                               |
| 2013-2014   | \$11,296,568             | 2013-2014 Adopted Budget pg 27 ( <a href="#">III.D.9</a> ) Note the ending balance in 2012-13 was low due to an early retirement payout. |
| 2012-2013   | \$10,345,556             | 2012-2013 Adopted Budget pg 14 ( <a href="#">III.D.10</a> )                                                                              |

The 20% Basic Aid contingency reserve amounts for the last five years are listed in the table below:

Table III.D-3: Basic Aid 20% Contingency Reserves

| Fiscal Year | 20% Basic Aid Reserve | Reference                                                   |
|-------------|-----------------------|-------------------------------------------------------------|
| 2016-2017   | \$11,702,190          | 2016-2017 Adopted Budget pg 21 ( <a href="#">III.D.1</a> )  |
| 2015-2016   | \$9,021,647           | 2015-2016 Adopted Budget pg 23 ( <a href="#">III.D.7</a> )  |
| 2014-2015   | \$8,291,463           | 2014-2015 Adopted Budget pg 21 ( <a href="#">III.D.8</a> )  |
| 2013-2014   | \$7,853,846           | 2013-2014 Adopted Budget pg 27 ( <a href="#">III.D.9</a> )  |
| 2012-2013   | \$17,639,088          | 2012-2013 Adopted Budget pg 16 ( <a href="#">III.D.10</a> ) |

The Capital Outlay/Basic Aid Fund of the District has a substantial amount of cash balance committed to specific future capital projects. As of August 2016, that amount was \$223,596,236. This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the state budget and accounting manual ([III.D.11](#)).

### Analysis and Evaluation

The financial resources of Irvine Valley College (IVC) are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The resource allocation process provides a means for setting priorities for funding institution improvements. The IVC Comprehensive Budget Development Process ([III.D.3](#)) allows the administrative unit heads (deans, directors, and vice presidents/president) to review and rate individual resource requests submitted in their areas. The resource requests are then reviewed and rated by committees using a consistent rating rubric. The process concludes with a prioritized list of resource requests and corresponding funding sources recommended to the president of the College by the Strategic Planning Oversight and Accreditation Council (SPAC).

All resource requests must be supported by a program review or administrative unit review strategy or other planning document such as a college or district technology plan, education and facilities master plan, or college or district wide strategic planning objective.

Moreover, IVC's budget provides sufficient resources for the effective planning, maintenance, implementation and enhancement of online education (OE) courses, programs and services, as well as personnel development. The College provides an instructional technology and 508 compliance specialist position to support the distance education programs and courses. Blackboard is the software platform used to support OE, and IVC maintains an instructional technologist position to support faculty. IVC is also currently piloting the Canvas Learning Management System (LMS). Professional development funds are available to all faculty, including OE faculty. The College spent \$55,756 in 2015-2016 for faculty professional development activities, including OE ([III.D.12](#)). The following is a sample of professional development activities related to OE from 2015-16:

- Online Teaching Certification Program Training

- Workshop Titled "Google for Education"
- Online Teaching and Learning with @ONE
- @ONE: Introduction to Teaching With Canvas

Thus, the College has consistently allocated funds to support educational improvements. The IVC Comprehensive 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.

The College meets the standard.

### **Standard III.D.2 Financial Resources**

*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

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

As documented in Standard I, the institution regularly reviews and revises, if necessary, the mission statement and college goals. The current mission statement, goals and objectives are posted to the College's public website ([III.D.13](#)). The review of the mission statement and college goals is initiated by the Institutional Effectiveness Committee (IEC). As a part of this process, the Budget Development and Resource Planning Committee (BDRPC) regularly reviews these documents from a fiscal planning perspective to ensure progress is made in completing them. BDRPC also aligns the college fiscal planning to align it with the mission statement and college goals ([III.D.14](#)).

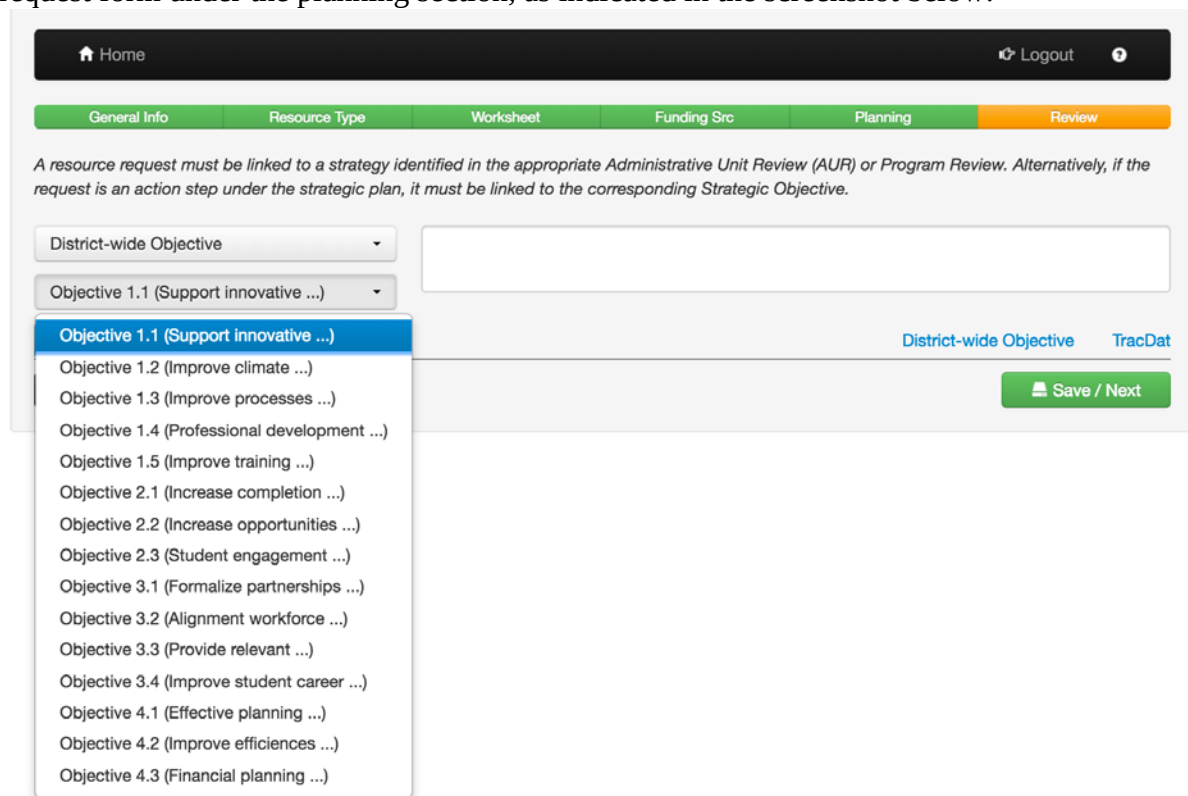
The mission statement and the college goals thus drive the development of planning objectives, as these objectives are set to attain or implement the goals. Planning objectives are statements that are specific, measurable, achievable, realistic, and time-related. In order to integrate financial planning with institutional planning, the strategic planning committees review resource requests to ensure their alignment with the mission statement and college goals. Resource requests encompass the proposed action to achieve the objectives and goals. Planning objectives are included in the resource request form for the author to select and thereby link the resource request to a college wide objective. College planning and resource allocation processes are reviewed annually at the Strategic Planning and Accreditation Council (SPAC) retreat ([III.D.15](#), [III.D.16](#)).

The institution establishes priorities among competing needs so that it can predict future

funding needs, in accordance with the Comprehensive Budget Development Process ([III.D.3](#)) described above. The institution sets priorities among competing needs through the resource request review and rating process and it maps all possible funding sources with resource requests in order to maximize the use of available resources. The electronic resource request form requires the author to complete worksheets pertaining to personnel, equipment, facilities, technology, and other resources, as necessary. The annual 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 aligned with revenue projections.

The College's plans are clearly linked to both short-term and long-range financial plans. These plans are reflected in the 5-year budget model, which allows BDRPC to make funding recommendations to SPAC for both ongoing and one-time expenditures. Final funding allocations to support college plans are made based on the BDRPC funding recommendation ([III.D.17](#)).

During this process, requests that did not receive full funding are reviewed and analyzed to establish future funding needs. The unfunded list is shared with the campus (including the IVC Foundation) in order to explore the possibility of resource development, including raising funds through donor contributions ([III.D.18](#)). Institutional plans are reflected in the College's strategic plan ([III.D.19](#)), and the planning objectives are linked in the resource request form under the planning section, as indicated in the screenshot below:



The screenshot shows a web application interface for a resource request form. At the top, there is a navigation bar with a 'Home' icon and a 'Logout' button. Below this is a tabbed interface with five tabs: 'General Info', 'Resource Type', 'Worksheet', 'Funding Src', 'Planning', and 'Review'. The 'Planning' tab is currently selected. A note below the tabs states: 'A resource request must be linked to a strategy identified in the appropriate Administrative Unit Review (AUR) or Program Review. Alternatively, if the request is an action step under the strategic plan, it must be linked to the corresponding Strategic Objective.' Below the note, there are two dropdown menus. The first is labeled 'District-wide Objective' and the second is labeled 'Objective 1.1 (Support innovative ...)'. The second dropdown menu is open, showing a list of objectives: 'Objective 1.1 (Support innovative ...)', 'Objective 1.2 (Improve climate ...)', 'Objective 1.3 (Improve processes ...)', 'Objective 1.4 (Professional development ...)', 'Objective 1.5 (Improve training ...)', 'Objective 2.1 (Increase completion ...)', 'Objective 2.2 (Increase opportunities ...)', 'Objective 2.3 (Student engagement ...)', 'Objective 3.1 (Formalize partnerships ...)', 'Objective 3.2 (Alignment workforce ...)', 'Objective 3.3 (Provide relevant ...)', 'Objective 3.4 (Improve student career ...)', 'Objective 4.1 (Effective planning ...)', 'Objective 4.2 (Improve efficiencies ...)', and 'Objective 4.3 (Financial planning ...)'. To the right of the dropdown menus, there are two links: 'District-wide Objective' and 'TracDat'. At the bottom right, there is a green button labeled 'Save / Next'.

Furthermore, the College has a 5-year budget model that is being continually updated by BDRPC. The model shows long-term revenue and expenditure projections, both one-time and ongoing, allowing the institution to identify funding amounts for one-time and ongoing resource requests ([III.D.20](#)). Thus, the College has plans that are clearly linked to both short-term and long-term financial plans. Short-term and long term financial plans are reflected in the five-year budget model, which allows BDRPC to make funding recommendations to SPAC for both ongoing and one-time expenditures. Final funding allocations to support college plans are made based on the BDRPC funding recommendation.

The financial planning process relies primarily on institutional plans for content and timelines. The Comprehensive Budget Development Process ([III.D.3](#)) drives all institutional and financial planning on an annual timeline. Planning begins 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 and objectives occurs annually, with major updates taking place on a three-year cycle. The online resource request process is designed in such a way that the requests are tied into college goals and objectives. In addition to directly linking to strategic planning objectives, the Comprehensive Budget Development Process allows linking financial planning to Program Reviews and Administrative Unit Reviews, which in turn tie to the college mission, goals, and objectives ([III.D.21](#)). The College has evidence that past fiscal expenditures have supported the achievement of its plans. The resource request form includes a planning section where the author is required to select an institutional or departmental planning objective, thus linking the expenditure authorization request to the achievement of institutional plans.

The governing board and institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning. Specifically, the following information has been provided in recent years:

| Date              | Topic                                                    | Forum                     | Reference                                                                             |
|-------------------|----------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------|
| August 22, 2016   | SOCCCD FY 2016-2017 Basic Aid Allocation Recommendations | Board of Trustees Meeting | SOCCCD FY 2016-2017 Basic Aid Allocation Recommendations ( <a href="#">III.D.24</a> ) |
| August 22, 2016   | FY 2016-17 Adopted Budget                                | Board of Trustees Meeting | FY 2016-17 Adopted Budget ( <a href="#">III.D.1</a> )                                 |
| February 25, 2016 | A Workshop on Understanding the Budget                   | College Wide Presentation | A Workshop on Understanding the Budget ( <a href="#">III.D.31</a> )                   |

In addition, the vice president for college administrative services provides a college wide presentation on the college budget, its fiscal condition and financial planning in August and

January of each year ([III.D.22](#), [III.D.23](#)). The vice president for college administrative services also provides periodic updates on financial matters to the college committees, councils, and senates, with BDRPC being the primary participatory governance body where fiscal and budget planning matters are discussed ([III.D.24](#)). Lastly, the college president and vice president for college administrative services send periodic college wide emails with information pertaining to state and local budget developments and fiscal analysis ([III.D.25](#)). Information communicated to the campus is sufficient in content and timing to support institutional and financial planning and financial management.

The main source of financial resources for this institution is property tax revenues allocated through the District Revenue Allocation Model, based on state apportionment. Excess revenue above apportionment is allocated to the College or District for one-time purposes, including capital outlay projects pursuant to Board Policy and Administrative Regulation 3110 ([III.D.26](#), [III.D.5](#)). Other sources of financial resources include grants, partnerships, the Irvine Valley College Foundation, and other auxiliary funds. The College has not experienced any cash flow difficulties in the past; moreover, the District is debt-free, and all the liabilities are fully funded. The District has a healthy general fund cash balance that is reported to the board of trustees on a regular basis ([III.D.27](#)). 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. As documented in section III.D.1, Table III.D-1 (College Ending Balances), location-specific fund balances have been sufficient to maintain the financial health of the institution. In addition, as documented in section III.D.1, Table III.D-2 (DRAC 7.5% Contingency Reserves), the District maintains unrestricted general fund reserves of no less than 7.5%, which is higher than the 5% recommended by the state chancellor. Lastly, as documented in the same section, Table III.D-3 (Basic Aid 20% Contingency Reserves), the District maintains a 20% Basic Aid Reserve required by Board Policy and Administrative Regulation 3110. For these reasons, the institution believes it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation.

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 above. There is also a realistic understanding of the availability of those funds. Specifically, the budget for the Associated Student Government (ASG) of Irvine Valley College is presented to the Board of Trustees in an open session ([III.D.28](#)). The ASG of IVC budget presentations are available at the Student Life Office upon request. The Child Development Center and Community Education Fund budgets are posted online ([III.D.1](#)). The Irvine Valley College Foundation fiscal update is presented to the Foundation Board of Governors in an open session and is available at the Foundation Office upon request ([III.D.29](#)).

The District has sufficient insurance to cover its needs. Liability insurance costs are covered as an assessment on college Full Time Equivalent Student (FTES) income through the District Revenue Allocation Model. 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 has implemented and fully funded an irrevocable trust for its Other Post-employment Employee Benefits (OPEB). The OPEB fund balance as of August 2016 was \$95.9 million ([III.D.42](#)).

### **Analysis and Evaluation**

The mission and goals of IVC are the foundation for financial planning, and the College's financial planning is integrated with and supports all institutional planning. Institutional planning at the College reflects realistic assessment of financial resource availability, and development of financial resources, partnerships, and expenditure requirements. The College's financial planning is integrated with and supports all institutional planning through the Comprehensive Budget Development Process. The institution has financial plans that are integrated with the institution's plans. The institution prioritizes strategies supporting the mission statement and the college goals. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

The College meets the standard.

### **Standard III.D.3 Financial Resources**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

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

Irvine Valley College 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. The processes for financial planning and budget are recorded and made known to college constituents through the Comprehensive Budget Development Process ([III.D.3](#)), which contains the budget development timeline. The document is circulated through various means of communication, including posting on the BDRPC SharePoint website ([III.D.2](#)). Lastly, the timeline and summary flowchart of the process can be accessed through the resource request form ([III.D.30](#)).

The district Basic Aid Allocation Recommendation Committee (BAARC) process is described in Administrative Regulation 3110 (Basic Aid Allocation Process [III.D.5](#)).



The various financial planning processes are shared with the campus community at the District Services Understanding the Budget Workshops, held most recently in February 2016 ([III.D.31](#)). Lastly, the BDRPC SharePoint site records all the major budget and planning communication ([III.D.2](#)).

To ensure the inclusiveness of the Comprehensive Budget Development Process, all constituent groups of the College are represented on all strategic planning committees. The IVC and district wide planning and decision-making manuals define the composition of the Strategic Planning Committees ([III.D.32](#)). The composition of strategic planning committees, as described in the planning and decision making manuals, ensures all constituencies are given appropriate opportunities to participate in developing institutional plans and budgets. Strategic planning committee minutes are posted on their individual SharePoint webpages. The minutes record the attendance of the committee members and demonstrate a high participation rate for all constituent groups ([III.D.2](#)).

### **Analysis and Evaluation**

The College clearly defines and follows its guidelines and processes for financial planning and budget development. The composition of strategic planning committees ensures all constituencies are given appropriate opportunities to participate in developing institutional plans and budgets. As discussed in Standard IV.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 on various issues including financial issues. The constituents involved in these processes are faculty, classified staff, administrators, managers, and students. The constituents represent a variety of college areas such as instruction, student services, supportive services, research, technology, facilities, and the student body.

As also discussed in Standard I.B, all academic programs and student services participate in a program review, which feeds into the IVC Comprehensive Budget Development Process and further promotes faculty participation in the financial planning and budget development process. All programs identify program objectives, which are associated with the 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. Similarly, academic and student support programs develop program objectives and planning strategies that are specific, measurable, achievable, realistic, and time related.

The College meets the standard.

### **Standard III.D.4 Financial Resources**

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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

Individuals involved in the Comprehensive Budget Development Process ([III.D.3](#)) receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. The Budget Development and Resource Planning Committee (BDRPC) regularly reviews the College's Five-Year Fiscal Plan, which includes ongoing projections and anticipated changes. BDRPC develops recommendations for the Strategic Planning and Accreditation Council (SPAC) on funding augmentations for one-time and ongoing resource requests ([III.D.18](#)).

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—the president, vice presidents, and executive director of marketing and creative services—are also members of SPAC. The institution establishes funding priorities in order to reasonably achieve its strategic goals. According to the Comprehensive Budget Development Process, proposed planning strategies are submitted to the appropriate Strategic Planning Committee using a resource request form in order to request funding and/or the necessary resources to implement planning strategies. The resource request form requires the author to specify how the funding request supports the college plans, including goals, objectives, or Program or Administrative Unit Reviews. The manager, vice president, and strategic planning committees review and rate resource requests, and SPAC makes recommendations on funding priorities to the president, who makes final funding decisions. During the review and rating process, the funding priorities are established in a manner that helps the institution achieve its mission and goals ([III.D.3](#)).

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 a reasonable fashion. For instance, items focused on student learning are given high priority consistent with the mission of the College. At the summer 2015 SPAC retreat, the IVC Research Office presented data showing a high correlation between resource request rating/funding and student learning ([III.D.17](#)).

#### **Analysis and Evaluation**

Institutional planning at IVC reflects realistic assessment of financial resource availability, development of financial resources, nonresident tuition, faculty rentals, grants, partnerships, and expenditure requirements. The resource request 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 at IVC include Education Code Section 84362 (the 50 Percent Law). To comply with this requirement, “classroom instruction” is

also 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. Other documents used to establish funding priorities include: the Education and Facilities Master Plan, the Technology Master Plan and the Online Education Master Plan, ASG of IVC Goals (for ASG requests), and environmental initiatives (in progress).

The College meets the standard.

### **Standard III.D.5 Financial Resources**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

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

An audit of the District's financial records, including those of Irvine Valley College (IVC), is conducted in the fall of every year ([III.D.32](#)). This audit is conducted by an independent certified accounting firm in accordance with California Education Code Section 8848, as well as in accordance with generally accepted auditing principles, and is designed to obtain reasonable assurance that the financial statements are free of material misstatement. This process includes examination and testing of supporting documentation as well as an examination of internal controls, which provides feedback on processes that require improvement or adjustments. The audit assesses the accounting principles used and management's estimates to provide reasonable assurance that material misstatements that could affect the financial statements as a whole are detected. 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 effective financial management is reflected in the limited number of audit findings. Budget and audit documents are posted to the District Business Services website.

The district audit reports and findings are reported to the board of trustees in November of each year ([III.D.33](#)). The audit firm representatives share the report and highlight material weaknesses, if any. The District has audit committees for the District and foundation audits, and several board members serve on those committees. The auditors share more detailed information during these meetings.

The College disseminates information about budget, fiscal conditions, financial planning, and audit results that is sufficient in content and timing to support institutional and financial planning and financial management, thus supporting its credibility with the College's constituents. The District's tentative and final budgets are approved at the June and August meetings of the Board of Trustees each year ([III.D.34](#)). The vice president for college

administrative services also provides periodic updates on financial matters to the college committees, councils and senates, with BDRPC being the primary participatory governance body where fiscal and budget planning matters are discussed ([III.D.35](#)).

The College reviews the effectiveness of its past fiscal planning as part of its planning for current and future fiscal needs. The primary method of assessment of the effectiveness of past fiscal planning is a special survey concerning resource request planning administered annually by the College's Research and Planning Office. BDRPC and SPAC review the survey results and make necessary improvements to the fiscal planning process ([III.D.16](#)).

### **Analysis and Evaluation**

IVC assures the financial integrity of the College and responsible use of its financial resources. The directors or administrators of each department or project are responsible for managing their respective budgets. Expenditure reports are provided by the fiscal office on a quarterly basis, or as needed, to assist these individuals with budget management. Any expenditure above budget is corrected within the department or by the appropriate vice president or the president. At the end of each year, the fiscal office conducts a comprehensive review of actual revenues/expenditures to strengthen fiscal management and correct any possible errors. This comprehensive review is shared with the management, and outcomes are incorporated into the next year's budget.

Documents containing the institution's financial information demonstrate that resources are allocated in an honorable fashion. The audit statements indicate sound financial management and timely corrections to audit exceptions. 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.

The College meets the standard.

### **Standard III.D.6 Financial Resources**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

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

Funds are allocated, as previously demonstrated in the college budget, in a manner that will realistically achieve the institution's stated goals for student learning. The College realizes the importance of allocating resources responsibly in support of student learning, and

research data reflect that resources are allocated responsibly ([III.D.15](#)).

In addition, the 50 Percent Law ensures the College, as a part of the District, spends a minimum amount of its unrestricted general fund on classroom instructional salaries. The District is in compliance with the 50 Percent Law, and the calculation for 2015-16 was 53.32 percent ([III.D.36](#)). Lastly, the District is in compliance with the Full-time Faculty Obligation (FON), which requires that the College employs a minimum number of full-time faculty as required by the state chancellor's office ([III.D.37](#), [III.D.61](#)).

### **Analysis and Evaluation**

The institution's financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. The institutional budget is an accurate reflection of institutional spending and has credibility with constituents. Salaries and benefits comprise 88-90% of the College's budget and the highest level of accuracy is assured since the budget information for personnel comes directly from the Human Capital Management (HCM) section of Workday, the HR/finance software program the District uses. Operating expenses and equipment budgets are also accurate since they are developed through departmental meetings in the spring of each year. The \$1-million contingency reserve and any other uncommitted funds are discussed and shared with the participatory governance groups during BDRPC meetings ([III.D.20](#)).

BDRPC receives periodic reports showing monthly expenditures by all object codes compared to the annual budget ([III.D.38](#)), which ensures the credibility of budget information with constituents. Lastly, funding decisions are posted to the BDRPC page and circulated widely throughout the College to assure a high degree of transparency and understanding of funding decisions ([III.D.39](#)).

As evidenced above, financial documents are shared with the college community on a regular basis and in a transparent manner to ultimately promote the College's goals for student learning.

The College meets the standard.

### **Standard III.D.7 Financial Resources**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

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

As discussed previously, the institution has an annual external audit to provide feedback on its processes in accordance with California Education Code Section 8848 ([III.D.40](#)).

Information about the College's budget, fiscal conditions, financial planning, and audit results are provided throughout the College. The District's tentative and adopted budgets are approved at the June and August Board of Trustees meetings each year ([III.D.34](#), [III.D.41](#)).

The District audit reports and findings are reported to the board in November of each year ([III.D.33](#)). Any adjustments in financial management stemming from audit findings will be formally incorporated starting in November of each year when the audit reports are presented to the board; however, any major findings would be addressed prior to that timeline to ensure the institution's sound financial management is maintained.

### Analysis and Evaluation

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. The past six audits have resulted in a total of three findings for Irvine Valley College: two in 2011-2012 and one in 2010-2011. Each of the findings was corrected before the next audit. These results are summarized below:

Table III.D-4: SOCCCD Financial Audits

| Fiscal Year | Finding                                                                                               | Reference                                                            |
|-------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 2014-2015   | None                                                                                                  | SOCCCD 2014-2015 Financial Audit Report ( <a href="#">III.D.42</a> ) |
| 2013-2014   | None                                                                                                  | SOCCCD 2013-2014 Financial Audit Report ( <a href="#">III.D.43</a> ) |
| 2012-2013   | None                                                                                                  | SOCCCD 2012-2013 Financial Audit Report ( <a href="#">III.D.44</a> ) |
| 2011-2012   | Student Financial Assistance Cluster (Corrected)<br>EOPS/CARE advisory committee meetings (Corrected) | SOCCCD 2011-2012 Financial Audit Report ( <a href="#">III.D.45</a> ) |
| 2010-2011   | Lack of evidence for tracking TBA hour student participation (Corrected)                              | SOCCCD 2010-2011 Financial Audit Report ( <a href="#">III.D.46</a> ) |

The College meets the standard.

### **Standard III.D.8 Financial Resources**

*The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

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

As documented in section III.D.7, external auditors and/or funding agencies audit and review the College's funds, including special funds, regularly. Each year, the District is audited by an independent CPA firm (currently Christy White and Associates). 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 those programs. The audits demonstrate the integrity of the College's financial management practices, as reflected in the limited number of audit findings ([III.D.32](#)).

Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. Restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities. The director or administrator of each department/project is responsible for managing their budgets and compliance with the rules and regulations of any specific funding source. The District does not have any funding from bonds.

The annual financial audit includes a review of the entire financial operations, including internal controls, compliance with laws and regulations, and the accuracy of the financial systems. As noted in Table III.D-4 (SOCCCD Financial Audits), any findings issued are corrected in a timely manner to maintain the highest level of security and efficiency.

#### **Analysis and Evaluation**

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. The College and the District conducted several Business Process Analyses (BPAs) for the District's financial processes. Many of the outcomes of the recommendations were implemented in the new HR/Finance system, thereby improving business practices and internal controls of the District ([III.D.47](#)).

The College meets the standard.



### **Standard III.D.9 Financial Resources**

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences.*

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

Irvine Valley College aims to maintain sufficient reserves to address economic uncertainties. As documented in section III.D.1, IVC has consistently realized significant unrestricted general fund balances in the last several years. In addition, the District is in compliance with Board Policy 3100 (Budget Preparation [III.D.48](#)), 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. Furthermore, a 20% Basic Aid Reserve is required pursuant to Section 4.C (Contingency) of Administrative Regulation 3110 (Basic Aid Allocation Process [III.D.5](#)). Lastly, the capital outlay/Basic Aid Fund of the District has a substantial amount of cash balance committed to specific future capital projects, which may be temporarily transferred to another fund for the payment of obligations, including for emergencies, in accordance with the state budget and accounting manual ([III.D.49](#)).

#### **Analysis and Evaluation**

Overall, then, 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 ([III.D.62](#)). The institution believes it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation. Moreover, the institution believes that the cash receipt schedule does not pose any cash flow difficulties for the College.

The College meets the standard.

### **Standard III.D.10 Financial Resources**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

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

The College develops its budgets based on funding sources available for operation. The unrestricted general fund is allocated for the main operations of the College based on the District 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 or project is responsible for managing their budgets. Expenditure reports are

generated by the department or provided by the Fiscal Office on a regular basis or as needed to assist with budget management. Any expenditure above budget is corrected within the department or by the appropriate vice president or the president. At the end of each year, the Fiscal Office conducts a comprehensive review of actual revenues/expenditures to strengthen fiscal management and correct any possible errors. The review is shared with management and outcomes are incorporated into the next year's budget ([III.D.50](#)).

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 those programs ([III.D.63](#)).

Demonstrating compliance with Federal Title IV regulations and requirements, the financial aid grants and operations are audited at least on an annual basis as part of district, state, federal or Veterans 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 ([III.D.51](#)).

Institutional grants are administered by the Office of Grants and Contracts within the Office of Academic Programs and Economic and Workforce Development. The state and federal granting agencies conduct periodic and ad hoc audits to ensure the funds are spent in compliance with the rules and regulations governing the grant ([III.D.52](#)).

### **Analysis and Evaluation**

The College exercises effective oversight of finances and provides effective fiscal management of its auxiliary programs. The College uses results of these evaluations as the basis for improvement. As noted in Table III.D-4 (SOCCCD Financial Audits), any audit findings issued are corrected in a timely manner to maintain the highest level of security and efficiency.

The College meets the standard.

### **Standard III.D.11 Financial Resources**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

## Evidence of Meeting the Standard

The institution has evidence of long-term fiscal planning and priorities. Specifically, the institution's Five-Year Budget Model is reviewed by the BDRPC on a regular basis ([III.D.20](#)). The Five-Year Budget Model 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. According to the IVC Comprehensive Budget Development Process ([III.D.3](#)), by the end of May, June, and as necessary, BDRPC develops and updates revenue expenditure projections for the following fiscal year and for a longer planning horizon to identify ongoing and one-time sources of funds that have not been committed and any restrictions on those funds. SPAC reviews any unfunded resource requests and updates funding recommendations to the president.

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 Budget Development Guidelines ([III.D.1](#)), published annually as part of the District's final budget. Guideline #5 disallows deficit financing, defined as a budget in which projected expenditure exceeds projected revenue for the year. Furthermore, the institution remains committed to directing ongoing revenues to cover ongoing expenditures only, while committing one-time revenues to one-time expenditures. Unrestricted general fund revenues are identified through the District Revenue Allocation Model and primarily include 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 College does not have any long-term debt instruments.

Health benefit costs are included in the College's Five-Year Budget Model and are continually monitored by BDRPC as a part of the annual budget planning process. The state provided base allocation adjustments in 2015-16 and 2016-17 in order to accommodate the rising health benefit costs along with pension costs for community colleges.

Liability insurance costs are covered as an assessment on college Full Time Equivalent Student (FTES) income through the District Revenue Allocation Model (DRAC) ([III.D.53](#)).

Building maintenance costs have been covered through a combination of state and local scheduled maintenance funds. The College conducted a comprehensive Facility Condition Assessment in May 2016 ([III.D.54](#)) as a part of a district wide 20-year projection of facility needs including projected cost and revenue. This information is used in short-term and annual budget and other fiscal planning.

## Analysis and Evaluation

The College's financial resources provide a reasonable expectation of both short-term and long-term financial solvency. The institution allocates resources to address long-term obligations. Currently, there are no long-term debts in the entire district. Resources are directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations, and the OPEB liability has been fully funded through a trust fund. According to the most recent SOCCCD Actuarial Valuation of Retiree Health Program Report the trust is adequately funded to meet future obligations. The actuarial plan to determine OPEB liability is current and prepared by appropriate accounting standards, as required ([III.D.55](#)).

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.

The College meets the standard.

## Standard III.D.12 Financial Resources

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

## Evidence of Meeting the Standard

As documented in section III.D.11, currently there are no long-term debts in the entire District. Resources are directed to actuarially developed plans for OPEB obligations and the OPEB liability has been fully funded through a trust fund ([III.D.55](#)).

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations for compensated absences and other employee-related obligations. Liabilities related to employee-compensated absences are handled as part of the college budget. In areas with a higher rate of absences and/or required coverage for services, such as Maintenance and Operations and Campus Police, a baseline budget is provided to cover substitute expenditures during such absences. STRS and PERS rates are anticipated to increase significantly over the next five years. STRS rate increases have already been set by the legislature; PERS rates are set each year by the PERS Board. For FY 2016-2017, the increased cost over the prior year is estimated at \$2.8 million. This amount will grow an additional \$9 million by FY 2020-2021. The board has approved participation in a Pension Stabilization Fund to offset these increased costs. An initial deposit of \$14.5M was made in FY 2015-2016 with an additional \$12.6M budgeted from basic aid funds for FY 2016-2017 ([III.D.1](#)).

## Analysis and Evaluation

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

The College meets the standard.

### Standard III.D.13 Financial Resources

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

As documented in sections III.D.11 and III.D.12, the College does not have any locally incurred debt instruments.

### Standard III.D.14 Financial Resources

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

## Evidence of Meeting the Standard

The College develops its budget based on funding sources available for operations. The unrestricted general funds are allocated for the main operations of the College based on the District 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 or project is responsible for managing their budgets. Any expenditure above budget is corrected within the department or by the appropriate vice president or the president. At the end of the each year, a comprehensive review of actual revenues/expenses is conducted by the Fiscal Services Department to strengthen fiscal management, and correct any possible errors. The review is shared with management, and the outcomes are incorporated in the next year's budget ([III.D.50](#)).

Each expenditure is reviewed online by the corresponding manager, including all auxiliary operations and grants to ensure the expense is used for its intended purpose. The expenditure is also reviewed by management at the District to ensure it is being used for the intended purpose ([III.D.56](#)).

## Analysis and Evaluation

The College does not have any debt repayment obligations. The subject of short-term and long-term financial liabilities and future obligations is covered in more detail in sections III.D.11 and III.D.12.

The College meets the standard.

## Standard III.D.15 Financial Resources

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

### Evidence of Meeting the Standard

The Department of Education has now gone to a 3-year Cohort Default Rates (CDR) calculation, with 2012 being the most recent cohort. The Official 3-year CDR for the three most recent years at IVC are as follows:

| <u>Year</u>   | <u>Rate</u> |
|---------------|-------------|
| 2012 Official | 8.9%        |
| 2011 Official | 14.7%       |
| 2010 Official | 14.6%       |

The default rate at IVC is within the federal guidelines and is considered adequate for a community college based upon the demographics of the College's student population. Anything less than 10 percent removes additional restrictions placed by the Department of Education on schools when disbursing student loan funds. New business practices are underway to develop a plan to reduce the default rate should it ever exceed the federal guidelines.

Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The Financial Aid Office continually monitors the default activity, working with the skip trace reports from servicers, and speaking with other schools on best practices, including reaching out to delinquent borrowers by developing a communication plan to keep the default rate below 10 percent. Beginning spring 2016, the Financial Aid Office began participation with the U.S. Department of Education in Experimental Site #6 - Limit Direct Unsubsidized Loan Over-borrowing. As a result, the College only offers Direct Unsubsidized Loans to students who have completed 24 units of college level coursework and have a "satisfactory" academic progress status as students in these populations have the highest risk of defaulting on student loans. 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 ([III.D.51](#)).

### **Analysis and Evaluation**

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The College meets the standard.

### **Standard III.D.16 Financial Resources**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

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

The institution has several types of contracts with various external entities, such as independent contractor agreements, service maintenance agreements, construction contracts, software agreements, and memorandums of understanding. All contracts support the mission of the College by supporting the activities under the appropriate school or department. All contracts are approved by the college president, or designee, and the vice chancellor of business services 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 to maintain the integrity of the institution. 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 Budget Development and Resource Planning Committee and the Strategic Planning and Accreditation Council. Lastly, the Bookstore Task Force and the Cafeteria Task Force are charged to oversee the contract negotiations with the bookstore and cafeteria, respectively ([III.D.63](#), [II.D.64](#)).

The contracts signed by the District have an early termination clause for situations when work performed does not meet the expectations of the institution. They also have an indemnification clause and liability and other insurance requirements aimed at minimizing risk for the District ([III.D.57](#)). To guide the College in the contract process and requirements, the District has a comprehensive website with agreement templates and helpful tips ([III.D.58](#)).



External contracts that are related to federal funding or programs are managed in a manner to ensure that federal guidelines are met ([III.D.59](#), [III.D.60](#)).

### **Analysis and Evaluation**

The College's contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. The institution has reliable internal controls in place pertaining to contract negotiations, and there are strong connections between the contract operations and the College's mission.



IRVINE VALLEY  
COLLEGE

## STANDARD IV



STANDARD IV

THE PATH TO YOUR FUTURE

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### **Introduction**

Irvine Valley College (IVC) 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. To create an environment for empowerment, innovation, and institutional excellence, the college leadership encourages faculty, staff, administrators, and students to participate fully in the decision-making process. Stakeholders have a variety of avenues for participating in discussions about strategic planning, budget development, resource allocation, student learning, student support programs, and institutional effectiveness. Through the use of formal and informal structures, the college and district leadership encourages broad participation in planning and decision-making processes to increase institutional effectiveness.

IVC and the South Orange County Community College District (SOCCCD) have undertaken significant efforts to address the 2010 ACCJC recommendations required for reaffirmation of accreditation. As outlined in the 2013 Irvine Valley College Midterm Report ([IV.A.1](#)), the College and district are proud of these improvement efforts and continue to meet all accreditation standards. Ten of the 12 2010 ACCJC recommendations were related to Standard IV (Leadership and Governance) and are addressed throughout. For example, two recommendations from 2010 that pertain to the ability of administrators, faculty, staff, and students to work together for the good of the institution are:

- College Recommendation 4: *In order to improve, the team recommends that the College enhance communication among constituencies, especially those with supervisorial/subordinate roles, regarding established procedures and decision-making practices in a collegial manner.*
- College Recommendation 6: *Although the College and its constituent groups have achieved a collegial working relationship with the current president to address issues*

*with a new optimism, the College does not have this same type of relationship with the district leadership and the Board of Trustees. While some progress has been made and policies have been developed, the team feels that Recommendations 7 and 8 (Standards IV.A.1, 2, 3, 5) of the 2004 visiting team Accreditation Team have not been fully met.*

As part of the ongoing process for improvement, IVC and SOCCCD as a whole have adopted strategic planning goals that address “respectful interactions and collaboration.” (IV.A.2) (IV.A.3), convened a Task Force on Barriers (IV.A.4) and facilitated Higher Understanding Gathering Sessions (HUGS) (IV.A.5) (discussed in Standard IV.D.2), and have included questions specific to the above recommendations in the institution’s bi-annual employee surveys as one of several means of evaluating this progress. Consequently, the pertinent facts from the most recent employee surveys are important considerations. For the 2015 Irvine Valley College Employee Survey (IV.A.6), 314 respondents’ responses are summarized below in Table IV.1. For the 2014 District Wide Climate Survey (IV.A.7), 781 respondents’ responses are summarized in Table IV.2. Due to the varied wording of Likert-Scale prompts, non-negative responses are presented in Table IV.1 and Table IV.2 for quick analysis. More complete analysis can be completed by reviewing the entire survey results (IV.A.6, IV.A.7).

Table IV.1: Excerpts and Summary of IVC Employee Survey Results 2015

| Statement / Question                                                                         | Percentage Non-Negative Responses |
|----------------------------------------------------------------------------------------------|-----------------------------------|
| Assessment of the working relationship between IVC and District Services.                    | 89                                |
| Assessment of working relationship between IVC and Saddleback.                               | 87                                |
| The district provides effective leadership that supports the college's mission.              | 72                                |
| The administration at the district is generally respected by employees.                      | 73                                |
| The administration at IVC provides effective leadership that supports the college's mission. | 78                                |
| District administrators and managers usually make decisions that are fair.                   | 73                                |
| I have the opportunity to participate meaningfully in shared governance at IVC.              | 86                                |
| I am informed about budget decisions that affect my work area.                               | 58                                |
| I regularly receive the information I need to help me fulfill my job responsibilities.       | 79                                |

| Statement / Question                                                                                                                      | Percentage Non-Negative Responses |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| I am content with the amount of information I receive on the major issues being addressed by my participatory governance representatives. | 84                                |
| I am content with the amount of information I receive on the major issues being addressed by the college president.                       | 78                                |
| The college president communicates regularly with all constituencies.                                                                     | 77                                |
| Staff and faculty members are kept informed about support services available for students.                                                | 82                                |
| I am content with the amount of information I receive on the major issues being addressed by the chancellor.                              | 68                                |
| The District Chancellor communicates regularly with all constituencies.                                                                   | 69                                |

Table IV.2: Excerpts and Summary of the SOCCCD District Wide Employee Survey Results 2014

| Statement / Question                                                                                                | Percentage Non-Negative Responses |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Overall, how would you assess the working relationship between Irvine Valley College and District Services?         | 90                                |
| Overall, how would you assess the working relationship between Irvine Valley College and Saddleback College?        | 81                                |
| Administrators throughout the district provide effective leadership that supports the district's mission.           | 71                                |
| Administrators throughout the district provide effective leadership that supports the district wide Strategic Plan. | 76                                |
| Administrators throughout the district follow established policies, procedures, and protocols.                      | 71                                |
| Administrators throughout the district understand the roles of the colleges and District Services.                  | 70                                |
| Administrators throughout the district encourage civility and respectful behavior.                                  | 73                                |
| Administrators throughout the district encourage collaboration.                                                     | 68                                |
| Administrators throughout the district encourage respectful interaction.                                            | 72                                |
| I have the opportunity to participate meaningfully in decisions at work.                                            | 67                                |

| Statement / Question                                                                                                | Percentage Non-Negative Responses |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| I regularly receive information on the major issues being addressed by the college presidents.                      | 68                                |
| I regularly receive information on the major issues being addressed by my participatory governance representatives. | 78                                |
| I regularly receive information on the major issues being addressed by the chancellor.                              | 69                                |
| I am aware of the district wide integrated strategic planning process.                                              | 69                                |

Students, faculty members, classified staff, managers, and administrators are encouraged to take initiative in improving the practices, programs, and services within the institution. In order to ensure all members of the college community have the opportunity to participate effectively, the College developed and adopted (in 2008) the *Irvine Valley College Planning and Decision-Making Manual* (IVC-PDM) ([IV.A.8](#)). The IVC-PDM clearly delineates the role and scope of authority of all college councils, committees, and task forces, and the roles of each participatory governance constituent group in order to provide sufficient information for members of the College to participate effectively. Processes by which the College participates in district wide decisions are described in the *SOCCCD District Wide Planning and Decision-Making Manual* (SOCCCD-PDM) ([IV.A.9](#)), which will be discussed in detail in sections addressing Standards IV-C and IV-D. The SOCCCD-PDM also describes the relationship between college constituent groups, the District councils and committees, and the process by which college leadership interacts with the Board of Trustees.

## Standard IV.A: Decision-Making Role and Processes

### **Standard IV.A.1 Decision-Making Role and Processes**

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.*

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

Irvine Valley College (IVC) and the South Orange County Community College District (SOCCCD) support the rights of faculty, staff, students, managers, and administrators to



participate effectively in district and college governance processes in accordance with Education Code §70902(b)(7). Additionally, IVC has adopted a governance structure and policies that encourage leadership at all levels of the institution and promotes the sharing of ideas and suggestions for improving institutional effectiveness in student performance and outcomes, fiscal stability, academic quality, and federal and state compliance. The Irvine Valley College Planning and Decision-Making Manual (IVC-PDM) ([IV.A.8](#)), and the Participatory Governance Decision-Making Flowchart ([IV.A.10](#)) outline IVC's formal committee structure. This committee structure was developed to create an environment for empowerment, innovation, and institutional excellence.

The College adopted the IVC-PDM in 2008 in order to provide opportunities for effective participation in institutional planning by all members of the college community to ensure individuals would be able to contribute ideas for institutional improvement. The College also adopted a consensus decision-making philosophy (described in the IVC-PDM), discussed during its regular review. 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. Additionally, IVC overhauled its committee structure to include task forces and work groups to permit members of all constituent groups, including students, to participate either in smaller groups with more focused charges or in a larger committee that intentionally represented the breadth of the campus community.

The commitment to promote student, faculty, staff, and administrator input in planning and decision-making can be illustrated with the following example. In 2013 the director of fiscal services predicted the possibility of a budget shortfall by 2015. In response, the budget committee recommended that the Budget Solutions Recommendations (BSR) Work Group be established to investigate the budget in detail and make suggestions to address the impending deficit. BSR examined several department budgets and the budget continuity process in detail to gain a better understanding of the extent to which department budgets were “rolled over,” as well as the extent to which they were annually re-evaluated. IVC also placed a link on Inside IVC ([IV.A.11](#)), available to all employees, for suggestions and comments regarding the budget and college priorities. While the participatory governance committees and councils continued to look at budgetary issues in their formal meetings within their purview, the BSR site gleaned a large number of suggestions. Moreover, the BSR has now been incorporated into the Budget Development and Resource Planning Committee (BDRPC) as a work group that can be convened as needed, and its Inside IVC page ([IV.A.11](#)) persists with a link—“Add a Suggestion”—perpetually available to the campus community, allowing members to participate directly, as well as through their governance committee representatives. Thus, the college staff were made aware of the global budgetary concerns, broad discussion ensued, and suggestions were fielded and used from all interested members of the campus to solve the problem.



Of particular note are the College's efforts to promote innovation at all levels of the organization through professional development. In the IVC Strategic Plan ([IV.A.12](#)), two of the college goals involve professional development; the same is true in the SOCCCD Strategic Plan ([IV.A.13](#)). One of these goals focuses on professional development to improve student learning and student success; the other involves encouraging employees of all titles and positions to undertake professional development to improve their work productivity or to move to another position to which they aspire. The institutional benefit of professional development activities aimed at improving student learning and student success is readily apparent. Promoting employee satisfaction with their work by making them more successful at what they are currently doing, and by encouraging them to move into more congenial work situations, contributes to improving work products and the institutional climate.

Similarly, several categorical and grant programs, such as Student Equity, SSSP, BSI, Perkins, and AANAPISI, support directed relevant professional development for faculty members, administrators, and staff. In each of these cases, members of the faculty, administration, and staff who participate in these activities, conferences, workshops, and events are better able to participate actively and assume leadership roles in these areas.

### **Analysis and Evaluation**

The governance structure and culture in the District and at IVC endorse individual involvement and responsibility for promoting best practices that enhance programs and services regardless of the individual's title, constituent group, or level in the organization. Constituent members are encouraged to voice concerns, share ideas, and communicate freely about college and district programs and services.

The College committee structure is one facet of the effort to encourage and support involvement of all employees and students to develop and explore their ideas for improving the College as a whole, or specific aspects of the institution. The extensive systematic participatory committee structure described in the IVC-PDM institutionalizes this approach. Interested members of the staff, administration, faculty, and the student body can choose to become involved in task forces or work groups with highly focused charges, or in strategic planning committees or councils that make recommendations for policy or decisions with significant institution wide implications, including prioritizing allocations of resources for personnel, equipment, facilities, technology, student success initiatives, and academic and enrollment planning. In this environment, students, faculty, staff, managers, and administrators openly share ideas through their committee and task force representatives, and the formal and informal participatory governance and review structures provide a framework for innovation.

The College meets the standard.

## Standard IV.A.2 Decision-Making Role and Processes

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### Evidence of Meeting the Standard

The College relies on board policies, administrative regulations, and college governance procedures to establish the rights of faculty, staff, administrators, and students to participate effectively in the governance and resource allocation processes. Board Policy 2001 (Administrative Organization [IV.A.14](#)) outlines the college president's responsibilities for the development of college governance committees.

In accordance with Title 5, §53200(c), Board Policy 2100.1 (Delegation of Authority to the Academic Senate [IV.A.15](#)) asserts that the "district and college governance structures, as related to faculty roles" are academic and professional matters requiring collegial consultation between the college president and the Academic Senate. Board Policy 2100.2 (Role and Scope of Authority of the Academic Senates [IV.A.16](#)) espouses that faculty have not only the right to participate and express opinions at the college and district level but the guarantee that their opinions will be given every reasonable consideration. Additionally, Board Policy 6100 (Curriculum [IV.A.17](#)) establishes that the Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum and academic standards.

In accordance with the Higher Education Employment Relations Act (HEERA), the District recognizes the Faculty Association as the exclusive representative of full-time and part-time faculty of the District for the purposes of meeting and negotiating. In doing so the District complies with Chapter 10 of the Meyers-Milias-Brown Act, which promotes full communication between public employers and their employees by providing a reasonable method of resolving disputes regarding wages, hours, and other terms and conditions of employment between public employers and public employee organizations.

Assembly Bill (AB) 1725 directs the Board of Trustees to provide an opportunity for classified staff input on all matters that affect staff. There are four organizations within the South Orange County Community College District that assume this role: the Saddleback College Classified Senate, the Irvine Valley College Classified Senate, the California School Employees Association (CSEA), and the Police Officers Association (POA). The CSEA and the POA are the exclusive collective bargaining representatives for the groups they represent.

All nonexempt classified employees, other than police officers, are represented by the CSEA. The CSEA has the right to appoint the first representative to any committee and the college Classified Senate has the right to appoint the second. As a practical matter, most governance committees offer seats to each exclusive representative and a representative from each Classified Senate.

Board Policy 4056 (Classified Employees Participation in Decision Making [IV.A.18](#)) and Title 5, §51023.5, define the right of classified staff to participate effectively in college governance through the Classified Senate. Accordingly, the Classified Senate is included in the joint formulation and development of district and college policies and procedures that significantly affect the classified staff and the opinions and recommendations of the Classified Senates of the District are given every reasonable consideration.

Title 5, Section 51023.7, Calif. Ed. Code, Section 70902[b][7]), and Board Policy 5627 (Student Participation in Governance [IV.A.19](#)) authorize student participation in the decision-making processes that significantly affect them and recognize the Associated Student Government at each college in the District. Board Policy 5240 (Associated Students' Organization [IV.A.20](#)) established the Associated Students as the official voice for the students in the college consultation process. Consequently, the Associated Students of Irvine Valley College (ASIVC) play an integral role in student clubs and activities as well as college governance.

To ensure administrators have a substantive and clearly defined role in institutional governance and exercise a substantial role in institutional policies, planning, and budget, the *IVC Planning and Decision-Making Manual* (IVC-PDM) ([IV.A.8](#)) clearly delineates the role and scope of authority of the Administrative Councils. The administrative structure consists of the Strategic Planning and Accreditation Council, the President's Executive Council, the Vice President for Instruction's Council, the Instructional Council, and the Student Services Council. The charge of each council, membership, and reporting responsibilities are defined in the manual and outlined in Standard IV.A.3.

The processes for college and district strategic planning and decision-making are described fully in the IVC-PDM ([IV.A.8](#)), the *SOCCCD District Wide Planning and Decision Making Manual* (SOCCCD-PDM) ([IV.A.9](#)), and on the SOCCCD SharePoint site, where the district wide committees' membership and charges are published. District wide planning and decision making is discussed in detail in the narrative for Standard IV.C. The interface between district wide and college committees and representation on these committees has two main components: District wide committees have representatives from the two colleges and district services, and college representatives report back to relevant college groups where matters of concern are discussed. College representatives, thus, are clear about the consensus perspective of the groups they represent when they meet in district wide committees. District committees' membership usually balances representation from the two colleges and district

services and among the constituent governance groups—faculty, classified staff, administrators and managers, senates and bargaining units, and students—so that all voices may be heard with clearly defined roles.

### **Analysis and Evaluation**

Student learning is the focus of the governance and decision making processes. Individuals are encouraged to bring ideas for improvement through their representatives on the committees, task forces, work groups, and administrative councils, through the agreed upon decision-making processes. College leadership has worked with the Board of Trustees to increase the ability of faculty to serve in key leadership roles by increasing the amount of reassigned time and/or stipends available to faculty. Managers and administrators are encouraged to make accommodations so classified staff may attend meetings and represent their constituents, and ASIVC draws upon their membership to find student representatives to attend regularly scheduled governance meetings.

Within IVC, the nature of participatory governance in planning and decision-making is substantiated by the revisions of the IVC-PDM that established faculty co-chairs for each of the strategic planning committees (SPCs) and the Strategic Planning and Accreditation Council (SPAC) ([IV.A.8](#)). The inclusion of faculty co-chairs for participatory governance committees reflects the college wide appreciation for the role and responsibilities of the faculty in planning and decision making. In the same spirit, most of the task forces and work groups also sport faculty and administration co-chairs. Furthermore, the number of faculty members as well as their proportion on college task forces, committees, and SPAC have increased gradually for several years, following the specific intention in the last major IVC-PDM revision.

IVC committees have student members, either voting or non-voting, as deemed appropriate in each instance. For example, students are invited to attend and speak at Academic Senate meetings but do not have a voting role in this organization that specifically represents the professional interests of the IVC faculty. On the other hand, student members of college committees have the same voting privileges as any other member, though it should be emphasized that virtually all decisions in these committees are accomplished through consensus, rather than voting. College committees have seen a remarkable and welcome increase in attendance and participation by student representatives during the past two years.

The College meets the standard.

### **Standard IV.A.3 Decision-Making Role and Processes**

*Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

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

In accordance with Title 5, California Code of Regulations §53023, SOCCCD enacted board policies 2100.1 (Delegation of Authority to the Academic Senate [IV.A.14](#)), 2100.2 (Role and Scope of Authority of the Academic Senates [IV.A.16](#)), 6100 (Curriculum [IV.A.17](#)), 4056 (Classified Employees Participation in Decision Making [IV.A.18](#)), and 5627 (Student Participation in Governance [IV.A.19](#)), which provide clear delineation of roles so committee compositions, bylaws, and negotiated collective bargaining agreements all reflect the rights and responsibilities of faculty, staff, students, managers, and administrators to engage in college and district governance processes. Included in their responsibilities, department chairs, managers, and administrators have regular unit meetings to provide opportunities to exchange ideas for program change and improvements.

IVC reorganized its committee structure in 2008 under the auspices of a group convened by the college president that included the president of the Board of Trustees, the SOCCCD deputy chancellor, and many IVC employees, including the vice presidents, the president of the Academic Senate, and a wide diversity of members of the faculty, classified staff, administration, and classified managers. The inclusion of the deputy chancellor and board president ensured that all of the work was familiar and acceptable at the district level and that they witnessed the inclusive nature of the process. This process constituted a change in the relationships among groups on campus and with the Chancellor's Office and the board. Since that time, the trust and ability to engage in fruitful and open dialogue has grown for the past several years to attain a sustainable relationship among constituent groups at the College and throughout the District.

Since 2008, *The Irvine Valley College Planning and Decision-Making Manual* (IVC-PDM) ([IV.A.8](#)) has been the primary document that specifies the systematic processes by which individuals, representatives of constituent groups, and members of the administration work together to make decisions that support student learning programs and services, and institutional effectiveness. The charge, membership, role and scope of authority of Strategic Planning Councils, committees, task forces, Academic Senate, Classified Senate, employee bargaining units, and students are clearly delineated in the manual to ensure all members of the college community have the opportunity for effective participation in planning and decision-making processes.

In an effort to clarify and reduce redundancy in the committee structure, IVC uses the terms “council” or “committee” when referring to strategic planning committees, and “task force” and “work group” for other participatory groups. Membership in all of these, with the exception of work groups, is delineated in the IVC-PDM and can be changed only by agreement of the Academic Senate and Strategic Planning and Accreditation Council (SPAC), with final approval by the president. Membership on college committees and task forces includes representatives of the student body appointed by the ASIVC; faculty representatives appointed by the Academic Senate and in some instances the bargaining unit, the Faculty Association (FA); classified staff appointed by the bargaining unit, the California School Employees Association (CSEA), and the Classified Senate; classified managers and administrators appointed by the appropriate vice president. Work groups can be called together for a specific function and have more variable membership; no college wide approbation is required for these units, which are usually temporary although a few persistent work groups are exceptions and are described in the IVC-PDM. They remain designated as work groups in order to permit more flexibility in their membership and schedule.

In 2008 IVC established a revamped College Council that funneled recommendations from five strategic planning committees (SPCs) to the president and the President’s Executive Council for final decisions. Most of the other committees and task forces reported to one or more of the SPCs. The intention behind this organization was that this structure would permit members of all constituent groups, including students, to participate either in smaller groups with more focused charges, which were not necessarily completely representative, or in larger SPCs that intentionally represented the breadth of the campus community for a more integrated discussion of the issues in the context of the strategic plan. During the 2011-2012 academic year, the SPC for Institutional Effectiveness undertook a significant revision of the IVC-PDM ([IV.A.8](#)), including combining two of the SPCs and moving strategic planning from the budget committee (hitherto Strategic Planning Oversight and Budget Development Committee) to what had been called College Council, thus forming the Strategic Planning and Accreditation Council (SPAC). Membership in the SPCs and SPAC of non-administrators, especially faculty members, was increased.

The organization’s discussions and decision-making philosophy, which are part of annual committee reviews, keep the campus community aware of the intentionality of the institution’s committee structure and consensus-oriented, decision-making process. All interested members of the college community are encouraged to participate in the conversation. The “safe harbor” and consensus model is discussed often, keeping both in the public view.

The four SPCs are the:

- Academic Planning and Technology Committee (APTC)
- Institutional Effectiveness Committee (IEC)
- Budget Development and Resource Planning Committee (BDRPC)

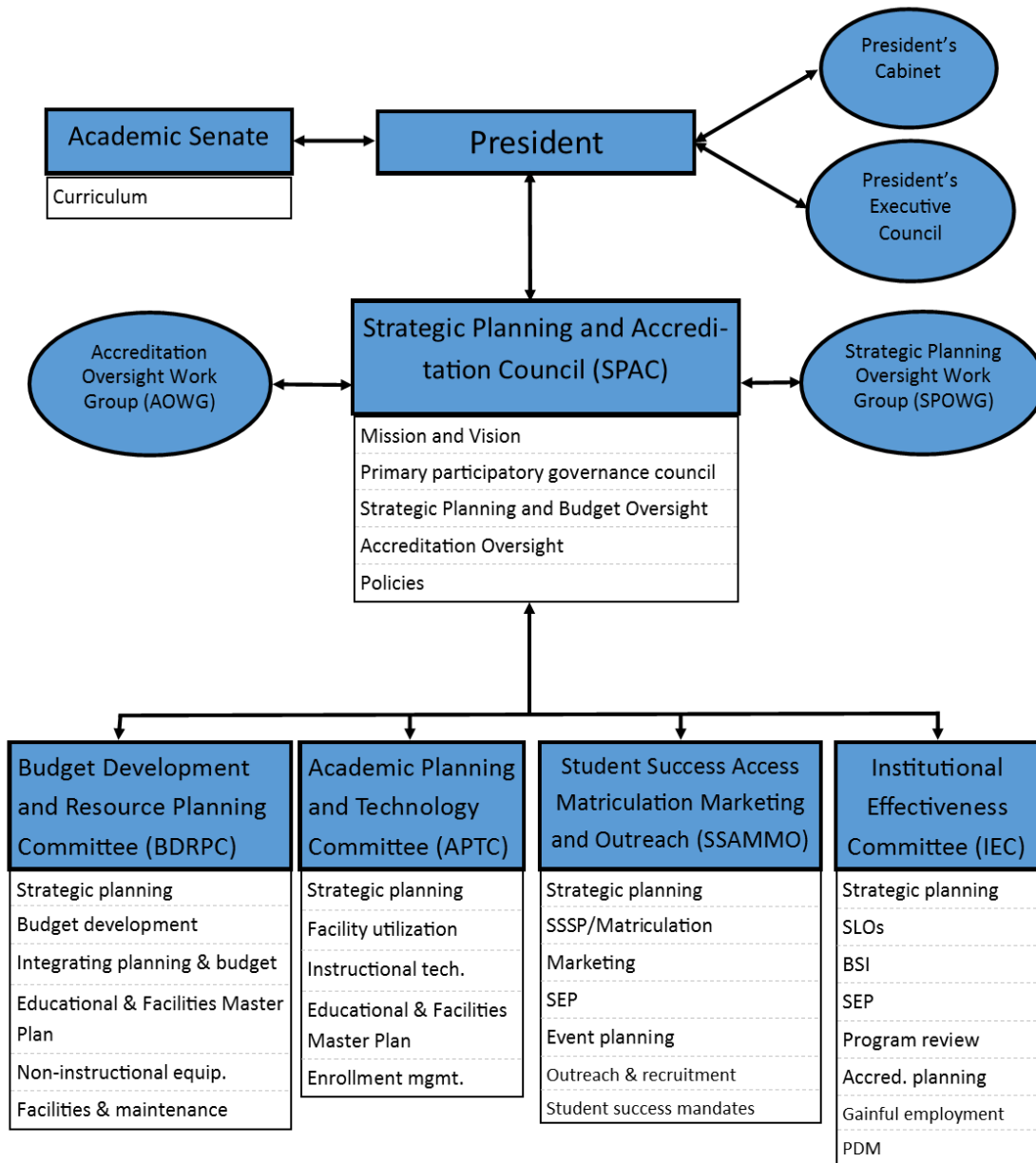
- Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO)

Each Strategic Planning Committee meets regularly throughout the academic year and operates with specific charges, membership, and reporting responsibilities, as described in the IVC-PDM. All meetings are open, and interested parties are encouraged to attend and participate. Committee agendas and minutes are posted on the college SharePoint site, “Inside IVC.” Discussions in all of the committees, task forces, and councils include the effects of the committee’s charge on student learning and success, definitions of student success from various perspectives, programs and services offered by the College and district as they pertain to student success, employee satisfaction and efficiency, institutional planning, and the evaluation/assessment of college policies, procedures, and practices. The organizational structure of the College is thus designed to provide the opportunity for effective participation, inclusivity, and communication. Further, it is designed to have a certain amount of overlap among SPCs and between each task force and the SPC to which it reports, in order to ensure many people are able to discuss vital issues in a variety of combinations and contexts. While this organizational format inevitably leads to a certain amount of redundancy, IVC’s experience to date has been that this system works best when knowledgeable people span committees to ensure good integration and depth of understanding.

Implementation of policies and procedures regarding institutional improvement is the responsibility of the administrative councils ([IV.A.21](#)). The college administrative councils include the President’s Executive Council, the President’s Cabinet, the Vice President for Instruction’s Council, the Instructional Council, the Administrative Services Council, and the Student Services Council. Each administrative council has specific charges, defined membership, and a clearly delineated system of reporting responsibilities. The roles and responsibilities of the administrative councils are outlined below ([IV.A.21](#)):



## Participatory Governance Decision-Making Process Flowchart



## Analysis and Evaluation

Students, faculty, staff, managers, and administrators have clearly defined roles in the governance process. They are called upon to participate actively on committees, task forces, and work groups in accordance with established policies and procedures. IVC's participatory governance committees have membership from each of the primary constituency groups, and decisions are made in an inclusive manner. Each SPC and SPAC annually evaluates its role in leadership of 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 and, as needed, revisions to the committee structure and charge. As a result, faculty, staff, students, and administrators are generally aware of their roles and responsibilities in the governance and decision-making processes.

Using an inclusive system for planning and decision-making is often lengthy, as every effort is made to vet issues and concerns in multiple venues. As the institution's processes become more familiar and are used for more purposes, the institution is able to discover and avoid major bottlenecks, adjusting the procedures to minimize them. Unavoidable delays, for example those imposed by meeting schedules, are identified to avoid or minimize frustration. When a more expeditious decision is required, the institution is comfortable with adjustments that do not significantly reduce popular input. The resource request process is an excellent example of all of these components: a laborious but inclusive and open deliberative process, with well-defined procedures for emergency funding for matters that require faster decisions. This process has been discussed in more detail in Standard III.

Clear definition of roles and responsibilities for constituent members extends beyond governance and policy decisions. Faculty, staff, and students also have defined roles in unit operations, hiring processes, instructional activities, and student success initiatives, as the following examples illustrate.

Within instructional units, the deans are assisted by department chairs. The roles and compensation for department chairs have been clarified in several steps since the last self-evaluation. Through the department chairs, faculty expertise in departments and schools is communicated to the deans regarding issues including scheduling, faculty teaching assignments, hiring and evaluations of part-time faculty members, department budget recommendations, and other matters that might arise. On the rare occasion an intractable disagreement occurs between a chair and a dean, the matter is brought to the relevant vice president for consideration. Of course, it may happen that larger philosophical disagreements may occur, and these are brought to the Academic Senate or to the relevant college committee, but such instances have been extremely rare in recent years.

The Academic Senate also has clearly defined roles in the faculty hiring prioritization process. The Academic Senate plays a key role in determining evaluation criteria and prioritization methodology and ranking recommendations to the president. The Senate must also approve the search committee composition for faculty hiring ([IV.A.22](#)). The Senate

appoints faculty representatives for manager and administrator hires ([IV.A.23](#)). In addition, the Academic Senate has defined roles in determining whether newly hired administrators from outside the District will be granted retreat rights—the ability to secure a teaching position upon resigning from an administrative position—in the District.

The College meets the standard.

#### **Standard IV.A.4 Decision-Making Role and Processes**

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

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

The roles and responsibilities of faculty, staff, and administrators in developing curriculum and enhancing student learning programs and services are defined in Board Policy 6100 (Curriculum [IV.A.17](#)), Board Policy 2100.2 (Role and Scope of Authority of the Academic Senate [IV.A.16](#)), and Board Policy 5050 (Student Success and Support Programs [IV.A.24](#)), as well as in the charters of the Curriculum Committee, Academic Senate, Academic Planning and Technology Committee (APTC), Institutional Effectiveness Committee (IEC), Student Services Council, and Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO).

The faculty, staff, and administrators have clearly defined roles in the curriculum process. The Curriculum Committee (CC) is a committee of the Academic Senate and makes recommendations to the Senate regarding curriculum, certificates, and the other curricular aspects of academic programs. The Senate makes recommendations regarding these items to the president, who makes recommendations to the Board of Trustees.

The curriculum specialist, a member of the classified staff who works in the Office of Instruction, serves as an *ex officio* non-voting member of the Curriculum Committee. The vice president for instruction is a member of the Curriculum Committee, and has currently delegated this work to the dean of academic affairs. The articulation officer serves as an *ex-officio* voting member. CC membership includes one voting faculty member from each school; assigning alternates who attend regularly, and can therefore serve in place of the member, is encouraged. As the College's faculty has grown, the Senate has encouraged schools, especially the larger ones, to send new faculty members to CC, Academic Affairs, or the Representative Council of the Academic Senate to become familiar with college practices and these core faculty roles. CC membership is usually a healthy mix of experienced and new faculty members, so the more experienced members provide continuity and help train newer ones.

Curriculum is written or revised in CurricUNET, so that any interested faculty member is able to view it easily. Discipline experts in the relevant department vet new and revised curriculum, and the department chair passes the curriculum forward to CC. The dean is notified that new or revised curriculum is moving forward so she/he can review it. If necessary, the dean may engage the author, department chair, entire department, or school in discussion if there is any concern about available resources (facilities, instructors, budgeted hours to offer the course, supplies, etc.) for the proposed course.

The Technical Review (TR) work group reviews new and revised curriculum and requests further revision as needed until the curriculum is acceptable to the faculty. This review includes checking: that the California Community College Chancellor's Office requirements are met; that student learning objectives are well described and integrated with content, methods of assessment, assignments, and all other components of the Course Outline of Record (COR); that the course proposal is integrated in certificates and/or programs; and that prerequisites are reasonable and other technical requirements including attaching SLOs are met ([IV.A.25](#)). CC reviews the COR upon recommendation from TR, reviewing matters of integration and confirming that in areas where disciplines may intersect, the College does not introduce deleterious competition between departments or schools. As the Office of Instruction is represented at CC, and the dean of academic programs had also attended most TR meetings in the 2015-16 academic year, the administration is kept abreast of any potential areas of concern during curriculum development. By the time CC recommends approval of new or revised curriculum to the Academic Senate, there is every expectation it is acceptable to faculty and administration and the college administration is willing and able to offer the course.

Proposed changes or revisions in programs and certificates follow the same process as described above, though the role of administration is greater in determining that resources are available to support the program and offer its components frequently enough for students to be able to complete it in a timely manner.

Board Policy 5050 and Administrative Regulation 5050 (Student Success and Support Programs [IV.A.24](#), [IV.A.26](#)) establish the framework for expectations that faculty, staff, and administrators work collaboratively to ensure the College “provide[s] students opportunity for (1) access, (2) equitable, quality education, and (3) successful attainment of their educational objectives, with a full range of support services through matriculation, all of which acknowledge the requirements and intent of the Seymour Campbell Act of 1986 and Student Success Task Force Requirements, September 2012.”

Student learning services are diverse and numerous. Standard II describes these in great detail. Faculty, staff, managers, and administrators in student services areas—defined for these purposes as all departments under the management of the vice president for student services (VPSS)—participate broadly in all college committees for planning and decision making. Similarly, instructional faculty members participate in many committees that are traditionally part of student services. Thus, there is collaboration between the two “sides” of

the campus community, reducing friction and increasing productive use of time and resources. These elements are apparent in the membership of the planning and oversight committees for student services and student success grants and initiatives, as well as the strategic planning committees.

The Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO) and the Student Services Council are the primary bodies that make recommendations regarding student services and programs to the Strategic Planning and Accreditation Council (SPAC) and the president. SSAMMO is charged with the development, review, and oversight of programs, grants, and processes, including matriculation, K-12 partnerships, student success mandates, tutoring, the Basic Skills Initiative, and Student Equity, to name a few.

### **Analysis and Evaluation**

The faculty, staff, and administration have well defined roles in the processes and decisions related to curriculum and student learning programs and services. Curriculum is a faculty driven process, but administrators and classified staff provide input and participate in decision making as administration input is critical for assessing resource availability. The Curriculum Committee is the main body that reviews and makes recommendations for courses, programs, degrees, and certificates to the Academic Senate; CC and APTC make recommendations to the Academic Senate and SPAC, respectively, regarding programs and resource (including personnel, facilities, and technology) requirements. Other committees such as the Institutional Effectiveness Committee (IEC) and SSAMMO involve faculty, staff, and administrators in recommendations related to student learning and support services, including oversight, review, and evaluation of Student Learning Outcomes, Administrative Unit Outcomes, and Student Services Outcomes.

Working collaboratively, the faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement. To illustrate, policies and procedures requiring broad participation are in place and are reviewed and revised as needed to propose new programs or to discontinue a program. At IVC, program discontinuance is rare; every effort is made by all constituent groups to revise faltering programs so they become viable. In the one such instance since IVC established a process for program discontinuance, the program was discontinued with the full accord and support of the discipline faculty involved. A similar program has recently been started, and a new full-time faculty member has been hired to support it. This example of the decade-long history of Optics and Photonics at IVC demonstrates the utility of the institution's processes to reflect the changing academic, career technical education, and workforce development needs of the community, and the ability of IVC to respond to these community needs rather than be limited by its history and the collaborative nature of the decision-making process.

The College meets the standard.

## Standard IV.A.5 Decision-Making Role and Processes

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### Evidence of Meeting the Standard

The policies and procedures outlined in Standard IV.A.2 establish the rights of faculty, staff, students, and administrators to participate effectively in the governance process, so employee groups and students have regular, direct and collegial consultations with the administration. Every effort is made to include individuals and groups with the appropriate expertise and area of involvement in the decision-making process. Administrators, faculty, and staff are assigned to committees befitting their area of expertise, training, knowledge of best practices, and functions relative to their job duties. Decision making occurs in an open and collegial manner during regularly scheduled participatory governance meetings, which ensure that individual stakeholders and the resident experts for particular items have a voice in the process. In addition, work groups are formed or additional meetings are convened when necessary, in accordance with Section 54952 of the California Governance Code (the Brown Act). Individual committees, task forces, and work groups establish timelines to attain closure in a timely manner. These groups generally err on the side of collegial and inclusive decisions, versus rushing the process, as the following example illustrates.

The 2014–2015 revision of the *IVC Planning and Decision-Making Manual* (IVC-PDM) ([IV.A.8](#)) took additional time for widespread conversation and consensus. In academic year 2014-15, the proposed revisions included descriptions of the institution’s decision-making process and consensus and a new decision-making flow diagram. These topics engendered a great deal of discussion and many iterations before consensus could be reached, delaying the adoption of the final version until fall 2015. In spring 2015 the updated and revised committee charge components were approved by the Academic Senate and the Strategic Planning and Accreditation Council (SPAC), so their implementation was not delayed. While disagreements certainly occurred, members of the College community ultimately found compromises with which all parties could feel comfortable, thus providing strong evidence of “appropriate consideration of relevant perspectives” in the decision-making process.

### Analysis and Evaluation

The aforementioned policies and governance procedures specify the roles of students, faculty, staff, managers, and administrators. Constituent input is taken into account for decisions that directly affect them, or for which they have expertise or a vested interest. Administrative units and governance groups monitor operational timelines and the published calendar. They meet throughout the primary terms so there is ample time for notice; as a



result, input may be gathered from the appropriate stakeholders and, whenever possible, decisions are delayed until consensus has been reached. Periodically, students, faculty, staff, and administrators dialogue about being over-scheduled and pressured to prioritize conflicting responsibilities. Attending regularly scheduled committee meetings and the associated task forces or work groups is sometimes problematic. The classified staff appear to have the most difficulty, with limited availability to participate in governance processes while also meeting the demands and timelines specific to their jobs. In many instances, financial concerns prohibit the use of overtime for staff members to complete their work if non-standard work group meetings are required for issues requiring their expertise. The College is aware of the predicament many face with the conflicting need to finish their work and their desire to participate in the governance process.

The College meets the standard.

#### **Standard IV.A.6 Decision-Making Role and Processes**

*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

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

The decision-making processes, delegation of authority, and delineation of roles and responsibilities are accessible to the public and employees through the publication of board policies, administrative regulations, various committee charters and bylaws, and the *IVC Planning and Decision Making Manual*. There are several ways in which documentation of the decision-making process and the associated decisions are communicated throughout the District and College. Communication to the public or the relevant stakeholders is achieved through committee reports, newsletters, district or college wide announcements, ad-hoc gatherings, and the college and district websites ([IV.A.27](#), [IV.A.28](#)). Board meetings and college governance meetings are open meetings with agendas and minutes posted on the college or district SharePoint sites or websites in accordance with Section 54952 of the California Code (the Brown Act), and opportunities are provided for individuals to make public comments at these meetings. Additionally, board meetings and many college wide meetings are videotaped and posted to the district or college website ([IV.A.27](#), [IV.A.28](#)). Operational units and committees that do not fall under the provisions of the Brown Act conduct open meetings and maintain publicly accessible websites and/or SharePoint sites available to employees ([IV.A.29](#)). In all cases, committee members are charged with reporting information back to their respective constituent group(s) through oral or written reports. To illustrate, curriculum updates are a standing agenda item at Academic Senate, Instructional Council, and Academic School meetings; the Senate president regularly reports decisions made in college or district wide committees back to the Senate, and collective



bargaining units communicate negotiation progress and contract updates at regularly scheduled or ad-hoc meetings, or via email.

### **Analysis and Evaluation**

College and district policies, procedures, and communication protocols are compliant with the provisions of the Brown Act. Recommendations and final decisions are communicated to the public and employees through newsletters, announcements, committee reports, scheduled meetings, and ad-hoc gatherings.

The College meets the standard.

### **Standard IV.A.7 Decision-Making Role and Processes**

*Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

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

Evaluation of the decision-making process and committee effectiveness occurs as a result of the planning protocols that are incorporated in each committee's charter. 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. Additionally, stakeholders periodically call policies and processes into question, which prompts additional evaluations to enhance the integrity and effectiveness of the decision-making process. The self-evaluation process may take the form of surveys, formal written reports, or discussions ([IV.A.30](#)).

SPAC and all the SPCs review their work annually using a common survey ([IV.A.30](#)). It has been suggested that members of all SPCs and SPAC evaluate their own committee but also evaluate the other SPCs and SPAC with which they are supposed to interact. Committee practices are modified in response to complaints or concerns discovered through these surveys. Furthermore, campus wide biannual surveys include queries about the committee structure and participatory governance and the roles and practices of campus leadership. All of these data contribute to the modification of the charge, meeting schedule, and/or membership of the committees. Additionally, these annual committee and council reviews include: a review of the Strategic Planning and Budget Development Process; the distribution of evaluation results and recommended improvements; the integration of data into the planning process using internal and external data scans; and a review the college mission statement and college goals ([IV.A.31](#), [IV.A.32](#)).

The College also conducts biennial employee and student satisfaction surveys to assess the efficacy of the planning process and to evaluate the role of leadership in the decision-making processes ([IV.A.6](#), [IV.A.33](#)). The results of the surveys are posted on the college website, posted on committee SharePoint sites, reviewed during Strategic Planning Committee meetings, and discussed at college wide meetings during Professional Development Week. The relevant results are presented at Academic Senate, Associated Students of Irvine Valley College, and Classified Senate meetings.

### **Analysis and Evaluation**

The College and District have developed mechanisms to evaluate and update governance processes and procedures. Participatory governance committees and operational units undergo the self-evaluation process annually or when processes and procedures are questioned. Recommendations from the self-evaluation process are discussed and action is taken by the appropriate body.

To illustrate, constituent group members periodically identify the effectiveness of some committees and task forces but also report communication hurdles. A recurring concern is the communication gaps that occur when committee members don't report back to their constituent groups in a timely manner, along with periodic difficulties with filling committee vacancies. Consequently, the governance structure is reviewed annually and modifications are made to committee charters, bylaws, and compositions. Through this review process, committees and task forces are disbanded or formed in efforts to improve institutional efficiency, communication, or resolve pressing issues.

The College meets the standard.

## **Standard IV.B: Chief Executive Officer**

### **Standard IV.B.1 Chief Executive Officer**

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

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

Board Policy 2101 (Delegation of Authority to the College President [IV.B.1](#)) states that “the President is the Chief Executive Officer of the college [and] is responsible for implementing the college’s strategic plan and district policies.” Additionally, “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 college president therefore makes

final decisions, based as much as feasible on the advice of the President's Executive Council (PEC) representing the administration's perspective, the Strategic Planning and Accreditation Council (SPAC) representing more broadly the perspective of the entire college community, and the Academic Senate.

As discussed elsewhere in this accreditation report, such as in Standard IV.A, IVC adopted a consensus-based decision making philosophy in 2008 and has made in all iterations of the *IVC Planning and Decision-Making Manual* (IVC-PDM) ([IV.B.2](#)) a strong statement that the College is committed to a "safe harbor" philosophy of open and honest discussion without fear of deleterious repercussion. As members of the College have worked with the notion of "consensus," the IVC-PDM definition and description have evolved into a mature vision that adopts, on the one hand, a traditional idea that while consensus can be reached without all parties favoring the proposition. If anyone objects, consensus is not reached; discussion, hopefully toward an acceptable compromise, continues. On the other hand, such a decision-making process cannot obstruct the organization such that no decision is reached at all or an authority figure simply takes the matter away from group consideration. Therefore, when a stalemate seems to be occurring, the group discusses the situation and either comes to a common decision or sends a recommendation forward with both (or all) final arguments presented fairly, so the next level "up" in the organization can make a decision with the complete input from the "lower" group. To date, this last resort has seldom been necessary, but when it has been invoked, all parties involved have been satisfied that their voices have been heard and considered. Because, ultimately, the president makes all decisions, and all of the committees are recommending bodies only, this arrangement has been effective at IVC.

The president's leadership is evident in several initiatives and grants he has promoted or encouraged, which have enhanced the programs and services offered by the institution. 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, implementation, and review of the college mission statement and college goals, including the development of the Mission Statement and Goal Review Process ([IV.B.3](#)).

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 ([IV.B.3](#)).

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 institutional effectiveness ([IV.B.4](#)).

The integration of the College Strategic Planning and Budget Development Process with the district planning and goal-setting process ([IV.B.5](#)).

The reorganization of the college committee structure, resulting in the integration of strategic planning and decision making ([IV.B.6](#)).

The development, implementation, and updating of the *IVC 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 ([IV.B.2](#)).

Continued support for the collegial decision-making processes for hiring new and replacement faculty, administrators, and classified staff positions ([IV.B.7](#)).

The initiation and updating of the Educational and Facilities Master Planning Process ([IV.B.8](#)).

Oversight of the construction of the Performing Arts Center, the Business Sciences and Technology Innovation Center, the Life Sciences Building, and the Liberal Arts building ([IV.B.9](#)).

Oversight of the plans for the Fine Arts Building and the maintenance and renovation of pre-existing facilities ([IV.B.9](#), [IV.B.10](#)).

Effective and long-standing leadership in the development of the Advanced Technology and Education Park (ATEP) ([IV.B.11](#)).

Support for the acquisition and oversight of grants and projects including: SSSP, SEP, Perkins, BSI, AANAPISI, AACC Pathways, and OC Pathways ([IV.B.12](#)).

## **Analysis and Evaluation**

The governance structure is such that councils, committees, and task forces make recommendations to the president for final approval. The president is therefore ultimately responsible for decisions involving planning, resources, student success endeavors, personnel decisions, community engagement, and institutional effectiveness. Through effective and continuous communication, the president demonstrates leadership and takes responsibility for the quality of the institution's programs and service to the community. The president communicates institutional values, goals, and directions in a variety of ways. He directs the vice president for instruction to attend each Academic Senate meeting on his behalf. When invited by the Academic and Classified Senates, the president attends their meetings as a guest. He regularly meets with presidents of all the constituency groups, as well as the

management team. These meetings allow for a free exchange of ideas regarding the values, goals, and priorities for the College. The president confers with PEC and the vice presidents but ultimately makes all decisions.

The College meets the standard.

### **Standard IV.B.2 Chief Executive Officer**

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

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

The president is actively involved in the planning and oversight of the three primary units in the College – College Administrative Services, Student Services, and Instruction. The president delegates the operations of these units to the corresponding vice president. Administrators and managers are delegated authority to act in line with the mission and strategic goals of the College, but the president is ultimately responsible for evaluating the individual and collective accomplishments from this delegated authority. The president ensures the organization operates with sufficient staffing to support outstanding student performance and institutional outcomes. Throughout his tenure, the president has supported hiring additional instructional faculty, librarians, counselors, administrators, and support staff. In order to assure the integrity and quality of programs and services, the college president is committed to employing highly qualified personnel with appropriate education, training, and experience within all academic programs, student support services, and classified staff positions. The board-approved position descriptions clearly state the qualifications for administrators and classified managers. 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.

Board policies 2100.1 (Delegation of Authority to the Academic Senate [IV.B.13](#)), 4056 (Classified Employees Participation in Decision Making [IV.B.14](#)), and 5627 (Student Participation in Governance [IV.B.15](#)) outline how faculty, staff, and students may participate effectively. As such, the president is responsible for the integrity of the process and making sure constituent members are delegated the appropriate authority needed for effective participation. To illustrate, the president co-chairs SPAC—the highest level participatory governance college committee (a “Council”)—as well as his advisory PEC and the President’s Cabinet. Before the most recent committee reorganization, College Council served the role of the top of the committee pyramid, with the president as sole chair. When the institution reorganized, the president agreed that it would be a healthy revision for the

College for the SPCs and SPAC to all have faculty and administration co-chairs; the president now sits on, but neither chairs nor dominates, the budget committee (BDRPC). Although naturally members look to him for leadership during discussions, he encourages free discussion so that all voices and opinions are heard before the body makes recommendations to SPAC; through SPAC, where more voices can be heard, the recommendations come to him. This process serves as a good example of his proper and effective delegation of responsibility to recommending bodies.

The revision of the SPCs and SPAC is an excellent indication that the president supports participatory governance and encourages the voices of all governance groups to be heard and considered. Comparing the initial SPCs and College Council memberships and charges to the committee structure and recommendation organization chart they replaced, the 2008 IVC-PDM (IV.B.2) constituted major shifts in participatory governance and decision-making policy and philosophy at IVC. These changes have promoted major improvements in faculty and staff outlook and confidence in the system. The recent revision (2013) in structure, membership, and charge of the SPCs, and the reconfiguration of College Council into SPAC, while not a radical change in philosophy, reflected maturation of the system.

### **Analysis and Evaluation**

The president delegates authority to constituent members and administrators in accordance with the individual's formal role, job description, and the committee or council charge/bylaw. For example, institutional effectiveness falls under the purview of the SPC called the Institutional Effectiveness Committee (IEC). The director of research, planning, and accreditation and the Academic Senate president co-chair this committee, which reviews data to formulate reports and recommendations regarding institutional effectiveness. These are sent, ordinarily, to the Academic Senate and to SPAC, and, as appropriate, to other SPCs for their use in adjusting college activities to maintain or improve programs and the various parameters of student success. Thus a broad panoply of committees, departments, and individuals participate, not only in monitoring the College's institutional effectiveness but in devising ways to improve as well. The large number and diversity of people, including students, staff, faculty, and administrators, participating in one or more of the College's initiatives illustrates how this approach is part of the IVC community constitution.

It is the president's responsibility to make sure authority is delegated appropriately and improves service to students and the community. When improvements can be made, the duties of administrators and managers are reorganized; for example, the chief of police and the director of facilities reported directly to the president until the position of vice president for college administrative services was established and took these reporting responsibilities. The president ensures that administrators are assigned responsibilities within their purview and that they are held accountable for their performance. For all departments that report to one or to another vice president, the president delegates well. Each vice president has his/her own vice president's council to help coordinate the given vice president's area of

responsibility, and the president ordinarily follows recommendations of the vice presidents, taken together in the PEC. Similarly, the College's task forces report to SPCs, which interact with each other as needed and send recommendations to SPAC. Recommendations from SPAC to the president are usually followed; if not, or to the extent the president does not follow SPAC recommendations, he ordinarily explains his decision carefully and openly.

The president has identified challenges in the current administrative staffing levels. Other California Community Colleges of similar and smaller size have more extensive management and staff infrastructure to support the instructional needs of their students and faculty and the operational needs. Faculty, staff, and administration hiring is discussed from a financial perspective as part of budget development (BDRPC making recommendations to SPAC) and resource allocations as discussed above. The priorities are set by separate processes.

The College meets the standard.

#### **Standard IV.B.3 Chief Executive Officer**

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

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

Working in conjunction with students, faculty, staff and administrators, the president has, through the participatory governance structure, established a variety of collegial processes that improved institutional effectiveness and the overall campus climate. Much of this improvement is outlined in the *IVC Planning and Decision-Making Manual* (IVC-PDM) ([IV.B.2](#)). Additionally, "mutual respect and collegial behavior" has been stated as a formal goal in the strategic plan. At IVC, institutional assessment and improvement is an ongoing process led and encouraged by the president, but one that requires the participation and buy-in of the entire college community. The IVC-PDM ([IV.B.2](#)) describes the organizational structure that supports these processes and procedures, which are further described and



documented by posted agendas, minutes, other meeting handouts, and shared documents on Inside IVC (the SharePoint site), which allows all interested employees to access the information they need or just assuages their curiosity about ongoing college efforts.

Under the guidance of the college presidents and chancellor, an extensive process to set the 2014-2020 IVC, Saddleback, and SOCCCD Strategic Plan was undertaken in 2013. All members of the College were invited to participate in numerous ways, including all-college meetings, workshops, Professional Development Week activities, and invitations to submit suggestions in addition to these forums. First the institution gathered any ideas people thought were important for the College to undertake or improve or continue. Then, it organized these into clusters at workshop-style open meetings. A work group then organized emerging patterns into a relatively concise yet comprehensive set of goals and objectives. Saddleback College undertook their own tactics to develop their list. Subsequently, a district task force comprised of representatives from all three units (IVC, SC, and DS) managed to collegially bring all the ideas together into a proposed District Wide Strategic Plan (DWSP) comprised of four goals and 13 objectives. These were discussed widely in all three units and ultimately were adopted by the District Wide Planning Council (DWPC) ([IV.B.16](#)). IVC then considered the extent to which the DWSP encompassed everything that IVC wanted in its college's strategic plan. One of the required parameters for the DWSP was that all three units could and should have a role in each goal and in each objective. Since IVC (as did SC) determined there were college-specific SP components that do not in any way conflict with the DWSP, IVC adopted as its IVC-SP a set of goals and objectives closely similar to the DWSP's, but modified slightly and enriched to be IVC-specific. The inclusive process involved in generating and accepting these SPs, and the number and diversity of employees who participated, was remarkable for its extensive engagement and participation in the College and District.

The president ensures the College sets institutional performance standards for student achievement and institutional outcomes. To maintain compliance, the Office of Research, Planning and Accreditation works through the participatory governance structure and the Institutional Effectiveness Committee (IEC) to define and adopt institution-set standards, targets, and performance goals ([IV.B.17](#)). IEC annually collects and examines data on various measures of student success, compares students' achievements to the College's stated goals, and re-evaluates these goals. Discussions in IEC also include trying to define and summarize the underlying causes when success rates lower than those to which the College aspires are noted. These discussions lead to recommendations, often to other SPCs that have more operational charges in instruction, student services, and other components of the College.

The president has directed resources to promote a culture where planning incorporates quality analysis of internal and external conditions. To illustrate, the College has hired a scheduling and enrollment management analyst and additional research analysts for the Office of Research, Planning and Accreditation to increase the use of quality analysis in the decision-making process. Under the leadership of the current director, the growth in the research department means much more institutional research is feasible, so it has become

more common to base decisions on better data (internal and external, including environmental scans) that is analyzed more completely than in the past. The availability of these data and research staff to help with analysis has become a conventional part of evaluating plans and outcomes.

The president has promoted a resource allocation process that is tied to program evaluation and student performance outcomes. Resource requests must be mapped to strategic planning goals and outcomes assessment in TracDat ([IV.B.18](#)) before they can be forwarded for consideration. To illustrate, departments and academic programs submit resource requests that are prioritized with student outcomes at the forefront of the discussion. Next, the schools rank items on the list prior to the list being sent to the appropriate vice president's council for evaluation. The vice president's ranked list is then reviewed by SPAC, which makes a recommendation to the president. As a consequence of this process, resource requests directly relate to the goals and objectives cited in the primary planning documents: EFMP, IVC-PDM, and the Strategic Plan. Further, student learning and administrative unit outcomes and the resulting assessment data are integrated in the decision-making involved in resource planning activities.

The president ensures that resource allocation supports student and institutional learning and achievement through broad constituent participation and specific committee charge(s) for the resource allocation process (described above) and the budget development process. Budget development is initiated by the office of the vice president for college administrative services, but discussion of the proposed budget is an open and often prolonged process in BDRPC, which is charged with the effective allocation of resources as it relates to improved institutional outcomes. The BDRPC membership composition ensures that budget planning at the college level is data-based and has significant input from administrators, faculty, and staff who are well-informed and who champion instructional and support components of the College's efforts to further student success. Enrollment planning, hiring of faculty, administrators, and staff, and resource allocations are all filtered through these SPCs and SPAC to allocate college resources wisely and efficaciously, keeping the College's mission as well as effectiveness, i.e. student achievement parameters, as the central underpinning in discussions and budgetary recommendations.

The president oversees all plans and ensures that the overall planning process is evaluated annually, and that progress is being made toward attainment of the college mission. At the end of each cycle, a meta-evaluation of the planning process is completed by SPAC and recommended changes are incorporated into the next cycle.

The college mission statement and the college goals are received annually and drive the development and review of the planning objectives. The planning objectives are designed to implement the college goals through the development of planning assumptions based on data and information related to: demographics, the economy and employment, educational trends, social trends, public policy, student learning and achievement, student outreach, technology, and facilities support. Data provided by the Institutional Effectiveness Annual Report also inform the planning assumptions ([IV.B.19](#)). Thus, planning, decision-making, and resource

allocation are predicated on annual analysis of quantitative and qualitative data to ensure institutional effectiveness. For example, 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, 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; the number of degrees and certificates awarded; percent growth in full-time equivalent students compared to percent growth in permanent employees; and transfer rates. Student learning outcomes assessment data is provided for the course level, program level, and degrees or certificates. Progress reports are prepared and distributed annually. The faculty, representing the academic disciplines, produce aggregated reports that are reviewed with discipline experts during the annual program review updates.

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 ([IV.B.20](#)). 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.

### **Analysis and Evaluation**

With the direction of the college president, the College utilizes a variety of assessment data in institutional as well as program-level planning to ensure institutional quality. Through formal and informal dialogue about institutional goals, values, and priorities, the governance structure, and a data-driven resource allocation process, the president guides a collaborative process for institutional improvement. The president supports the integration of institution-set standards and targets into the strategic planning process and ensures that institutional performance standards are included in the resource allocation process, and that the annual planning process maps learning outcomes to department goals, college goals, and resource requests. Through program and unit reviews, educational planning is integrated with resource allocations to support student learning and achievement. Additionally, the president has continuously approved the necessary resources to implement student learning outcomes, and the faculty leadership has received administrative support in providing the necessary resources for the implementation of student learning outcomes and assessment plans.

Based on the foregoing, the president, in collaboration with the college community, guides a collegial annual evaluation of the overall institutional planning and improvement process. Each committee and council is charged with annual reviews of the role of leadership and governance, as well as decision making processes, to ensure integrity and effectiveness.

The College meets the standard.

#### **Standard IV.B.4 Chief Executive Officer**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

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

The president ensures that faculty, staff, and administrators actively participate in the accreditation process, and he embraces the primary leadership role in ensuring the College exceeds the minimum standards set by the ACCJC. Through appropriate delegation of responsibilities and accreditation standard appointments, the president ensures that representatives from each constituent group are well-informed and able to provide meaningful input in the development and analysis for the self-study. For the purposes of the self-study, SPAC, AOWG, and the Academic Senate made recommendations for accreditation standard membership, but standard assignments can be fluid and individuals have participated in discussions for additional standards based on their interest and expertise. The faculty, staff, and administration of the College have been encouraged to share responsibility for assuring compliance with accreditation requirements.

IVC's President Roquemore has participated in ten site visits for the ACCJC over the past 21 years and has been the team lead for seven of them. He has also chaired a Partnership Resource Team (PRT). As IVC president since 2002, and as a full-time faculty member prior to that since 1990, he has participated in various ways in the IVC accreditation process for a quarter of a century. As such, he is very well versed in the accreditation standards and their evolution, interpretation, and both the flexibility and inflexibility of the accreditation process as experienced at colleges and districts in California.

The president has delegated the ALO responsibility to the acting vice president for instruction, and has supported and approved the current committee structure in which the Strategic Planning and Accreditation Council (SPAC) charge also includes the work of what had been, hitherto, a separate accreditation oversight committee convened specifically for this purpose. The benefits to the College of this new arrangement are several. First and foremost, operationally it reduces the separate committee load for the college leadership who must, perforce, be the core of both the leading college council and the accreditation oversight group. Secondly and, more important, philosophically, the leading college council knows, from its name, charge, and default agenda, that it must always be mindful of the consequences of all of its actions and recommendations, and indeed the way in which it handles business, for accreditation. In essence, SPAC is continually involved in institutional self-evaluation, as it should be, regardless of the accreditation report and visit schedule.

All of the college committees, regardless of designation as work group, task force, committee, or council, ultimately feed into the strategic planning committees (SPCs) and SPAC, with the exception of the mostly curricular concerns reposed in the Academic Senate.

Some committee work does not require the consideration and imprimatur of SPAC, yet the efforts are reported nonetheless. Through all of the committees, then, all members of the College participate, at no more than one remove through the representation of the governance groups, in the health of the College, and thus the attainment of the accreditation standards.

### **Analysis and Evaluation**

The president assumes the primary leadership and communication role in the accreditation process. Practically, the accreditation process is organized and maintained by a smaller group, a standing work group of SPAC, the Accreditation Oversight Work Group (AOWG), which has a standing report at SPAC meetings. AOWG maintains the accreditation work group membership lists, the accreditation site on Inside IVC and outward-facing websites, and generally monitors the progress of composing accreditation reports, including this self-evaluation. It is the major editor of the self-study document. However, all iterations are posted on Inside IVC, major revisions are announced to the college community, and all members of the faculty, staff, and administration are invited to participate in as many ways as they are willing.

Recommendations from participatory governance groups including AOWG and SPAC are sent to the president for final approval, and individuals from across the College are encouraged to participate and provide input based on their formally assigned role, area of expertise, and interest. As such, the faculty, staff, and administrative leaders have been charged with assuring compliance and have been empowered to work through the participatory governance structure to guide the process of writing the standard reports and preparing for a comprehensive evaluation and site visit.

The College meets the standard.

### **Standard IV.B.5 Chief Executive Officer**

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

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

To fulfill his responsibilities, the president stays current with statutes, regulations, and governing board policies through active involvement with professional associations, conferences, and college and district governance meetings. Adding to the president's effectiveness are his relationships with colleagues throughout the state and within the national network of college presidents, relationships that help to make him aware of current and emerging trends and their impact upon IVC. However, it is through collaboration with each constituent group and delegation of responsibilities to administrators that the president assures the implementation of statutes, regulations, and governing board policies, and

therefore assures institutional practices are consistent with institutional mission and policies. For example, the vice president for instruction is responsible for ACCJC compliance while the vice president for student services is responsible for federal Title IX compliance.

Board Policy 2101 delegates to the college president the responsibility of managing the College, including the college budget. The college president makes final decisions for the College, based as much as is feasible on the advice of the President's Executive Council (PEC), representing the administration perspective, and the Strategic Planning and Accreditation Council (SPAC), representing more broadly the perspective of the entire college community. Funding for the College comes from many sources; some are specific to IVC, such as certain grants. Most funds are allocated by the District as IVC's share of district funding. These allocations are managed in large measure by the District Resource Allocation Council (DRAC) (described in depth in the response to Standard III). Other district allocations emanate via the Basic Aid Allocation Recommendation Committee (BAARC), as described in Board Policy and Administrative Regulation 3110 ([IV.B.21](#), [IV.B.22](#)).

Once the College income is ascertained, college processes are used to develop and update, as necessary, the college budget; these processes are described in detail in the response to Standard III. The budget committee, BDRPC, is a representative committee with members from all governance groups, including students. It is co-chaired by the Academic Senate vice president and the vice president for college administrative services. During the last few years, the amount of information brought to BDRPC has grown from a rudimentary description of the budget to a fairly complete description of income sources and, broadly, spending patterns. Thus, BDRPC now has enough information to make educated, data-based recommendations after extensive discussion when anything potentially controversial arises. For example, when the finance office projects a deficit or an upcoming deficit, the discussion of how to address the budgetary problems is addressed first in BDRPC, then, if severe, opened to the college community for suggestions. This was the process used, for example, in 2012-13 when the president, through College Council, established in December 2012 the Budget Solutions Recommendation (BSR) Work Group ([IV.B.23](#)).

After the main budget is recommended to and approved by the president, as-yet-unallocated funds may be requested for special projects through the resource request process, also described in depth in the response to Standard III. In recent years (2012-present), IVC has modified the process by having IVC technology services develop a web-based site for resource requests, which can be analyzed by relevant committees, SPCs, and SPAC; they make the final college recommendations to the president, as well as progressively including more funding sources and types of allocations in this open and public assessment process. As so many faculty, staff, and administrators are involved in the process, and any employee has access to all of the information including SPC and SPAC ratings and minutes of discussions, resources are allocated in accordance with the college mission and the funded projects are acknowledged by the campus community to be high-priority ones.



While the president makes all final decisions, he does serve on BDRPC and co-chairs SPAC. Thus, he is party to and part of all of the discussions about process and the final SPAC recommendation conversations. It is expected that should he disagree with anyone in these meetings, he, like any member, will speak up as part of IVC's "safe harbor" consensus-driven decision-making process. In most cases, this participation by the president does, in fact, occur. Hence, committee members report confidence in the system ([IV.B.24](#)).

### **Analysis and Evaluation**

The president is well-versed and conversant in statutes, board policies, and regulations. He embraces overall responsibility for compliance issues, but delegates to others based on their area of competence and assigned roles. The president has established an effective organization and governance structure to comply with regulations, board policies, and accreditation mandates. The infrastructure and established participatory governance processes promote broad discussion and compliance through shared responsibilities and a collaborative approach.

The College and District have a long history of being fiscally stable and using conservative approaches to maintain positive ending balances. The president promotes this conservative fiscal approach and maintains effective control of budgets and expenditures. Information about the budget is shared widely, and budget updates are a regular agenda item for participatory governance committee meetings. Despite occasional differences of opinions, fiscal control and the conservative approach usually prevail, with items that impact students taking the highest priority. In practice, the president effectively controls budget and expenditures through numerous mechanisms. First, as a member of BDRPC the president is actively involved with strategic planning, budget development, and the allocation of college resources. Second, the president meets twice monthly with the President's Executive Council (PEC), so he receives regular updates on the college budget and expenditures, and reviews recommendations from SPCs. Third, an audit is conducted annually in the fall, designed to provide reasonable assurance that the financial statements are free of material misstatement. The fiscal Audit Reports ([IV.B.25](#)) are presented to the Board of Trustees annually in November. Based on the foregoing, the president manages the College's financial affairs with integrity and in a manner that ensures financial stability.

The College meets the standard.



## **Standard IV.B.6 Chief Executive Officer**

*The CEO works and communicates effectively with the communities served by the institution.*

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

The president works and communicates effectively with the communities served by the institution in a variety of ways through student outreach, marketing, the College Foundation, and external relationships developed through academic programs. Naturally, the president is not expected to be the College's only, or even its main, means of communication, but it is within his role to be aware of these elements, support them, provide introductions and links when appropriate, delegate responsibilities, and ensure integration of these prongs into an integrated and effective component of the College's efforts to fulfill its mission.

The president hosts an annual breakfast for the principals and vice principals and counselors of the College's feeder high schools. In previous years, this event has been an opportunity for IVC to convey information about the demographics of the region, workforce development data, IVC's great diversity of programs and the success of its students in transfer and CTE programs, and the success of IVC transfer students. Moreover, each principal is presented with his or her school-specific data. Much of the purpose is, clearly, to motivate the principals to encourage their students to consider IVC not only as a back-up plan but as a viable alternative route for success in a bachelor's degree educational plan, and to help the high school teachers focus some effort on crucial components for college success in their high school coursework. For many years, Student Services, and in particular the School of Guidance and Counseling, has invited the counselors from IVC's feeder schools to a program lasting most of a day to discuss similar topics. In 2016, these hitherto separate programs were successfully combined, gathering the principals, vice principals, and counselors together for a joint presentation followed by separate, focused sessions. The president's role is not limited to hosting, but more importantly extends to articulating his and IVC's vision of its role in educating high school students and graduates, a crucial element of building successful relationships with IVC's feeder high schools.

Under the leadership of the new executive director of the IVC Foundation, and with the support and input of the president, the Foundation Board of Governors (BOG) has expanded tremendously, now including more than 25 members, including administrators, members of the classified staff and faculty, emeritus faculty, and community members. Long-standing members have returned to the BOG, and new members have been encouraged to join. The enthusiasm of the BOG members is evident in the success of recent events and the level of attendance and participation at approximately bimonthly meetings and the annual retreat. The Foundation is an arm of the president's outreach activities, and the willingness of community members to join and participate stands as evidence of his ability to communicate with them convincingly about the value IVC brings to the community.

Another crucial element of the president's communication with the community is his involvement with a variety of business and civic organizations that have allowed him to

increase networking endeavors with local businesses, which in turn support the Foundation and are potential employers and providers of internships for IVC students, and participants on advisory councils for IVC CTE programs. The president has been a member of a number of community organizations including:

- Irvine Chamber of Commerce
- Irvine Sister Cities Foundation
- Tustin Chamber of Commerce
- U.S. Army Community Advisory Board, Founding Member
- Orange County Business Council, Board Member
- OCBC Community College Working Group, Chair
- Irvine Exchange Club

The president has also been involved in state-wide organizations including:

- Southern California Community College Chief Executive Officers Association, President
- Community College League of California: Advisory Committee on Education Services
- Association of California Community College Administrators: Commission on Finance and Legislative Advocacy
- AACC Commission on Workforce Development (nominee for the Executive Board)
- AACC Presidents Academy Executive Council

Based on the memberships and community involvement documented above, the president has strengthened relationships within the community served by the College.

### **Analysis and Evaluation**

Given that “our community” extends beyond the service area, and President Roquemore has been active in regional, state and national level activities, a strength of the college president is the expanded communication from the Office of the President. He has elevated the role of public information, marketing, and the College Foundation. The president also works to communicate with the external college community through various means. The president writes and disseminates newsletters campus wide, and generally holds two information sessions each semester (one mid-day, one early evening), in an effort to keep everyone informed. In addition, he hosts the President’s Breakfast each semester during Professional Development Week, followed by a morning of college updates and, usually, a special topic program.

The benefits to the College of the president’s efforts in the community include connections that benefit its growing Foundation and fund-raising efforts, internship possibilities for students and potentially externships for faculty members, and improved relations with neighboring universities, all of which increase transfer pathways for IVC graduates. Three

intertwined components of communication with the communities IVC serves include drawing in more students and improving their likelihood of success; establishing and strengthening the College's ability to place students after, and during, their experience at IVC as they move into the workforce and/or further education; and strengthening IVC's role, and IVC's perceived role, in the local community. The College and its president expect these components should be synergistic; for example, from work with feeder schools to improve the preparation of incoming students, not only does IVC expect its success and completion rates to be improved, but it also anticipates these students will be more likely to aspire to education and careers of higher potential, thus better supporting the economy ["workforce development"] and being more successful should they transfer for continued education.



*Photo 5 – President Glenn Roquemore attending commencement festivities.*

## Standard IV.C: Governing Board

### **Standard IV.C.1 Governing Board**

*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

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

The South Orange County Community College District's (SOCCCD) Governing Board consists of seven members elected by voters in south Orange County. Responsibilities of the board are defined by California Education Code §70902, Title 5 California Code of Regulations, and by Board Policy 112 (Duties and Responsibilities of the Board [IV.C.1](#)). The California Education Code §70902 (b) (1-14) further specifies the responsibilities of the board, which include ensuring the educational quality and 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, and benefits for all employees
- Determining and controlling the District's operational and capital outlay budgets
- Managing and controlling 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 exercises its authority and responsibility for policies designed to ensure academic quality, integrity, and institutional effectiveness through established policies consistent with the district wide mission statement, the district wide vision statement, and the district wide goals ([IV.C.2](#)). To illustrate, the following policies have been adopted to ensure academic quality, integrity, and student learning and safety:

- BP-5300 (Grading Policy [IV.C.3](#))
- BP-5300.5 (Grade Changes [IV.C.4](#))

- BP-5301 (Course Repetition [IV.C.5](#))
- BP-5320 (Academic Renewal [IV.C.6](#))
- BP-5401 (Rules And Regulations for Student Conduct [IV.C.7](#))
- BP-5404 (Sexual Assaults [IV.C.8](#))
- AR-5505 (Grade Grievance Policy [IV.C.9](#))
- BP-5600 (Associate Degree Requirements [IV.C.10](#))

The board has adopted several board policies and administrative regulations to ensure the financial integrity of the District, including board policies 3100 (Budget Preparation [IV.C.11](#)), 3101 (Budget Management [IV.C.12](#)), 3101.5 (Fiscal Management [IV.C.13](#)), and 3102 (Investment Policy [IV.C.14](#)). 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 provided to the board by the annual December board organizational 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 than 7.5 percent
- Budget projections address long term goals and commitments

The Board of Trustees is the ultimate arbiter regarding 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.

### **Analysis and Evaluation**

The SOCCCD board establishes policies and regulations to ensure academic quality and integrity, fiscal integrity and stability, student learning, safety, equity, and accountability and accreditation. The Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The policies and administrative regulations related to budget and investments affirm the board's expectations for fiscal planning, reserves, contingencies, expenditure changes, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure adequate resources. While the board has ultimate responsibility and its actions are final, the board recognizes that those closest to the problem or issue are often those with the best information. Consequently, the board encourages input and generally bases its decisions on policy. Primarily, the board



relies upon recommendations from the chancellor, who, in turn, receives and considers input from the Chancellor's Executive Team (CET), which consists of the college presidents, vice chancellors, and the district director of public affairs. The board prefers written reports but provides time (approximately two minutes) for the information and updates of constituent groups such as the Academic and Classified Senates, the Faculty Association, Associated Students, California School Employee Association (CSEA), and Police Officer Association (POA) at all monthly trustee meetings.

The College meets the standard.

### **Standard IV.C.2 Governing Board**

*The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

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

Board members adhere to the guidelines in Board Policy 112 (Duties and Responsibilities of the Board of Trustees [IV.C.1](#)), Board Policy 110 (Code of Ethics – Standards of Practice [IV.C.15](#)), and Board Policy 180 (Respectful Interactions and Collaboration [IV.C.16](#)). Board Policy 180 describes the expectations for fostering a district wide culture of mutually respectful interactions, cooperation, and a climate of civility for all employees.

The board is composed of members from diverse backgrounds with differing perspectives. During meetings the trustees engage in energetic discussion of agenda items and share their individual viewpoints. However, once a decision is reached, they move forward in a unified fashion. The board members are respectful and inclusive of all input and viewpoints when discussing topics in board meetings and prior to any voting. The board meetings are recorded and posted on the district website ([IV.C.17](#)).

#### **Analysis and Evaluation**

The board adheres to the policies and procedures that provide the framework for the members' collective action and individual behavior. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes and video recordings of board meetings from recent years substantiate this behavior.

The College meets the standard.

### **Standard IV.C.3 Governing Board**

*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

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

The board follows California Education Code and board policies in the selection and evaluation of the chancellor and the college presidents. Board policies 146 (Chancellor Succession [IV.C.18](#)), 148 (Evaluation of the Chancellor [IV.C.19](#)), and 4011.6 (Employment Procedures for Chancellor [IV.C.20](#)) govern the hiring and evaluation of the chancellor, who serves as the chief executive officer for the District. The chancellor is responsible for recommending the selection of the college presidents in accordance with Board Policy 4011 (Employment Procedures for Administrators and Classified Managers [IV.C.21](#)). The chancellor is also responsible for the supervision and evaluation of the college presidents.

Oversight for hiring a new chancellor is delegated to the current chancellor or a board designee. The board is consulted if there is a concern for the integrity of the process, but the final determination is made by the chancellor or the board designee whether the process should be suspended pending resolution of a matter of interpretation or substantial violation of the hiring process. Direct involvement by the board is reserved for second-level interviews. In order to select a successful candidate, the board is provided with an unranked list of finalists by the search committee chair. The policy provides the board with the option to invite the chancellor or the board designee to participate in the interview. An additional provision allows for the board to interview additional candidates from the first-level interview pool in the order of the next highest search committee rankings. Each participatory governance group has at least one representative on the first-level interview committee, so the interests of a wide cross section of the District are represented in the search for the District's CEO.

Normally, the chancellor will provide oversight of the hiring process for district academic administrators, managers, and the college presidents. Similarly, the college president normally will provide oversight of the hiring process for respective college administrators and managers. However, in any hiring process, the chancellor or college president may appoint an alternate designee, as appropriate, to ensure avoidance of any conflict of interest. The chancellor or college president, with the assistance of the Office of Human Resources, oversees the implementation of the hiring process and the activities of the hiring committee as it exercises its duties, specifically to ensure that actions of hiring committees are consistent with both the written stipulations and the intentions of the established policy.

In August 2007 the board adopted Board Policy 148 (Evaluation of the Chancellor [IV.C.19](#)), which stipulates that:



- 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 [IV.C.22](#)).

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 [IV.C.21](#)). Board Policy 4011 mirrors the hiring procedures for the chancellor outlined above and clearly specifies rigorous hiring procedures to ensure the college president is sufficiently qualified to guarantee the integrity of programs and services. Presently, there is no board policy outlining the evaluation criteria for the college president. The chancellor sets the goals for the college presidents and evaluates them based on their assigned goals.

### **Analysis and Evaluation**

The board is responsible for hiring and evaluating the chancellor. In turn, the chancellor is responsible for selecting and evaluating his/her direct reports, including the college presidents. On July 1, 2016, Chancellor Gary Poertner announced his retirement after serving as chancellor since December 2010. For continuity, the board appointed Vice Chancellor Debra Fitzsimons as the acting chancellor of the District. Following a brief search, Dr. Fitzsimons was appointed interim chancellor at the August 22, 2016 board meeting ([IV.C.23](#)).

The District is currently engaged in the process for hiring a new chancellor. In accordance with the aforementioned policies, Interim Chancellor Fitzsimons has been assigned oversight of the recruitment process. At various venues during the fall 2016 Professional Development Week, Interim Chancellor Fitzsimons reached out to the shared governance groups and asked that the District as a whole begin thinking about the characteristics that are important in a chancellor, so that individuals will be prepared to provide input in open forums and through their participatory governance leaders. Dr. Fitzsimons also explained that:

- The board will hire an executive search firm for assistance with the selection process.
- The executive search firm will convene focus group/town hall meetings at both colleges. During these meetings, employee and student input will help develop a chancellor's profile.
- The executive search firm will use the desired qualities and characteristics for a new chancellor to develop a job description and timeline for selecting and hiring of the new chancellor.

The College meets the standard.

#### **Standard IV.C.4 Governing Board**

*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

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

The Board of Trustees is comprised of seven members elected at-large to four-year terms by the voters in south Orange County. Each governing board member qualifies for candidacy by having legal residence within one of seven different trustee areas ([IV.C.24](#)). Terms are staggered, with elections held every two years in connection with the general election. In accordance with California Education Code §72023.5 and Board Policy 104 (Student Membership of the Board of Trustees [IV.C.25](#)), the board also has a student trustee elected by students for a one-year term. The student trustee has an advisory vote on actions other than personnel-related matters and collective bargaining items.

Board policy dictates that the board act as an independent policy-making body that represents the public interest. Each trustee files an annual Conflict of Interest form (California Form 700, Statement of Economic Interests). A Conflict of Interest Policy (Board Policy 154 [IV.C.26](#)) was adopted by the board on August 27, 2007, and a corresponding conflict-of-interest administrative regulation (AR-154) has been implemented ([IV.C.27](#)). Additionally, Board Policy 110 (Code of Ethics – Standards of Practice) asserts that each member of the board will:

- Avoid any situation that may constitute a conflict of interest and disqualify him/her from participating in decisions in which he or she has a financial interest. Conflicts of interest may relate not only to the individual trustee but also to his or her family and business associates, or transactions between the District and trustees, including hiring relatives, friends, and business associates as college employees.
- As an agent of the public entrusted with public funds protect, advance and promote the interest of all citizens maintaining independent judgment unbiased by private interests or special interest groups.
- In all decisions, hold the educational welfare and equality of opportunity of the students of the District as his or her primary concern.
- Conduct all district business in open public meetings unless in the judgment of the Board, and only for those purposes permitted by law, and when appropriate, to hold a closed session.

Board Policy 110 also maintains that “A Board member may be subject to a resolution of censure by the Board of Trustees should it be determined the Trustee misconduct has occurred.”

The board's role in protecting and promoting the interests of the District is also observed when the board engages in advocacy efforts on behalf of the SOCCCD in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, D.C. The board sets its policy and legislative priorities in consultation with the chancellor, a state legislative consultant, and a federal lobbyist firm, as illustrated in the September 2015 Legislative and Advocacy Efforts board presentation ([IV.C.28](#)).

### **Analysis and Evaluation**

Board members work collaboratively to advocate for the interests of the District through interactions with the community, legislators, business organizations, and other public entities. The board maintains its independence as a policy-making body by: (1) being well-informed and reviewing all materials in advance of meetings; (2) asking questions and requesting additional information or Board Reports as needed; (3) facilitating public input through open session comments at board meetings; and (4) maintaining a comprehensive website that provides information to the public to support transparency in decision making ([IV.C.17](#)).

The College meets the standard.

### **Standard IV.C.5 Governing Board**

*The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

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

The board establishes and updates policies consistent with the District's mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. The district wide mission and goals are reviewed annually by the colleges and district services. The overarching themes of the current mission and goals are: student success and access, community engagement, respectful interactions and collaboration, the economic vitality of the region, and fiscal responsibility ([IV.C.2](#)). The first four pages of the District's adopted budget provides an overview of budget and planning efforts, major capital projects, technology initiatives, budget resources, priorities, and the board's governing values regarding resource allocation ([IV.C.29](#)).

To assure fiscal integrity and the allocation of resources to support student learning programs, the board has adopted guidelines for annual collaborative planning and periodic progress reports and updates. Administrative Regulation 2120 (Institutional Planning [IV.C.30](#)) sets forth that "The Chancellor chairs a district-wide planning council which

provide opportunities for administrators, faculty, and staff to participate in revising, establishing, and implementing the district-wide strategic plan to be submitted to the Board of Trustees for review, discussion, and revisions as needed. Faculty, administrators, and staff are represented in the planning council and provide recommendations to the chancellor related to district-wide planning. Prior to the initial district-wide goals meetings, the college presidents, and district and governance leaders will seek input regarding district-wide goals from the college communities and ATEP and District Services administrators and staff. The colleges and district services will use campus meetings, shared governance procedures, and contact with advisory council members and other college and district liaisons to obtain broad-based input on district-wide strategic plan.” The most recent board presentation on strategic planning occurred in December 2015 ([IV.C.31](#)).

The board ensures educational quality through board policies governing students and instruction ([IV.C.32](#)). The board’s commitment to providing resources for enhancing student performance outcomes is illustrated through the District’s investment in and support for the development of highly innovative technology tools ([IV.C.33](#)) that support educational quality and student success. Investments in technology tools like My Academic Plan (MAP), SHERPA, and the Student Success Dashboard have had positive impacts on the District’s student success agenda.

Long-term fiscal stability is key to assuring sufficient resources for student success endeavors and general operations. The board has adopted policies to convey the expectations for fiscal planning, reserves, contingencies, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure ongoing effective operations. Those specific policies are Board Policy 3100 (Budget Preparation [IV.C.11](#)), 3101 (Budget Management [IV.C.12](#)), 3101.5 (Fiscal Management [IV.C.13](#)), and 3102 (Investment Policy [IV.C.14](#)). The District Resources Allocation Committee (DRAC), the Basic Aid Allocation Recommendation Committee (BAARC), and Board Policy 3110 (Basic Aid Funds Allocation Process) govern the responsible allocation of all operating and capital outlay expenses to ensure educational quality and financial stability. Both committees are participatory governance committees representing all constituencies. The board receives regular updates through reports and budget presentations ([IV.C.35](#)), including Basic Aid presentations ([IV.C.36](#)).

The board maintains authority over all legal matters associated with the operation of the District, closely monitoring legal issues that arise, reviewing them in closed session, and approving decisions during open session, as required by legislative statutes.

### **Analysis and Evaluation**

As documented above, the standing policies and practice of the Board of Trustees demonstrate the board assumes responsibility for policies and decisions affecting educational

quality, legal matters, and financial integrity and stability. The District's mission is reviewed annually with input from district wide constituents to ensure it continues to support the quality, integrity, and improvement of student learning programs. The board adheres to strict budget planning guidelines and fiscally conservative values, and ensures that the colleges have the necessary resources to deliver quality student learning programs and services.

The College meets the standard.

### **Standard IV.C.6 Governing Board**

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

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

The District publishes all board policies, bylaws, administrative procedures ([IV.C.37](#)), and specifications related to the board's size and areas ([IV.C.24](#)) on the District's website. Board members adhere to the guidelines in Board Policy 112 (Duties and Responsibilities of the Board of Trustees) and other board responsibilities outlined in the 100 Board Policy Series ([IV.C.38](#)).

#### **Analysis and Evaluation**

The published board policies in the 100 Board Policy Series all pertain to the Board of Trustees and are comprehensive in scope in specifying the board's size, responsibilities, structure, and operating procedures. The vast majority of policies refer to the corresponding Education Code, Government Code, Title 5, Penal Code, or WASC/ACCJC standards. The board publishes bylaws and policies that are made publicly available, both electronically and on paper. These policies are regularly reviewed and updated when necessary.

The College meets the standard.

### **Standard IV.C.7 Governing Board**

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

## Evidence of Meeting the Standard

The board of trustees is aware of, and operates in a manner consistent with, its policies and bylaws outlined the 100 Board Policy Series ([IV.C.38](#)) of the established board policies. The board acts professionally and works collegially to resolve issues, as documented in video recorded meetings and meeting minutes ([IV.C.17](#)).

The board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and district's mission and commitment to educational quality, institutional effectiveness, and student success. Board Policy 107 (Board Policy and Administrative Regulation [IV.C.39](#)) notes that 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 Board Policy and Administrative Regulation Advisory Council (BPARC) is a district wide participatory governance committee tasked with systematically reviewing and updating board policies. Revisions to board policies, once approved by committee, are presented to Chancellor's Council for review and input. The policies are then presented as a monthly agenda item for board review and discussion. The following month, they are presented for board approval; once approved, the revised policies are posted to the District's website. Agendas, minutes and documents for BPARC and Chancellor's Council meetings are posted on the District's SharePoint intranet site home page under District Wide Committees ([IV.C.40](#)). To illustrate, the following board policies and administrative regulations were under review at the May 6, 2016 BPARC meeting:

- BP-7340 Employee Leaves – *FA Update from March 4, 2016*
- AR-7340 Employee Leaves – *March 4, 2016*
- AR-5302 Campus Safety – *Aug 23, 2013*
- AR-4225 Recruitment of Part-time Faculty – *March 4, 2016*
- BP-4011 Recruitment – Administrators and Managers
- AR-4011 Recruitment – Administrators and Managers
- BP-4720 Abusive Conduct in the Workplace- *Feb 5, 2016*
- BP-5626 Independent Study – *Sept 11, 2015*
- AR-5626 Independent Study – *Revised IVC 10-15, 2015*

## Analysis and Evaluation

The Trustees act in accordance with established policies. Board meeting minutes, agendas, and video recorded sessions provide clear evidence of the board acting in a manner consistent with policies, bylaws, and responsibilities. Board policies and administrative regulations are

subject to regular review and revision by BPARC. Additionally, the District recently hired a retired administrator to work part-time as facilitator for board policy revisions.

The College meets the standard.

#### **Standard IV.C.8 Governing Board**

*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

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

At set intervals throughout the year, the board reviews, discusses, and accepts reports that address indicators for student learning and achievement. The board is updated annually with research and reports on institutional effectiveness, student success, and completion. Presentations are made at the public board meetings so the trustees have opportunities to review and openly discuss performance indicators outlined by the Student Success Scorecard ([IV.C.41](#)). The Scorecard provides performance indicators on how well the colleges are doing in remedial instruction, job training programs, retention of students, and graduation and completion rates.

The board has a second opportunity to review key performance indicators during the review of the ACCJC Annual Report ([IV.C.42](#)), which includes institution-set standards, goal/targets, and student achievement measures for students in basic skills courses, CTE programs, and degree and certificate programs. The Annual Report also includes data for SLO assessment, degree and certificate awards, and university transfer rates. The board has also invited presentations on student success initiatives including ESL and basic skills, financial aid, Learning Resource Center tutorial programs, enrollment management plans, and Career Technical Education certificate programs. During the ensuing discussions, the board has expressed an interest in factors that may contribute to low basic skills completion rates and benchmarking SOCCCD performance data with similar districts.

#### **Analysis and Evaluation**

The board is regularly apprised of data for key indicators for student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and board input regarding student performance outcomes and the colleges' plans for improving academic quality. The board's level of engagement, along with its knowledge about student learning and achievement, has grown over the years. Board members ask insightful questions and expect honest and thorough responses from the Colleges.

The College meets the standard.



## Standard IV.C.9 Governing Board

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

### Evidence of Meeting the Standard

The District has an ongoing training program and an orientation program for new board members that includes a review of ethical rules and responsibilities, compliance with the Brown and Fair Political Practices acts, and an overview of the District's operation. All new board members—including the student trustee—are oriented before they take office. The chancellor and district services staff, in consultation with the president of the board, facilitate an annual board retreat, promote trustee attendance at relevant conferences, and arrange for periodic board education presentations throughout the year. Additionally, board members provide oral reports and summaries at each board meeting of the conferences and board educational activities in which they have participated ([IV.C.17](#)).

Board Policy 109 (Board Education [IV.C.43](#)) asserts that “the Board of Trustees is committed to its 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.” Board Policy 109 adds that:

- 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, leadership, and accreditation standards and expectations.
- Individual trustees are encouraged to participate in at least one conference per year that provides professional development of trustee-related knowledge and skills.
- On an annual basis, the chancellor will circulate a list of national, state and regional conferences for trustees to select which they will attend, in order to take advantage of discounts on early registration and travel.
- At the board meetings following conferences, workshops and meetings, trustees are encouraged to share their written report from attendance of such conferences, meetings or workshops. The board president may allow additional time for oral reports beyond the allotted two minutes, provided in the board report section of the agenda.

In practice, the board training program and new member orientation includes:

- Board attendance at the CCLC Effective Trusteeship Workshop each January
- Board attendance at conferences with CCLC, AACC or ACCT
- Completion of the online ACCJC's Accreditation Basics online training program

- New board members receiving an orientation from the chancellor and the manager of the Office of the Chancellor and Trustee Services
- Incoming board members meeting with each vice chancellor from each district services area, the college presidents, and several other department managers
- Ethics training through the California Fair Political Practices Commission

Board continuity is addressed through the combination of Board Policy 108 (Vacancies on the Board [IV.C.44](#)), which outlines the mechanisms for filling vacancies with staggered elections. Specifically, Trustees are elected to four-year terms, and board member terms are staggered with elections held every two years in connection with the general election to provide continuity of board membership.

### **Analysis and Evaluation**

The board has a consistent program for orientation and ongoing development, including self-evaluation. The board has followed policy in ensuring continuity of membership when vacancies have occurred. Staggered board elections have provided consistency, and incumbents are frequently re-elected, adding continuity of governance.

The College meets the standard.

### **Standard IV.C.10 Governing Board**

*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

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

Each year the SOCCCD Board of Trustees conducts an evaluation of its performance in order to continually assess its effectiveness. Board Policy 172 (Board Self Evaluation [IV.C.45](#)) states that “the Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.” The board’s self-evaluation process includes surveys of board members and employees, discussion of the surveys, and a workshop to review outcomes and set goals. All employees are invited to participate in providing feedback through a survey. A special meeting of the board is publicized and conducted by a third-party facilitator. Information is posted on the district website for public transparency ([IV.C.46](#)). The board fully reviews the surveys and board goals in an effort toward continual improvement and effectiveness.

The board of trustees also holds periodic trustee listening sessions for classified staff and faculty to hear issues; these are publicized district wide. The board may subsequently ask the chancellor to follow up on any concerns and provide a public presentation or board report on a specific issue. The listening sessions help the board clarify and underscore its role at the policy level. The trustee listening sessions improve board performance by connecting the board members to the colleges and district. The chancellor, managers and administrators are asked not to attend these sessions in order to facilitate a more open dialogue with board members.

### **Analysis and Evaluation**

The board has clear policies and procedures for self-evaluation. The self-evaluation process has heightened the board's focus on communication and on appropriate roles and responsibilities for policy making in the District. The board regularly participates in training, orientation, goal-setting, and self-evaluation activities, which have increased their knowledge of appropriate engagement in policy making, the accreditation process, college operations, and institutional effectiveness.

The College meets the standard.

### **Standard IV.C.11 Governing Board**

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

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

SOCCCD has clear policies and procedures that govern ethical behavior and conflict of interest expectations for board members as well as employees. The District also has defined procedures for dealing with behavior that violates the code of ethics. Board Policy 154 (Conflict of Interest) ([IV.C.26](#)) 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, and stipulates that a board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the District. Additionally, each trustee files an annual Conflict of Interest form (California Form 700, Statement of Economic Interests).

Board Policy 110 (Code of Ethics – Standard of Practice [IV.C.15](#)) requires that:

- The board maintains high standards of ethical conduct for its members.

- Members of the board are responsible to establish and uphold, implement and enforce all laws and codes applying to the District.
- All board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the board's Code of Ethics.
- The board reserves the right to censure any board member who does not adhere to this policy or engages in other unethical conduct.

The board completes ethics training required by law for cities, counties, and special districts in California (AB 1234, Chapter 700, Stats. of 2005) through the California Fair Political Practices Commission (<http://localethics.fppc.ca.gov/login.aspx>). This training is free of charge and provided online. Upon completion of training, board members are provided with a Certification of Completion, which is kept on file in the Office of the Chancellor and Trustee Services.

### **Analysis and Evaluation**

The Board of Trustees has a policy governing ethical behavior, which includes detailed standards of practice and guidelines for enforcement. Board members are careful to disclose any connections to personal or financial interests that may conflict with their responsibilities as public stewards and abstain from any decision making related to such interests. Board meetings are recorded to provide further public transparency. These recordings are available on the District's website the day after each board meeting.

The College meets the standard.

### **Standard IV.C.12 Governing Board**

*The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

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

The board delegates authority to the chancellor who, in turn, has responsibility for oversight of district operations and the autonomy to make administrative decisions. Board Policy 2100 (Delegation of Authority to the Chancellor [IV.C.22](#)) asserts that in compliance with the provisions of the Education Code, the board delegates full responsibility and authority to the chancellor to implement and administer board policies and conduct the business of the District and educational programs without interference, and holds the chancellor accountable for the operation of the District. In addition, Board Policy 2101 (Delegation of Authority to the College President [IV.C.47](#)) states that "the President is the Chief Executive Officer of the college [and] 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."

## Analysis and Evaluation

As trustees have improved their understanding of their policy role and the importance of following official channels of communication through the chancellor, the board has improved its ability to allow the chancellor and presidents the ability to handle operational and administrative details at the District and colleges, respectively. These practices have effectively empowered the interim chancellor to manage the operations of the District while it nonetheless remains evident the board holds her accountable.

The College meets the standard.

## Standard IV.C.13 Governing Board

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

## Evidence of Meeting the Standard

The board has a strong and ongoing focus on accreditation. All board members are made aware of the ACCJC Eligibility Requirements and Accreditation Standards and processes through ongoing training and board presentations. The board's annual training on accreditation includes a review of the ACCJC publication *Guide to Accreditation for Governing Boards*, and all board members complete the ACCJC's online *Accreditation Basics* training ([IV.C.48](#)).

The Board of Trustees is kept apprised of the process and progress of the colleges in preparing the self-study report through presentations and reports by college and district administration in public meetings ([IV.C.49](#)). District Services administrators participate on the college accreditation steering committees and keep the chancellor updated on progress, and both colleges publish comprehensive accreditation resources on the college websites.

## Analysis and Evaluation

The Board of Trustees is engaged in the accreditation process. Through training and presentations, board members remain informed about eligibility requirements, accreditation standards, and commission policies. In addition, the Board of Trustees supports the efforts of both colleges to improve and excel through the approval of institutional policies, processes, and practices that ensure the colleges meet the Eligibility Requirements and, in particular, those requirements involving recommendations from previous self-study reports.

The College meets the standard.

## Standard IV.D: Multi-College Districts or Systems

### **Standard IV.D.1 Multi-College Districts or Systems**

*In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

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

In accordance with Board Policy 2100 (Delineation of Authority of the Chancellor [IV.D.1](#)), Chancellor Poertner and now Interim Chancellor Fitzsimons have provided leadership and have encouraged employees from the colleges and District Services to work together towards educational excellence and integrity. Through their leadership and communication, the chancellor and interim chancellor have clarified roles, responsibility, and authority between the colleges and District Services as outlined in the Chancellor's Perspective ([IV.D.2](#)) and the *District Wide Function Map* ([IV.D.3](#)) to support the effective operation of the colleges. The interim chancellor meets regularly with the college presidents and faculty and staff leaders to facilitate collaboration, team building, and mutual support for the colleges. The interim chancellor also uses formal forums including district wide participatory governance meetings, facility groundbreaking and grand opening ceremonies, district wide emails, and the Chancellor's Opening Session to communicate her expectations for educational excellence and integrity with college, district, and community stakeholders.

The interim chancellor holds the college presidents to clearly articulated standards for educational excellence, student success, and fiscal stability. She emphasizes and supports consultation with faculty and staff leadership in policies and activities related to student preparation and success, and district and college governance activities through the implementation of the *District Wide Planning and Decision-Making Manual* (SOCCCD PDM), which has the expressed purpose of uniting the collective around the shared vision that "student success is the most important endeavor" of the District ([IV.D.4](#)). The SOCCCD PDM also clarifies roles and responsibilities and promotes "governance structures that enable our Colleges to fulfill their missions and respond effectively to the needs of students."

Chancellor Poertner sought opportunities to communicate about operational roles and delineation of responsibilities to clarify expectations. In the Chancellor's Perspective from June 18, 2015 ([IV.D.2](#)), Chancellor Poertner stressed that:

- There are clear lines of authority established between the board and chancellor and the chancellor and presidents.

- Organizationally, neither the colleges nor District Services reign over each other. Any assumptions that one entity is superior over another sets unreasonable expectations and fuels tensions.
- District Services provides centralized functions, enabling the District to operate more economically and efficiently. Accounting, payroll, purchasing, contracts, job recruitment, and IT systems security are examples of services performed for all departments, divisions, and employees district wide.
- Some people may not realize that District Services is also responsible for areas related to legal, compliance, policy, legislative, reporting, development, systems, employee complaints, research and planning.

The *Chancellor's Perspective* also used statements from the employee surveys to provide context through examples. To illustrate, an employee noted that “the district does not give my department sufficient supply and equipment budgets.” Chancellor Poertner responded by noting that:

Funds are annually distributed through the District Resource Allocation Committee (DRAC), a participatory governance group, to each College and District Services. All college departments are funded out of college funds, and all of those decisions and allocations are made at the college level without interference from the Chancellor or District Services. Similarly, all District Services funds are allocated through the Chancellor's office.

### **Analysis and Evaluation**

Interim Chancellor Fitzsimons communicates her expectations for institutional excellence and integrity through district wide participatory governance meetings, civic engagements, electronic communications, and college and district activities and events. In her role as vice chancellor for business services and her current role as interim chancellor, Dr. Fitzsimons has demonstrated leadership in updating the *District Wide Function Map* and the *District Wide Planning and Decision-Making Manual*, which clarify the roles and responsibilities of the colleges and District Services.

Recent discussions during the 2016 update of the *District Wide Function Map* (IV.D.3) have identified gaps in understanding of roles and authority between District Services and the colleges. The ensuing dialogue proved helpful in identifying and addressing service gaps and providing clarification of responsibilities and authority for employees and stakeholders across the District. To illustrate, as technology advances and the needs of students and the colleges change, the roles and responsibilities of College IT and District IT will need to be evaluated and updated more frequently.

The College meets the standard.



## Standard IV.D.2 Multi-College Districts or Systems

*The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

### Evidence of Meeting the Standard

Interim Chancellor Fitzsimons has clearly communicated the delineation of functions and responsibilities of District Services from those of the colleges in accordance with board policies:

- BP-112, Duties and Responsibilities of the Board of Trustees ([IV.D.5](#))
- BP-2100, Delegation of Authority to the Chancellor ([IV.D.1](#))
- BP-2100.1, Delegation of Authority to the Academic Senate ([IV.D.6](#))
- BP-2100.2, Role and Scope of Authority of the Academic Senates ([IV.D.7](#))
- BP-2101, Delegation of Authority to the College President ([IV.D.8](#))
- BP-3001, Delegation of Authority ([IV.D.9](#))
- BP-4309, Duties and Responsibilities of the Faculty ([IV.D.10](#))
- BP-4056, Classified Employees Participation in Decision Making ([IV.D.11](#))
- BP-5627, Student Participation in Governance ([IV.D.12](#))

In sum, there are over 20 board policies and associated administrative regulations that address the delineation of roles, responsibilities, and authority. As mentioned in Standard IV.D.1, the two primary documents that address the delineation of duties are the *District Wide Function Map* ([IV.D.3](#)) and the *District Wide Planning and Decision-Making Manual* ([IV.D.13](#)). Additionally, governance, fiscal, and operational responsibilities are often clarified and refined in the district wide participatory governance committees and councils, including the:

- Basic Aid Allocation Recommendation Committee ([IV.D.14](#))
- Board Policy and Administrative Regulation Advisory Council ([IV.D.15](#))
- Business Continuity Planning Committee ([IV.D.16](#))
- Capital Improvement Committee ([IV.D.17](#))
- Chancellor's Council ([IV.D.18](#))
- District Online Education Committee ([IV.D.19](#))
- District Resource Allocation Committee ([IV.D.20](#))
- District Wide Planning Council ([IV.D.21](#))
- District Wide Technology Committee ([IV.D.22](#))
- Learning Services Coordinating Committee ([IV.D.23](#))

The interim chancellor ensures that the colleges receive effective and adequate District Services support through dialogue, the governance structure, and the scope of authority of the units in District Services. Services at the district level are organized through the offices of the vice chancellor for human resources, the vice chancellor for business services, the vice chancellor for technology and learning services, and chancellor and trustee services.

The Office of the Vice Chancellor for Human Resources (HR) is responsible for facilitating the recruitment, selection, and orientation of new employees; training and professional development; collective bargaining; compliance with State and Federal laws and regulations; management of the performance evaluation process; and human resources information systems.

The Office of the Vice Chancellor of Technology & Learning Services coordinates educational programs, technology services, and district wide research. The vice chancellor also provides leadership in enrollment management; distance education; workforce development programs; online services, products, and programs; security, reliability, and continuity of all district wide network infrastructure, computer operations, and telecommunications; the maintenance of MIS data and reporting tools; and the maintenance of the Student Information System (SIS), My Academic Plan (MAP), MySite, the Learning Management Systems (Blackboard and Canvas), and Workday.

The Office of the Vice Chancellor for Business Services provides oversight of all business departments, including Fiscal Services, Facilities Planning and Purchasing, Accounting, Payroll, and Risk Management. The vice chancellor collaborates with the two colleges to prepare the tentative and final district budgets, and provide support and expertise to the District Resources Allocation Council (DRAC). The vice chancellor's office also provides oversight of the annual audit, new construction and facilities renovation, master plan development, and warehouse/mailroom services.

The Office of the Chancellor and Trustee Services is responsible for the coordination of all regular and special board meetings, including notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information district wide, coordination of district wide events such as the Chancellor's Opening Session during Professional Development Week each semester, and coordination of district wide committee meetings including the Chancellor's Executive Team, the Chancellor's Cabinet, and the Docket and District Leadership Team. Public Affairs, a division within the Office of the Chancellor, coordinates marketing; government, community and public relations; and media relations.

The services provided to the colleges by District Services are evaluated through discussions in, and surveys for, the participatory governance committees. For example, the District's resource allocation process is evaluated by several committees including CIC, BARC, and DRAC. Evaluation of services is also conducted with a bi-annual district wide climate survey ([IV.D.24](#)). The survey is used to provide opportunities for employee feedback and identify

future goals. Lastly, evaluation of services is also done by each District Services department through the use of Administrative Unit Reviews (AURs) with goals, action steps, and documented outcomes ([IV.D.24.b](#)).

Following the aforementioned 2010 Commission recommendations pertaining to communication and the delineation of roles, Chancellor Poertner initiated discussions in 2011 that identified five district wide barriers to successful communication ([IV.D.25](#)):

- Unhealthy competition within and between IVC, Saddleback, and District Services.
- Lack of utilizing data and metrics for decision making.
- Circumvention and lack of established policies, procedures, and protocols.
- Lack of district wide perspective and mutual understanding and acceptance of the roles of each college and district services.
- Lack of district policy encouraging civility, respect, and collegial behavior.

A task force was formed for each barrier to identify assumptions and make recommendations for improved communication ([IV.D.26](#)). For example, the Barrier 4 Task Force (Lack of district wide perspective and mutual understanding and acceptance of the roles of each college and District Services) identified the following assumptions and recommendations:

#### Assumptions:

- We act as separate entities rather than as a unified district with one shared vision, focus, and purpose.
- There seems to be a general lack of respect for authority of the chancellor and/or district executive team by the presidents and/or other college managers and administrators.
- There seems to be a general lack of respect for the authority and responsibilities of the presidents and/or other college managers and administrators by the district executive team and/or other District Services personnel.
- District Services is often unresponsive and/or untimely.
- The knowledge base and expertise of District Services personnel is inconsistent, and individuals within the same department provide different information and advice.
- District Services is not customer (college) service centered, and often insular and/or process-driven.

#### Recommendations:

- Develop more in-depth new employee orientations.
- Conduct District Services department open houses and/or tours of the colleges.
- Increase in-person conversations and attendance at other departments' meetings.
- Develop a district wide calendar.
- Create job shadowing opportunities for faculty and staff.
- Increase the acceptance of roles and positions at the colleges and District Services.
- Develop activities and/or compile personnel skills maps.
- Create Student Ambassador Programs.

The colleges and District Services have been charged to implement the recommendations from the barriers task force; this work is ongoing. To illustrate, IVC now has a Student Ambassador program, both colleges use a district wide calendar ([IV.D.27](#)), each District Services department has conducted tours ([IV.D.28](#)), and facilitated conversations (Higher Understanding Gathering Sessions) ([IV.D.29](#)) have been held with the human resources, fiscal, facilities, and information technology teams to resolve issues.

### **Analysis and Evaluation**

The interim chancellor strives to continuously delineate and outline the functions of District Services and its operational responsibilities to support the colleges in achieving their missions. The adequacy and effectiveness of District Services are evaluated through Administrative Unit Reviews and employee satisfaction surveys. The District and colleges almost continually discuss and evaluate the resource allocation process and the DRAC model. Yet financial accountability policies are in place to ensure the colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

Given that college employees periodically expressed concerns that District Services occasionally overreached in their involvement in college operations, Chancellor Poertner arranged *District Services Road Shows* ([IV.D.28](#)) at the colleges to provide an overview of each department, highlight topic areas where employees might need assistance, gather input from employees, and identify areas for improvement. These Road Shows are widely marketed to all employees, and the Road Show materials and resources are kept on the District's SharePoint site for future reference. Also, in response to feedback from the colleges that District Services did not always appear to act in service of the colleges, a professional development event was held on March 22, 2016 that focused on improving the customer service skills of District Services employees.

The College meets the standard.

### **Standard IV.D.3 Multi-College Districts or Systems**

*The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

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

The District has established resource allocation policies and procedures that support the effective operations and sustainability of the colleges and District Services. Under the leadership of the interim chancellor, college and district personnel work together to ensure

effective control of expenditures and financial sustainability for the colleges and the District Services.

DRAC and BAARC are the primary committees that provide leadership on district level budget policies and recommendations to the interim chancellor. The allocation of district general fund resources to the colleges occurs in accordance with board policies 3100 (Budget Preparation [IV.D.30](#)), 3101 (Budget Management [IV.D.31](#)), and 3101.5 (Fiscal Management [IV.D.32](#)), and the Budget Development Guidelines ([IV.D.33](#)). The Budget Development Guidelines were developed to “ensure wise and prudent use of public resources, promote financial strength and stability, and maximize educational opportunities for students.” In addition, the Budget Development Guidelines specify that despite the District’s current basic-aid status:

- The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the District’s future financial stability.
- A general fund reserve for economic uncertainties of no less than 7.5 percent of the projected unrestricted revenue shall be maintained.

The District has established effective policies and mechanisms to control expenditures. College and district financial statuses are regularly reported to and reviewed by the board, and the District commissions annual fiscal audit reports ([IV.D.34](#)). These audits are 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. The District’s participatory governance committees also provide comprehensive budget and financial oversight, including reviews of the District’s CCFS-320 filings, full-time Faculty Obligation Number (FON), enrollment projections, and year-to-year comparisons with enrollment targets.

### **Analysis and Evaluation**

SOCCCD has a long history of financial conservatism. The colleges and District Services adhere to standards of good practice that include the maintenance of adequate reserves and the obligation to maintain balanced budgets. Through the effective control of expenditures, District Services and the colleges have consistently closed out the fiscal year with positive ending balances. Each college president is responsible for their college budget and has the authority to collaboratively develop and implement appropriate processes for budget

development and the effective utilization of financial resources in support of their college mission.

The District's Fiscal Services Office processes and facilitates the distribution of resources to the colleges in accordance with the DRAC model, state and federal categorical fund allocation guidelines, and board policies. The majority of resources allocated to the colleges are data-driven and reflect the needs of the institutions through application of state-mandated guidelines and the local board-approved budget guidelines.

The College meets the standard.

#### **Standard IV.D.4 Multi-College Districts or Systems**

*The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.*

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

As outlined in Standards IV.B.1 and IV.D.2, the Board of Trustees has adopted multiple policies and procedures to ensure that the chancellor gives full responsibility and authority to the college president. In January 2009 the SOCCCD Board of Trustees adopted Board Policy 2101 (Delegation of Authority to the College President [IV.D.8](#)). This policy establishes the college president as the final authority on the college level. At each college, the president is therefore expected to:

- Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan.
- Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
- Provide leadership in the development and implementation of career technical education to meet the needs in the community.
- Provide leadership in the development and implementation of a comprehensive enrollment management plan.
- Develop and monitor the college budget and assume fiscal responsibility.
- Propose strategies for selecting and retaining diverse, high-quality full-time faculty, staff and administrators.
- Provide leadership and empower the administrative team.
- Provide leadership focusing on accountability and professional conduct.
- Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations.

In practice and accordance with Board Policy 2101 (Delegation of Authority to the College President) and the adopted *District Wide Function Map* ([IV.D.8](#), [IV.D.3](#)), the interim



chancellor delegates full authority and responsibility for college operations to the college presidents and supports them in implementing district policies at their respective colleges. The college presidents are held accountable for their colleges' performance by the board and interim chancellor but have the ability to conduct their work without interference from the interim chancellor and board.

### **Analysis and Evaluation**

The college presidents serve as the chief executives for their respective colleges and ensure the quality and integrity of programs and services, fiscal sustainability, and accreditation status of their colleges. The interim chancellor fully delegates the authority and responsibility to the college presidents for implementing college and district policies without interference. The board, the interim chancellor, and the communities they serve hold the college presidents accountable for their performance.

The College meets the standard.

### **Standard IV.D.5 Multi-College Districts or Systems**

*District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

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

SOCCCD has adopted district wide integrated processes for fiscal, facilities, strategic, and technology planning. These processes provide the framework for planning integration across the District with the goal of promoting student learning and institutional effectiveness. Administrative Regulation AR-2120 (Institutional Planning [IV.D.35](#)) espouses that "District wide goals will be integrated with the Colleges and District Services and reflected in their respective written planning documents." The district wide Integrated Budget Planning Resource Guide ([IV.D.36](#)) provides information about the planning and budget process in the District. From a fiscal standpoint, the Budget Development Guidelines ([IV.D.33](#)) and the application of the District Resource Allocation Model align the college planning process with the district planning process. Also, the College's Education and Facilities Plans ([IV.D.38](#)) are integrated with and inform the overall District's Education and Facilities Master Plan ([IV.D.37](#)).

The Colleges' strategic plans are integrated with the District Wide Strategic Plan ([IV.D.39](#)), through alignment of goals between the two. To illustrate, Goal 1 from the District Wide Strategic Plan indicates that "SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration," and Goal 1 from the IVC Strategic Plan ([IV.D.40](#)) indicates that "IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration." The colleges have, in effect,



adopted the strategic goals of the District, but the colleges have sufficient autonomy and responsibility to implement unique objectives for the shared goals, based on local conditions and institutional priorities.

The District Technology Plan ([IV.D.41](#)) aligns with the District Wide Strategic Plan ([IV.D.39](#)), and establishes the framework of goals and objectives that guide district wide technology planning. The IVC Technology Plan ([IV.D.42](#)) is integrated with the District Technology Plan, and both establish standards and prioritize the deployment of technological solutions based on available resources.

There are several mechanisms used to evaluate the effectiveness of integrated planning throughout the District. District wide and college wide participatory governance planning committees assess their effectiveness through the annual committee self-evaluation process ([IV.D.43](#)). Administrative Unit Reviews (AURs) ([IV.D.44](#)) include an analysis of planning outcomes and a review of planning processes.

### **Analysis and Evaluation**

SOCCCD has established mechanisms for integrated district wide strategic planning. This integration involves collaboration and cooperation between the colleges, District Services, and participatory governance committees. Assessment mechanisms include discussion and subsequent updates of governance and decision-making processes, district wide surveys, college wide surveys, governance committee self-evaluation, and AURs.

The College meets the standard.

### **Standard IV.D.6 Multi-College Districts or Systems**

*Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

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

Board Policy 2001 (Administrative Organization [IV.D.6](#)) maintains that 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.” To promote effective and timely communication, the interim chancellor meets weekly with the college presidents to discuss executive issues and ensure seamless operations of the colleges. SOCCCD also has a robust participatory governance process in which numerous councils and committees with diverse representation meet regularly to enhance communication and ensure the effective and timely flow of information between and among the colleges and District Services. In accordance with the Brown Act,

agendas are posted in advanced of meetings, and minutes and meeting handouts are posted electronically on the respective committee's SharePoint site. For example, the Chancellor's Council meets monthly to discuss district wide topics, and all constituency groups are represented. Council members provide updates and are responsible for communicating information back to their constituencies in a timely manner.

The executive director of public affairs and government relations in the chancellor's office reports outcomes from board meetings in Board Highlights ([IV.D.45](#)), a newsletter sent out via email district wide following each regular board meeting. These are also posted on the district website. The public affairs office also sends out announcements from District Services departments via district wide emails on various subjects to ensure a high level of effective operations and constant communication with employees. The District Services administrative units have conducted Road Shows ([IV.D.46](#)) and produced and distributed newsletters ([IV.D.47](#)) to enhance communication and ensure the effective operation of the colleges ([IV.D.29](#)).

### **Analysis and Evaluation**

Due to sheer size, complexity, and volume of activity, the colleges and District Services periodically struggled with communication. Maintaining consistent engagement and effective communication has been a priority for Chancellor Poertner and Interim Chancellor Fitzsimons. To address communication deficits, the District, colleges, and primary planning bodies have all adopted strategic planning goals that emphasize the need for ongoing efforts to promote "respectful interactions and collaboration." Table IV.1 and Table IV.2 outline the results of the most recent College and District employee survey results that are related to communication and collaboration ([IV.D.48](#), [IV.D.24](#)).

At the same time, the colleges and District Services have improved in many respects, as stakeholders enjoy improved access to information. College and District Services SharePoint sites host information and resources for the primary units and governance committees, as well as newsfeeds, announcements, meeting agendas, handouts and outcomes, directories for assistance, and archived communications for reference. Committees and councils have increased their membership to ensure broad constituent representation, add new perspectives to the conversation, and improve transparency about processes. The advent of Road Shows, Higher Understanding Gathering Sessions (HUGS), newsletters and other endeavors to improve communications highlight the District's commitment to promoting timely, accurate, and complete communication in order for the colleges to make decisions effectively.

The College meets the standard.

## Standard IV.D.7 Multi-College Districts or Systems

*The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

### Evidence of Meeting the Standard

Under the guidance of Chancellor Poertner and Interim Chancellor Fitzsimons, the District regularly evaluates and communicates the effectiveness of role delineations between District Services and the colleges for governance and decision-making processes. Role delineations are evaluated during the bi-annual review of the *District Wide Function Map* ([IV.D.3](#)) and the *District Wide Planning and Decision-Making Manual* ([IV.D.13](#)), with revisions made based on input from participatory governance committees, administrative units, the Chancellor's Cabinet, and college stakeholders. The Function Map is currently being reviewed and updated and will be finalized prior to the colleges' 2017 site visit.

The District has implemented and upheld an annual process for governance committee evaluations and analysis and reporting of results. These committee self-assessments usually document the committee's accomplishments and challenges in addition to highlighting areas for improvement in the college and/or district governance processes. District Services and the colleges have designed and administered bi-annual district wide and college wide surveys, the results of which are discussed widely and posted on the college or district website for review. The District institutionalized these cycles and continues to review and revise processes to assure integrity and institutional effectiveness.

### Analysis and Evaluation

SOCCCD has processes and regularly evaluated district and college role delineations, governance, and decision-making, and has developed mechanisms for wide communication of the results of these evaluations. The District and Colleges have conducted surveys ([IV.D.48](#), [IV.D.24](#)), analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. To illustrate, the following are excerpts from the 2014 District Climate Survey:

| I am aware of the district wide integrated strategic planning process. |     |     |
|------------------------------------------------------------------------|-----|-----|
| Strongly Agree                                                         | 63  | 9%  |
| Agree                                                                  | 315 | 47% |
| Disagree                                                               | 170 | 25% |
| Strongly Disagree                                                      | 37  | 5%  |



**I am aware of the district wide integrated strategic planning process.**

|                                  |     |      |
|----------------------------------|-----|------|
| <b>Don't Know/Not Applicable</b> | 88  | 13%  |
| <b>Total</b>                     | 673 | 100% |

**I feel planning in our District is effective.**

|                                  |     |      |
|----------------------------------|-----|------|
| <b>Strongly Agree</b>            | 38  | 6%   |
| <b>Agree</b>                     | 254 | 38%  |
| <b>Disagree</b>                  | 150 | 22%  |
| <b>Strongly Disagree</b>         | 55  | 8%   |
| <b>Don't Know/Not Applicable</b> | 176 | 26%  |
| <b>Total</b>                     | 673 | 100% |

**I am aware of the District Wide Planning and Decision Making Manual.**

|                                  |     |      |
|----------------------------------|-----|------|
| <b>Strongly Agree</b>            | 49  | 7%   |
| <b>Agree</b>                     | 203 | 30%  |
| <b>Disagree</b>                  | 191 | 28%  |
| <b>Strongly Disagree</b>         | 90  | 13%  |
| <b>Don't Know/Not Applicable</b> | 140 | 21%  |
| <b>Total</b>                     | 673 | 100% |

The College meets the standard.



IRVINE VALLEY  
COLLEGE

## QUALITY FOCUS ESSAY & PLANS

- QUALITY FOCUS ESSAY
- CHANGES AND PLANS ARISING OUT OF THE SELF EVALUATION PROCESS

IRVINE VALLEY COLLEGE  
**HONORS**  
PROGRAM

THE PATH TO YOUR FUTURE

## **Quality Focus Essay: Institutional Effectiveness**

### **Introduction and Action Project Selection**

For quality focus essay (QFE) topics, IVC chose three projects that are institutional in scope and have an impact on student learning and achievement. The topics that require further study and institutional effort to improve student learning and achievement became evident during the self evaluation process. They are: the use of disaggregated student learning outcomes, online education, and the resource allocation process.

### **Action Project One: Disaggregated Student Learning Outcomes**

#### **Overview**

The College uses disaggregated achievement data in program reviews to inform planning and decision making. To further inform college wide processes, the College is beginning to disaggregate student learning outcomes by various student characteristics to explore various hypotheses and to identify student subgroups who are disproportionately impacted. The English department has developed a model and process ([Q.1.1](#)) that the College is working on expanding to all departments. This multi-year project will yield more meaningful outcomes assessment results that will inform programmatic changes to ultimately increase students' outcomes.

| Action Project                                  | Outcomes  | Alignment with Standards       |
|-------------------------------------------------|-----------|--------------------------------|
| Disaggregated Outcome Assessment Implementation | Strategic | I.A, I.B, II.A, II.B, and II.C |

#### **Description, Purpose, and Goals**

Since 2012, the English department has been assessing each SLO for each course at the student level. Using a department-approved rubric, English faculty assess each student's level of proficiency for six established course SLOs. Through collaboration with the Office of Research, Planning and Accreditation, the department is able to disaggregate assessment results by various student-level characteristics. Student-level assessments have also allowed for the disaggregation of data by students' mode of entry into a writing course. By examining students' pathways into college English, such as traditional versus accelerated sequence, the English department is able to assess the effectiveness of accelerated courses compared to traditional courses. These findings, which have been the subject of dialogue and review at departmental meetings, have helped inform the department's development of other course sequences, such as the co-requisite model.



Over the years, the College has refined the English department's course SLO assessment process. As one of few colleges in the state to collect SLO data at the student unit record level, Irvine Valley College presented on its SLO disaggregation process at the 2016 Third Annual SLO Symposium and at the 2016 Strengthening Student Success Conference.

Although the College serves as a model to community colleges across the state, it recognizes the need to improve upon its current process. With the goal to collect meaningful results to encourage dialogue on assessment results and programmatic changes, inform program review and planning, and guide decision making, the College is committed to further refining its course SLO assessment process. To achieve this goal, the College will focus on the following steps:

- Streamline the process in order to expand and implement campus wide.
- Improve the process of presenting disaggregated data to all departments to ensure utilization of findings to inform planning and decision making.

Step #1: Streamline the process in order to expand and implement campus wide.

The course SLO assessment process for the English department is a highly manual process. Although data is collected through the Data Tools feature of TracDat, the College's assessment outcomes application software, the Office of Research, Planning and Accreditation (ORPA) must coordinate with the English department to successfully execute an eight-step process. To implement a similar process campus wide, the College recognizes the need to make the process more automated and user friendly to ensure completion of assessments.

In early 2016, the course SLO process for the English department was reviewed and discussed by the SLO Task Force with a focus on scalability and sustainability. With the feedback provided by the SLO Task Force, ORPA is in the process of developing a streamlined process to implement across all departments. The proposed process is a regular agenda item for the SLO Task Force, which along with ORPA and IT is leveraging the capabilities of TracDat Data Tools.

Step #2: Improve the process of presenting disaggregated data to all departments to ensure utilization of findings to inform planning and decision making.

In 2015, ORPA acquired Tableau licenses in order to improve on the presentation of data to the College. Currently, ORPA is working with the English department to develop Tableau reports that present SLO assessment results in a readily comprehensible manner. Tableau will allow faculty members to easily disaggregate SLO results based on a wide variety of student characteristics (e.g., major, online versus face-to-face, etc.). This user-driven approach will empower faculty to be the owner of their data. Faculty will be able to identify areas in which



student performance could be improved and test the efficacy of approaches intended to address identified achievement gaps.

### Project Goals and Outcomes

The desired goals for this project encompass the need to measure the effectiveness of new, emerging, and expanding initiatives and programs that are designed to increase student achievement. For example, the English department has disaggregated learning outcomes data for accelerated courses versus full-term traditional courses and sequences. Acceleration has been a useful tool in efforts to minimize the time that students spend in basic skills sequences. As the College expands acceleration to other disciplines, it has become evident through the self evaluation process that disaggregating achievement data (i.e., grades) alone is not sufficient for assessing program effectiveness. Consequently, disaggregated learning outcomes data will be an additional measurement in the course and program evaluation process.

The College has continued to increase online education course and program offerings. The emerging practice of disaggregating learning outcome data should naturally be expanded to these areas. For online education, the achievement gap has been moved to the forefront of the conversation about student success, so disaggregated learning outcomes data for fully online versus face-to-face courses will serve as a critical metric.

Additionally, disaggregating SLOs will enhance student equity planning by providing more detailed insight into the nature of achievement gaps. The current Student Equity Plan uses achievement data to identify areas of disproportionate impact. However, this data provides insight into how specific skills and knowledge vary among student subpopulations. A robust SLO disaggregation infrastructure will provide faculty, administrators, and analysts with necessary data.

While there are current practices to disaggregate SLO data at the course and program level, the College continues to engage in discussions to gather disaggregated outcomes data at the student level. IVC has developed a comprehensive plan in its effort to move forward with its goal to utilize data to inform planning and decision making through the disaggregation of SLOs. Table QFE.1 outlines the steps the College will take to implement a campus wide process of collecting and disaggregating course SLOs by spring 2018.

Table QFE.1: Learning Outcomes Disaggregation Plan

| Action Steps                                                                            | Desired Outcomes                                                                                                                                                               | Responsible Party         | Timeline              |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------|
| <b>Present preliminary findings to the English department.</b>                          | Gain input on how findings can be utilized for department planning purposes.                                                                                                   | ORPA                      | Fall 2016             |
| <b>Review the current process with the English department.</b>                          | Gather feedback from department chair on how to improve the data collection process.                                                                                           | ORPA                      | Fall 2016             |
| <b>Develop a campus wide process.</b>                                                   | Create a streamlined, sustainable process to assess course SLOs campus wide.                                                                                                   | OOI, ORPA, SLO Task Force | Spring 2017           |
| <b>Present revised process to SLO Task Force.</b>                                       | Obtain approval from the SLOTF to implement a campus wide SLO process.                                                                                                         | OOI, ORPA                 | Spring 2017           |
| <b>Present revised process to strategic planning committees and constituent groups.</b> | Obtain approval from the Institutional Effectiveness Committee, Academic Planning and Technology Committee, Strategic Planning and Accreditation Council, and Academic Senate. | OOI, ORPA                 | Spring 2017           |
| <b>Develop an SLO rubric for campus wide use.</b>                                       | Create one rubric template for all departments to utilize for SLO assessments.                                                                                                 | OOI, ORPA, SLO Task Force | Spring 2017           |
| <b>Present new SLO process to the College.</b>                                          | Inform the College of the new process during Professional Development Week.                                                                                                    | OOI                       | Fall 2017             |
| <b>Provide software application training.</b>                                           | Train department chairs on TracDat Data Tools and Tableau.                                                                                                                     | ORPA, IT Department       | Fall 2017-Spring 2018 |

| Action Steps                                             | Desired Outcomes                                                                                                       | Responsible Party        | Timeline    |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------|
| <b>Pilot the campus wide SLO assessment process.</b>     | Upload 15% of section rosters into TracDat and link to a rubric for sections to assess SLOs at the student level.      | OOI                      | Spring 2018 |
| <b>Implement the campus wide SLO assessment process.</b> | Upload 100% of section rosters into TracDat and link to a rubric for all sections to assess SLOs at the student level. | OOI                      | Fall 2018   |
| <b>Disaggregate SLO results.</b>                         | Access Tableau reports.                                                                                                | All academic departments | Spring 2018 |

## Action Project Two: Online Education

### Overview

IVC offers online learning that consists of programs and courses offered fully online and partially online (hybrid) with the guiding principle of increasing student access and success. To support students, the Online Education Task Force (OETF) seeks to address the challenges related to minimizing the achievement gap between students taking fully online courses and face-to-face or hybrid courses ([Q.1.2](#)). The OETF is also tasked with making recommendations to address the need for additional infrastructure, ongoing professional development, innovative course designs, and enrollment growth.

| Action Project                                                | Outcomes  | Alignment with Standards                                                                   |
|---------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------|
| <b>Online Education Strategic Planning and Implementation</b> | Strategic | I.A, I.B, II.A, II.B, II.C, III.A, III.B, III.C, IV.C, IV.D, and Substantive Change for OE |

### Description, Purpose, and Goals

Following a period of steady growth in online offerings, the College made a commitment to systematically reinforce a framework for online learning, using planning and resource allocations to prioritize actions for improvement in faculty professional development and student learning ([Q.1.3](#), [Q.1.4](#)). Each year, the OETF addresses and assesses significant goals with achievable outcomes (i.e., what was accomplished in the prior year is assessed and

discussed, changes are made, and documents are updated and new priorities established for the upcoming year). In an effort to close the online education achievement gap, the OETF highlights the need for continued progress in the following areas:

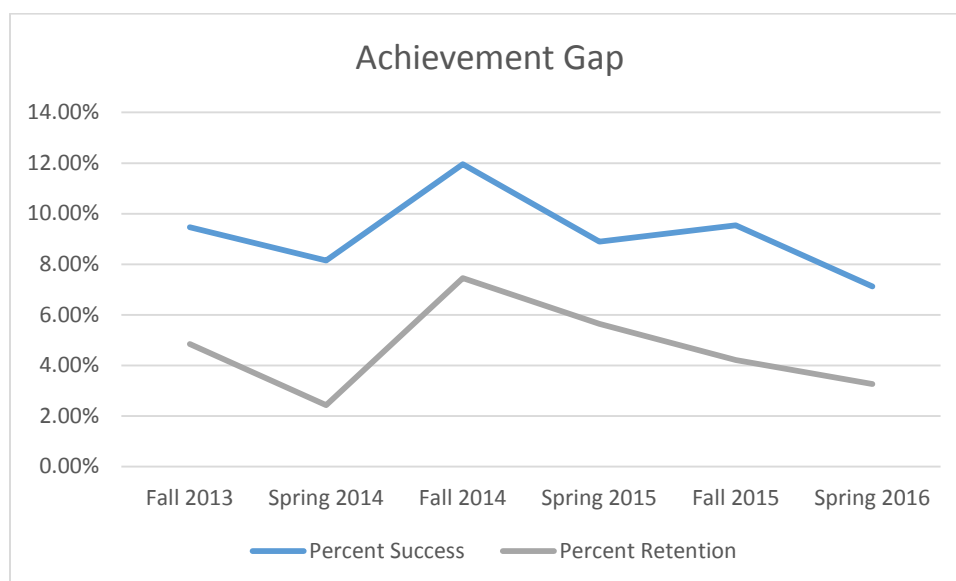
- Regular and effective contact and student engagement in learning through a review of the DE Faculty Handbook and quick sharing at each school meeting in the fall semester
- Faculty professional development
- Online course approval process
- OE strategic plan and resource request process and actions
- Collaborative decision-making and resource allocation processes
- Work with the Technology Advisory Task Force to align technology, helpdesk, and faculty training (e.g., 508 and 504 compliance).

When the Online Education (OE) Strategic Plan was developed, the College intentionally integrated the District Wide Strategic Plan, IVC Strategic Plan and IVC Technology Plan to support the strategic directions outlined in the IVC OE Strategic Plan. The Administrative Unit Review (AUR), with outcomes (AUOs), is directly linked to the strategic plan. The AUR, which includes an assessment plan, is reviewed annually by the OETF. The OETF also consults with and communicates planning, annual priorities and technology and innovation needs to the Technology Advisory Task Force (TAF). IVC continues to make changes to its Online Education program and courses in order to continually improve learning and instruction. (Online Education Strategic Plan [[Q.1.5](#)], District Wide Strategic Plan [[Q.1.6](#)], IVC Technology Plan [[Q.1.7](#)], OE AUR [[Q.1.8](#)])

The achievement gap reported in the OE AUR ([Q.1.8](#)) used data from the state chancellor's office that combined the results for fully online and hybrid courses. When viewed in this light, IVC's achievement gap is smaller than the gap for the state as a whole. In Table QFE.2, the data is presented for courses that are fully online and those that are face-to-face, since the achievement gap is largest when these measures are compared. Although IVC's achievement gap is narrower than the statewide average and has improved over time, the College intends to continue this improvement with the goal of significant narrowing or eliminating the gap.

Table QFE.2: Achievement Gap for Fully Online Versus Face-to-Face Courses

| Achievement Gap: Difference Between Online and Face-to-Face Courses |                 |                   |
|---------------------------------------------------------------------|-----------------|-------------------|
| Term                                                                | Percent Success | Percent Retention |
| Fall 2013                                                           | 9.46%           | 4.85%             |
| Spring 2014                                                         | 8.15%           | 2.43%             |
| Fall 2014                                                           | 11.95%          | 7.45%             |
| Spring 2015                                                         | 8.90%           | 5.65%             |
| Fall 2015                                                           | 9.54%           | 4.22%             |
| Spring 2016                                                         | 7.12%           | 3.26%             |



### Online Education Strategic Planning

The focus of the plan is to continually improve student access and faculty development to enhance completion, success, and instructional excellence. As a part of the action plan and process improvement, the Irvine Valley College Online Education Strategic Plan was created in 2015 and is reviewed annually by the OETF. This plan was a response to the high impact of online education on Irvine Valley College. In fall 2009, the Online Education course offerings accounted for approximately 8% of college's total enrollment; as of fall 2015, the percentage has steadily increased to 14%. There are 5 Certificates of Achievement (COAs) offered 100 percent online. There are 35 Certificates of Proficiency (COPs) offered 100 percent online. Other AA and AS degrees and GE certifications can be earned in an online environment, including CSU/IGETC requirements.

In response to this growth, and in alignment with IVC's Online Strategic Plan, departments at IVC can determine the suitability of their courses for online offerings. The OETF assesses

student satisfaction and information every semester and uses this information to address any issues and confirm priorities and goals.

The process to develop the Online Education strategic plan involved faculty input from academic school meetings, program reviews, the OETF, forums and college wide presentations (e.g., Professional Development Week). The OETF annually reviews the plan.

The purpose of the IVC Online Strategic Plan is to increase access and success for online students through:

- 1) Determining which components are essential to providing appropriate and effective online course offerings and services to students, enabling them to complete requirements and participate in a quality educational experience without physically visiting the campus sites;
- 2) Assessing the background and current state of those components, and making recommendations regarding ways to improve;
- 3) Developing a vision for the expansion of the online site to serve the needs of students and prospective students, and helping them reach their educational goals through online learning;
- 4) Ensuring the subsequent development and support of a robust online education offering at Irvine Valley College;
- 5) Establishing a key place for online learning and the online site in the *IVC Planning and Decision-Making Manual* (PDM);
- 6) Evaluating infrastructure needs for the online site and projecting the resources necessary to build that infrastructure;
- 7) Involving the online site in provision of comprehensive educational programs that fulfill the South Orange County Community College District's mission.

The IVC Online Education Mission Statement created in this process is: “The IVC Office of Online Education will promote student success and faculty development by providing resources, policies, procedures, and services to students and faculty to support high quality online instruction and learning.”

**The IVC 2014-2017 Online Strategic Goals include:**

- 1) **Goal 1:** IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaborations;
- 2) **Goal 2:** IVC will promote students' success by enhancing the teaching and learning environment;
- 3) **Goal 3:** IVC will advance economic and workforce development through regional partnerships with educational institutions and industry, and by strengthening career technical education;

- 4) **Goal 4:** IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Table QFE.3: Online Education Objectives

| Objective            | Description                                                                                                                                                                                                                 |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objective 1.1</b> | Recognize and support innovative ideas that improve collaboration and respectful interactions district wide on the topic of Online Education.                                                                               |
| <b>Objective 1.2</b> | Improve district climate in the areas of optimism, commitment, and respectful collaboration on the topic of Online Education.                                                                                               |
| <b>Objective 1.3</b> | Improve the representation process through active engagement and communication on the topic of Online Education.                                                                                                            |
| <b>Objective 1.4</b> | Increase professional development opportunities that potentiate employees' talents and interests on the topic of Online Education.                                                                                          |
| <b>Objective 2.1</b> | Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps for courses and programs via online/hybrid modalities.                     |
| <b>Objective 2.2</b> | Increase employee professional development opportunities that focus on student success outcomes for Online Education.                                                                                                       |
| <b>Objective 2.3</b> | Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support for courses and programs offered as Online Education. |
| <b>Objective 3.3</b> | Provide relevant, innovative, and appropriate workforce training, including courses and programs offered as Online Education.                                                                                               |

The areas of online education at IVC that have the most room for improvement are the distance education curriculum process, faculty professional development, the learning management system, and the online education course review process.

### **Distance Education Curriculum Process**

The curriculum proposal process requires teamwork and effort from many different faculty members and administrators. The Curriculum Committee must approve each course taught in an online or hybrid format. The process to develop a new online or hybrid course may take up to a year. The actual development and design of the course is approximately 100–300 hours.

Each mode of instruction for an existing course intended for delivery by Online Education (OE) is separately reviewed and approved by the Curriculum Committee prior to being offered.



For online courses, including both fully online courses and hybrid courses, the curriculum process is as follows: faculty complete and submit an OE/DE proposal for the course as per the DE faculty handbook (linked below); the OE/DE proposal (form linked below) moves through the curriculum approval process, beginning with a review by other faculty in the same school, then is reviewed and approved by the department or school chair; upon approval, the proposal is reviewed by the alternate media specialist, who works with faculty to ensure the course is accessible (meets Section 508 compliance) for all students; after further review by Technical (Tech) Review, which is a subcommittee of the Curriculum Committee, suggested changes are addressed by faculty; the OE/DE proposal is sent to the Curriculum Committee for approval; and then it goes to the IVC Academic Senate.

The OE/DE proposal process focuses on establishing how faculty will engage students throughout the course. Methods used for substantive, regular, effective academic engagement must be described in terms of the tools used and how frequent the contact is.

IVC has been working hard to increase its online course offerings, and this process begins with curriculum approval. Currently IVC has approved 281 courses for 100 percent online instruction and/or hybrid instruction, and another 54 courses are in the process of being approved. IVC's goal is to approve and reassess its online course offerings every semester.

### **Professional Development**

Providing faculty with professional development opportunities is a foundational activity for the OETF and the faculty co-chairs. The College is in the process of transitioning to a new LMS, and professional development is essential for ensuring a smooth transition. Therefore, the OETF offers multiple @ONE Introduction to Teaching with Canvas training opportunities, which focus on effective practices in online instruction. The workshops build on a solid understanding of California Community College distance education policies and procedures, giving faculty the opportunity to actively create an effectively designed online learning unit, maximize student success, develop online policies, identify the functions of a course management system, explore dynamic online content options, evaluate online assessments, and successfully apply copyright and fair use practices to digital content. In addition to these trainings, the OETF has supported the following professional development opportunities for online education since 2014:

- Introduction to Online Teaching with Canvas (IOTC)
- @ONE Online Training: Introduction to Online Teaching and Learning
- @ONE Online Training: Introduction to Teaching with Canvas
- Online Teaching Conference
- 4C/SD Professional Development Conference
- Academic Senate for California Community Colleges Plenary

## **Learning Management System Migration**

The California Community Colleges have implemented the Online Education Initiative (OEI). One of the primary offerings of the OEI is a subsidized migration to a LMS that has been selected and recommended by the OEI – Canvas. Irvine Valley College began the process of exploring this opportunity in August 2015. Over the last academic year, the OETF has worked to develop a LMS decision-making process, an endeavor that has involved multiple presentations from two LMS vendors (Canvas and Blackboard), faculty participation in the Canvas “sandbox,” college wide forums to discuss both the process and assessment of vendor demonstrations, and feedback from the Canvas Pilot Work Group. Based on the results of these explorations, the OETF made a recommendation to the Academic Senate and the Academic Planning and Technology Committee (APTC) to migrate from Blackboard to Canvas. In addition to providing this input to the reporting groups for OETF, the recommendation was vetted with the Technical Advisory Task Force, Budget Development and Resource Planning Committee (BDRPC), Strategic Planning and Accreditation Committee (SPAC), and District Online Education Committee (DOEC). During spring 2016, summer 2016, and fall 2016, the OETF provided professional development for faculty to learn Canvas (see below for the Professional Development Table); the OETF will continue to support professional development opportunities through the final migration phase-in. For fall 2016, the institution implemented a Canvas Pilot consisting of 51 sections, 36 faculty, and 1271 students, and plans to continue to assess, expand, and support the implementation of Canvas during spring, summer, and fall 2017, with the process ending in December 2017.

## **Online Course Review**

In order to continue to ensure the rigor and quality of the College’s online and hybrid course offerings, the OETF is developing a system and rubric for evaluating online courses. The development of the process will take place primarily through discussion in the Online Education Task Force meetings. The goal is to develop a process based on input by faculty and online education policies. Topics of discussion will include areas of the course that should be assessed, including course design, accessibility, interaction, and collaboration in the course, methods of assessment, and support for learners. This discussion will lead to the development of a rubric and a systematic process of course evaluation for OE/DE courses.

Table QFE.4: Online Education Action Plan

| Action Plan                                                  | Measures of Progress                                                                                                                                                                                                                | Responsible Party                                          | Timeline                        |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------|
| <b>Faculty Professional Development for Online Education</b> | Accessibility:<br>Number of accessibility professional development opportunities offered throughout the year                                                                                                                        | Technology Services                                        | fall 2015 through spring 2019   |
|                                                              | Canvas:<br>Number of completers in the @ONE Introduction to Teaching with Canvas (ITC) or Introduction to Online Teaching Using Canvas (IOTC) or similar workshops                                                                  | Online Education Task Force (OETF) and Technology Services | summer 2016 through fall 2017   |
|                                                              | Online Pedagogy:<br>Regular, Effective and Substantive Contact:<br>Number of completers in the @ONE Introduction to Online Teaching and Learning (IOTL) or Introduction to Online Teaching Using Canvas (IOTC) or similar workshops | Online Education Task Force (OETF) and Technology Services | spring 2016 through spring 2019 |
| <b>Online Course Review</b>                                  | Approval of Course Design Rubric                                                                                                                                                                                                    | OETF, Academic Senate, APTC                                | spring 2016 through spring 2017 |
|                                                              | Development and approval of the Online Course Review Process (OE Faculty Handbook)                                                                                                                                                  | OETF, TATF, Academic Senate, APTC, SPAC                    | spring 2016 through spring 2017 |

| Action Plan                                    | Measures of Progress                                                                             | Responsible Party                                                                             | Timeline                        |
|------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------|
|                                                | Number of completers of training for peer faculty course reviewers                               | OETF                                                                                          | fall 2017 through spring 2019   |
|                                                | Number of courses reviewed by faculty employing a Course Design Rubric                           | OETF                                                                                          | spring 2018 through spring 2019 |
|                                                | Accessibility:<br>Number of DE proposals and active courses validated for Section 508 compliance | Technology Services                                                                           | spring 2018 through spring 2019 |
| <b>LMS Migration from Blackboard to Canvas</b> | Timeline: Approval                                                                               | OETF, TATF, Academic Senate, APTC, SPAC                                                       | spring 2016 through fall 2016   |
|                                                | Phased-in implementation                                                                         | OETF and Technology Services                                                                  | fall 2016 through fall 2017     |
|                                                | Full implementation of Canvas                                                                    | OOI, OETF, and Technology Services                                                            | spring 2018                     |
| <b>Distance Education Curriculum Process</b>   | DE proposal form approval                                                                        | OETF, Curriculum Committee, Academic Senate, APTC                                             | fall 2014 through spring 2016   |
|                                                | Number of DE course proposals approved                                                           | Technology Services (508 Compliance), Technical Review, Curriculum Committee, Academic Senate | ongoing                         |

To meet the needs of students taking online courses at IVC, the college community will continue to:

- Recognize and support innovative ideas through respectful collaboration and active engagement on the topic of OE district wide.
- Increase professional development opportunities for faculty and technology services staff who provide faculty online education training that focuses on student success outcomes for OE.
- Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps for courses and programs offered via online/hybrid modalities.

Throughout the next academic year, the IVC campus community will continue to increase opportunities for student engagement inside and outside the classroom for courses and programs offered in Online Education by systematically expanding OE offerings with appropriate support, resources, and attention to quality in order to meet Strategic Planning Objective 3.3. It will also provide relevant, innovative, and appropriate workforce training, including courses and programs offered as online education.

### Action Project Three: Resource Allocation Process

#### **Overview**

IVC has an open and transparent resource allocation process that has evolved incrementally following each annual review. The current process has many positive attributes, but it is time consuming and could potentially have negative impacts on student learning and achievement because of the time needed to review requests prior to acquiring support staff, supplies, and equipment, especially for off-cycle resource requests.

| Action Project                                                                | Outcomes  | Alignment with Standards                                                          |
|-------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------|
| Resource Request Process<br>Component of Budget<br>Development and Management | Strategic | I.A, I.B, I.C, II.A, II.B, II.C,<br>III.A, III.B, III.C, III.D, IV.A,<br>and IV.B |

#### **Description, Purpose, and Goals**

Since 2007, IVC faculty, classified staff, managers, and administrators have been working together to develop and improve the College's methods for allocating resources in a fair, equitable, and open fashion that reflects its strategic intentions and operational needs. Funds not already allocated for general costs of doing business—including salaries and benefits, utilities, ongoing maintenance and upkeep, and office and instructional supplies—are scarce

and thus highly sought after. All college processes, including those for allocation of resources, have been evolving steadily; the component generating the most discussion about the need for improvement is the Resource Request Process.

The College receives funds from diverse sources, many of which have specific restrictions. Until recently, the allocation of funds from most of these sources have been managed by one or two administrators or managers who have been designated as the functionary most closely involved with the designated uses of these funds. Following the 2010 ACCJC recommendations, in 2011 the Resource Request Process, which employs Strategic Planning Committees (SPCs) to prioritize allocations, was revised to permit any employee to make a resource request that includes funding sources other than general fund.

To increase the efficiency and open access for requestors, appraisers, and observers in the process, a software program was developed in-house to meet the specifications of the process. This development has been fortuitous because each iteration has resulted in modifications to the process, and therefore the program, in response to feedback from all involved parties. The system stands as a vast improvement over the paper-based process used in the past, and most of the people involved agree that the process is seeing incremental improvement with each cycle of use, review, and revision in each subsequent year.

Three remarkable aspects of the process IVC now employs are:

- All employees are invited to submit requests into the system; the requests remain in the system, available to view and track, throughout the entire process. All employees have access to the IVC SharePoint site, [inside.ivc.edu](http://inside.ivc.edu), where the progress of any proposal through its consideration and minutes of committee meetings can be monitored by any interested employee.
- Review includes the budget manager of the area or department from which the request originates, the directors of College Technology Services and Facilities (if relevant), and the appropriate vice president, to get a sense of need and relevance from the people most involved technically and operationally with the proposal. Then one or more SPCs rate the proposal, to prioritize each proposal from a college wide perspective as well as with a view to its strategic import. Final open collegial review occurs in the Strategic Planning and Accreditation Council (SPAC). Membership in all the SPCs and SPAC thus represents all governance groups, and decisions are made by consensus. SPAC makes its recommendations to the president, who makes funding decisions.
- All sources of funding are listed and considered (to the extent that their restrictions allow) when SPAC deliberates on its final recommendations. This procedure makes all sources of funds visible to the college community.

Each of these three components affords major benefits to the College, but each also results in challenges that the institution continues to work to address, while at the same time being mindful of preserving the strengths of the system. The goal of this project is to develop a Resource Request Process that better balances the virtues of the current system with advancing solutions to its major problems, to minimize the possibility of negative impacts on student achievement and outcomes.

The primary challenge reported so far is that the process is cumbersome, laborious, and takes much too long to complete. Many of these weaknesses are a direct consequence of allowing anyone to make a request and keeping all requests in the system throughout the process, which greatly increases the number of requests being considered. Having many eyes review and rate or comment on each request is laborious and seems, to many, to be redundant or superfluous. Especially in cases where several requests are submitted, it takes a long time for individuals to complete their review work.

In the past, when only unrestricted general funds were considered in the open Resource Request process, it was clear that many fewer requests could be accommodated, which greatly reduced the need for extended conversation, because only the highest value requests could be considered. A possible solution to the time commitment issue with everyone reviewing all resource requests would be to separate the categorical and restricted funding sources from general fund requests. In theory, an equally transparent and more nimble process could be developed around two broad funding source categories. This new process could be implemented as the College moves to integrate several major planning initiatives: Basic Skills, Student Equity, Student Success Support Programs, Perkins, and the Strong Workforce Initiative.

One idea currently being considered by committee members who have been involved in this process involves reviewing requests two or three times per year, instead of the current practice of rating requests in the spring. This change would address two main problems: the number of requests and the related workload entailed, and the fact that some funding sources have a fiscal year that differs from that of the college general fund. Reviewing a smaller number of requests in a shorter season could be more feasible than taking them all at once, could furthermore permit a more thorough discussion, and could result in a shorter response time for requesters. Even if the number of requests increases slightly with a “rolling” system as envisioned, IVC believes the smaller number being considered at each period will reduce the human toll.

Table QFE.5: Action Plan for Addressing the Speed of the Resource Allocation Process





| Goal                                                                                   | Action Plan                                                              | Responsible Party       | Timeline                |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------|-------------------------|
| <b>Expedite the resource request process while maintaining transparency and access</b> | Pilot biannual review cycles.                                            | BDRPC/SPAC              | fall 2016 - spring 2017 |
|                                                                                        | Discuss separating categorical fund requests from general fund requests. | BDRPC/SPAC              | spring 2017             |
| <b>Align resource request process with the fiscal years of all funding sources</b>     | Pilot biannual review cycles.                                            | BDRPC/SPAC              | fall 2016 - spring 2017 |
|                                                                                        | Pilot triannual review cycles.                                           | BDRPC/SPAC              | fall 2017 - spring 2018 |
| <b>Revise online resource request program</b>                                          | Allow two entry points/consideration cycles                              | IVC Technology Services | fall 2016 - spring 2017 |
|                                                                                        | Allow three entry points/consideration cycles                            | IVC Technology Services | fall 2017 - spring 2018 |

## **Changes and Plans Arising out of the Self Evaluation Process**

| <b>Change, Improvement and Innovation</b>                                                                                                                                              | <b>Standard</b>     | <b>College Leads</b>              | <b>Timeline</b>           | <b>Anticipated Outcome</b>                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Customize TracDat so that program review and the resource request process are seamlessly linked.</b>                                                                                | I.B.9               | SPAC, Technology Services         | fall 2016 - fall 2017     | A transparent method of documenting the links between program review, resource requests, and college goals that would replace the current manual method.                                              |
| <b>Add two or three entry points to the resource request process; align resource request process with fiscal years of all funding sources; revise online resource request program.</b> | I.B.9; III.D.2; QFE | BDRPC, Technology Services, SPAC  | fall 2016 - spring 2018   | An expedited resource allocation process that maintains transparency. Better coordination between the resource request process, funding deadlines, grant parameters, and institutional needs.         |
| <b>Create a Student Services for Distance Education Plan in coordination with revision of the Online Education Strategic Plan.</b>                                                     | II.C.1; QFE         | OSS, OETF                         | spring 2017 - spring 2018 | Enhanced student services for a rapidly growing distance education population.                                                                                                                        |
| <b>Enhance professional development for distance education.</b>                                                                                                                        | II.C.1              | OETF                              | fall 2016 – ongoing       | Improved student performance and outcomes in distance education courses.                                                                                                                              |
| <b>Offer additional training on FERPA policies, including online modules, for employees.</b>                                                                                           | II.C.8              | Admissions & Records, District HR | fall 2016 -fall 2017      | Improved knowledge of FERPA and its implementation among new employees.                                                                                                                               |
| <b>Develop a Data Handling Manual.</b>                                                                                                                                                 | II.C.8              | OSS                               | spring 2017 - spring 2018 | Assurance of consistency and compliance among all college employees who handle student data and manage student information.                                                                           |
| <b>Align AURs and college wide surveys to reflect ACCJC standards.</b>                                                                                                                 | III.B.2             | Facilities, ORPA                  | spring 2017               | Increased alignment between ACCJC evaluative standards and the College's routine self-evaluative mechanisms will create efficiencies and assist in meeting or exceeding ACCJC standards and policies. |
| <b>Initiate joint OOI and Facilities planning mechanism in preparation for revising the EMP and the FMP.</b>                                                                           | III.B.3; III.B.4    | Facilities, OOI                   | spring 2017               | Improved efficiency, integration, and coordination between the planning documents.                                                                                                                    |
| <b>Continue to narrow the achievement gap between online and traditional modes of</b>                                                                                                  | QFE                 | ORPA, OOI, OSS, OETF              | fall 2016 - ongoing       | Reduction or elimination of the achievement gap.                                                                                                                                                      |

| Change, Improvement and Innovation                                                                   | Standard | College Leads                                     | Timeline                  | Anticipated Outcome                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| instruction by exploring a variety of integrated tactics that span instruction and student services. |          |                                                   |                           |                                                                                                                                                                                                                                          |
| Update online course review and approval rubric for all courses taught online or in hybrid format.   | QFE      | OETF, Curriculum Committee, Academic Senate, APTC | spring 2016 - spring 2017 | Updated approval process that thoroughly addresses areas including quality and regular effective contact.                                                                                                                                |
| LMS migration from Blackboard to Canvas: Continue phased in implementation.                          | QFE      | OOI, OETF, Technology Services                    | fall 2016 - spring 2018   | A phased-in college wide migration from Blackboard to Canvas, completed by Spring 2018.                                                                                                                                                  |
| Work on solutions to challenges in the current administrative staffing levels.                       | IV.B.2   | President, VPI, VPSS, VPAS                        | spring 2017 and ongoing   | Finding ways and means to increase administrative and support staffing to meet institutional needs.                                                                                                                                      |
| College mission statement revised.                                                                   | I.A.I    | IEC, SPAC                                         | fall 2015 - fall 2016     | More accurate description of the types of degrees and credentials offered; heightened emphasis on values of access, success and equity; highlighting college's involvement in guided pathways.                                           |
| Creation of an integrated planning matrix for college initiatives, such as SEP, SSSP, and BSI/BST.   | I.B.9    | IEC                                               | spring 2016 - ongoing     | Better integration and coordination of initiatives and grants. More collaboration. Less duplication of efforts. Increased opportunity to coordinate larger scale projects.                                                               |
| Creation of catalog planning work group                                                              | I.C.1    | OOI                                               | fall 2016 - ongoing       | Enhanced integration of the curriculum, scheduling, and catalog production timelines for an earlier catalog publication date to better serve students.                                                                                   |
| Established a fall and spring catalog addendum.                                                      | 1.C.2    | OOI                                               | fall 2016 - ongoing       | Improved accuracy of catalog information provided to students. Creation of a vehicle to convey significant corrections, policy changes, or new program information to the community that comes in after the catalog production deadline. |
| Create a Student Success Dashboard.                                                                  | II.A.1   | District Technology                               | 2015-2017 release         | Provide students with a tool that integrates academic plans with the schedule of classes.                                                                                                                                                |
| Implement Degree Audit software.                                                                     | II.A.1   | District Technology                               | 2015-2017 release         | A quick, efficient, electronic means of identifying student progress towards degrees and certificates that will lead to more precise and timely communication                                                                            |

| Change, Improvement and Innovation                                                                                 | Standard       | College Leads                             | Timeline                | Anticipated Outcome                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    |                |                                           |                         | with students and a higher completion rate.                                                                                                                |
| <b>Inclusion of Student Learning Outcomes (SLOs) in the Course Outline of Record (COR).</b>                        | II.A.3         | OOI, SLO Task Force, Curriculum Committee | fall 2015 - ongoing     | Identical SLOs will be available in three venues: TracDat, syllabi, and the COR.                                                                           |
| <b>Review six area of emphasis degrees to identify core courses and interdisciplinary electives, where needed.</b> | II.A.13        | Curriculum Committee                      | fall 2015 - spring 2017 | Area of emphasis degrees will be updated and in compliance with current standards as outlined in the Program and Course Approval Handbook (PCAH).          |
| <b>Develop new faculty evaluation form.</b>                                                                        | III.A.2        | District, Faculty Association             | fall 2017               | An evaluation form that is in alignment with new provisions of the faculty contract and accreditation requirements.                                        |
| <b>Review policies related to student complaint procedures. Improve where needed.</b>                              | I.C.2          | SSO                                       | fall 2016               | Possible revision of BP/AR 5530 and possible adoption or clarification of local procedures, including the use of comment cards and an ombudsperson.        |
| <b>Revise BP-109 to enhance BOT training and organizational involvement.</b>                                       | IV.C.10        | District BP/AR Committee                  | fall 2016 - spring 2017 | Improved BOT training and enhanced involvement with outside organizations.                                                                                 |
| <b>Identify and close gaps in understanding roles and authority between District Services and the colleges.</b>    | IV.D.1; IV.D.7 | Chancellor, College Presidents            | spring 2016 - ongoing   | Improved understanding of responsibilities and authority of District Services and the colleges. Updated and enhanced Districtwide Function Map.            |
| <b>Continue implementation of recommendations from the district barriers task forces.</b>                          | IV.D.2; IV.D.6 | Chancellor, College Presidents            | 2011 - ongoing          | Sustained improvement in coordination and communication, mutual understanding and acceptance of roles and authority between the district and the colleges. |



IRVINE VALLEY  
COLLEGE

## APPENDICES



THE PATH TO YOUR FUTURE

## **Appendices**

### **List of Acronyms**

|          |                                                                         |
|----------|-------------------------------------------------------------------------|
| A&R      | Admissions and Records                                                  |
| AACC     | American Association of Community Colleges Guided Pathways              |
| AANAPISI | Asian American and Native American Pacific Islander-Serving Institution |
| AB       | Assembly Bill                                                           |
| ACCJC    | Accrediting Commission for Community and Junior Colleges                |
| ADA      | Americans with Disabilities Act                                         |
| AESL     | Adult English as a Second Language                                      |
| ALO      | Accreditation Liaison Officer                                           |
| AOWG     | Accreditation Oversight Work Group                                      |
| AP       | Advanced Placement                                                      |
| APTC     | Academic Planning and Technology Committee                              |
| AR       | Administrative Regulation                                               |
| ASG      | Associated Student Government                                           |
| ASIVC    | Associated Students of Irvine Valley College                            |
| ATEP     | Advanced Technology & Education Park                                    |
| AUO      | Administrative Unit Outcome                                             |
| AUR      | Administrative Unit Review                                              |
| BAARC    | Basic Aid Allocation and Resource Planning Committee                    |
| BDRPC    | Budget Development and Resources Planning Committee                     |
| BOGFW    | Board of Governors Fee Waiver Program                                   |
| BOT      | Board of Trustees                                                       |
| BPA      | Business Process Analysis                                               |
| BPARC    | Board Policy & Administrative Regulation Committee                      |
| BSI      | Basic Skills Initiative                                                 |



|        |                                                     |
|--------|-----------------------------------------------------|
| BSR    | Budget Solutions Recommendations Work Group         |
| CAI    | Common Assessment Initiative                        |
| CARE   | Cooperative Agencies Resources for Education        |
| CC     | Curriculum Committee                                |
| CCCAA  | California Community College Athletics Association  |
| CCS    | Cultural Competence Summit                          |
| CDC    | Child Development Center                            |
| CDR    | Cohort Default Rates                                |
| CET    | Chancellor's Executive Team                         |
| CHPLDP | Classified Hiring Priority List Development Process |
| CIC    | Capital Improvement Committee                       |
| CLEP   | College Level Examination Program                   |
| COA    | Certificate of Achievement                          |
| COB    | Coordination of Benefits                            |
| COP    | Certificate of Proficiency                          |
| COR    | Course Outline of Record                            |
| CSAC   | California Student Aid Commission                   |
| CSEA   | California School Employee Association              |
| CSTF   | Campus Safety Task Force                            |
| CSU    | California State University                         |
| CTE    | Career Technical Education                          |
| CTEOS  | Career Technical Education Outcomes Survey          |
| DALS   | Distinguished Academic Lecture Series               |
| DE     | Distance Education                                  |
| DFM    | Discipline Faculty Mentor                           |
| DOEC   | District Online Education Committee                 |
| DRAC   | District Resource Allocation Committee              |





|         |                                                                          |
|---------|--------------------------------------------------------------------------|
| DSPS    | Disabled Students Programs and Services                                  |
| DWIPC   | District Wide Integrated Planning Committee                              |
| DWPC    | District Wide Planning Council                                           |
| DWSP    | District Wide Strategic Plan                                             |
| EFMP    | Education and Facilities Master Plan                                     |
| EMP     | Educational Master Plan                                                  |
| EMSI    | Economic Modeling Specialists International                              |
| EOPS    | Extended Opportunity Programs and Services                               |
| ESL     | English as a Second Language                                             |
| F2F     | Face to Face                                                             |
| FACCC   | Faculty Association of California Community Colleges                     |
| FMO     | Facilities and Maintenance Operations                                    |
| FMP     | Facilities Master Plan                                                   |
| FON     | Faculty Obligation Number                                                |
| FPP     | Final Project Proposals                                                  |
| FTES    | Full-time Equivalent Students                                            |
| GAP 4+1 | Guarantee Admission Program (Accounting-Cal State University, Fullerton) |
| GPA     | Grade Point Average                                                      |
| HEERA   | Higher Education Employment Relations Act                                |
| HTTPS   | Hypertext Transfer Protocol Secure                                       |
| HUGS    | Higher Understanding Gathering Sessions                                  |
| HWC     | Health and Wellness Center                                               |
| IEC     | Institutional Effectiveness Committee                                    |
| IEG     | Institutional Education Goals                                            |
| IEPI    | Institutional Effectiveness Partnership Initiatives                      |
| IGETC   | Intersegmental General Education Transfer Curriculum                     |
| IIPP    | Injury & Illness Prevention Program                                      |



|        |                                                                   |
|--------|-------------------------------------------------------------------|
| IMS    | Informational Management System                                   |
| IPEDS  | Integrated Postsecondary Education Data System                    |
| IPP    | Initial Project Proposals                                         |
| ISLO   | Institutional Student Learning Outcome                            |
| ISP    | International Students Program                                    |
| ISS    | Institutional Set Standards                                       |
| IVC    | Irvine Valley College                                             |
| JPA    | Joint Power Authority                                             |
| KPI    | Key Performance Indicators                                        |
| LAOCRC | Los Angeles, Orange County, & Riverside County Regional Consortia |
| LMS    | Learning Management System                                        |
| LRC    | Learning Resource Center                                          |
| MAP    | My Academic Plan                                                  |
| MIS    | Management Information Systems                                    |
| MMAP   | Multiple Measures Assessment Project                              |
| MPN    | Master Promissory Note                                            |
| OEI    | Online Education Initiative                                       |
| OETF   | Online Education Task Force                                       |
| OHR    | Office of Human Resources                                         |
| OMCS   | Office of Marketing and Creative Services                         |
| OPEB   | Other Post-employment Employee Benefits                           |
| ORPA   | Office of Research, Planning and Accreditation                    |
| PCAH   | Program and Course Approval Handbook                              |
| PDM    | Planning and Decision Making Handbook                             |
| PEC    | President's Executive Council                                     |
| PIPS   | Protected Insurance Program for Schools                           |
| POA    | Police Officers Association                                       |



|         |                                                                          |
|---------|--------------------------------------------------------------------------|
| PPG     | Point Percentage Gap                                                     |
| PR      | Program Review                                                           |
| PRT     | Partnership Resource Team                                                |
| PSLO    | Program Student Learning Outcome                                         |
| RC      | Reading Comprehension                                                    |
| SARS    | Student Appointment Reservation System                                   |
| SC      | Saddleback College                                                       |
| SEOG    | Supplemental Educational Opportunity Grant                               |
| SEP     | Student Equity Plan                                                      |
| SES     | Socio-economic Status                                                    |
| SG      | Sentence Structure and Grammar                                           |
| SIS     | Student Information System                                               |
| SISC    | Self-Insured Schools of California                                       |
| SLEP    | Secondary Level English Proficiency Test                                 |
| SLO     | Student Learning Outcome                                                 |
| SOC CCD | South Orange County Community College District                           |
| SPAC    | Strategic Planning and Accreditation Council                             |
| SPAR    | Student Progress and Achievement Rate                                    |
| SPC     | Strategic Planning Committee                                             |
| SPOWG   | Strategic Planning Oversight Work Group                                  |
| SS      | Syntax Skills                                                            |
| SSAMMO  | Student Success, Access, Matriculation, Marketing and Outreach Committee |
| SSC     | Student Services Center                                                  |
| SSO     | Single Sign-on                                                           |
| SSO     | Student Service Outcome                                                  |
| SSSP    | Student Success and Support Programs                                     |
| SWACC   | State-wide Association of Community Colleges                             |



|      |                                             |
|------|---------------------------------------------|
| TATF | Technology Advisory Task Force              |
| TR   | Technical Review                            |
| TSD  | Technology Services Department              |
| UC   | University of California                    |
| USDE | United States Department of Education       |
| VSC  | Veterans Services Center                    |
| WASC | Western Association of Schools and Colleges |

## Evidence List

|        |                                                                                              |
|--------|----------------------------------------------------------------------------------------------|
| N.1.0  | <a href="#"><u>Completion Metrics Compete for Mindshare</u></a>                              |
| N.1.1  | <a href="#"><u>President's Welcome, Accreditation PowerPoint</u></a>                         |
| N.1.2  | <a href="#"><u>Accreditation Professional Development Week Mini-Retreats</u></a>             |
| N.1.3  | <a href="#"><u>Sample Accreditation Worksheet</u></a>                                        |
| N.1.4  | <a href="#"><u>Accreditation Timeline</u></a>                                                |
| N.1.5  | <a href="#"><u>California Education Code Section 70900-California Attorney Resources</u></a> |
| N.1.6  | <a href="#"><u>ACCJC Action Letter</u></a>                                                   |
| N.1.7  | <a href="#"><u>Irvine Valley College Enrollment Patterns</u></a>                             |
| N.1.8  | <a href="#"><u>Credit and Non-Credit Course Enrollment</u></a>                               |
| N.1.9  | <a href="#"><u>Educational Goals</u></a>                                                     |
| N.1.10 | <a href="#"><u>Degrees and Certificates Awarded</u></a>                                      |
| N.1.11 | <a href="#"><u>Catalog Degree and Certificate Information</u></a>                            |
| N.1.12 | <a href="#"><u>Earning a Certificate from Catalog</u></a>                                    |
| N.1.13 | <a href="#"><u>Programs and Majors: List and Requirements</u></a>                            |
| N.1.14 | <a href="#"><u>General Education (GE) Requirements from Catalog</u></a>                      |
| N.1.15 | <a href="#"><u>Who's Who from Catalog</u></a>                                                |
| N.1.16 | <a href="#"><u>BP-2101 Delegation of Authority to the College President</u></a>              |
| N.1.17 | <a href="#"><u>President Glenn Roquemore Employment Agreement</u></a>                        |
| N.1.18 | <a href="#"><u>Financial Budget Audit 2014-2015</u></a>                                      |
| N.1.19 | <a href="#"><u>Board of Trustees Adopted Budget Email 08/22/2016</u></a>                     |
| N.1.20 | <a href="#"><u>Loan Default Letter, US Dept. of Education</u></a>                            |
| N.1.21 | <a href="#"><u>School Default Rates</u></a>                                                  |
| N.1.22 | <a href="#"><u>2016 2017 SOCCCD Adopted Budget</u></a>                                       |
| N.1.23 | <a href="#"><u>2012 2013 SOCCCD Adopted Budget</u></a>                                       |
| N.1.24 | <a href="#"><u>Participatory Governance Decision-Making Process Flowchart</u></a>            |
| N.1.25 | <a href="#"><u>IVC Accreditation Website</u></a>                                             |
| N.1.26 | <a href="#"><u>2013 IVC Accreditation Midterm Report</u></a>                                 |
| N.1.27 | <a href="#"><u>IVC Accreditation Work Group Tables</u></a>                                   |
| N.1.28 | <a href="#"><u>US Department of Education Accreditation Agency Recognition</u></a>           |
| N.1.29 | <a href="#"><u>Email Invitation to Accreditation Open Forum</u></a>                          |
| N.1.30 | <a href="#"><u>BP-5600 Associate Degree Requirements</u></a>                                 |
| N.1.31 | <a href="#"><u>Associate Degree Requirements from Catalog</u></a>                            |
| N.1.32 | <a href="#"><u>Institutional Set Standards</u></a>                                           |
| N.1.33 | <a href="#"><u>IEC Charge</u></a>                                                            |
| N.1.34 | <a href="#"><u>Transfer Course Credit from Catalog</u></a>                                   |
| N.1.35 | <a href="#"><u>BP-5618 Credit by Examination-Specific Course Credit</u></a>                  |
| N.1.36 | <a href="#"><u>BP-5619 Advanced Placement Examination Program</u></a>                        |
| N.1.37 | <a href="#"><u>BP-5620 College Level Examination Program (CLEP)</u></a>                      |
| N.1.38 | <a href="#"><u>Substantive Change Report 2016</u></a>                                        |
| N.1.39 | <a href="#"><u>Online Education Task Force Charge</u></a>                                    |
| N.1.40 | <a href="#"><u>AUR Distance Education</u></a>                                                |
| N.1.41 | <a href="#"><u>Curriculum Committee Charge</u></a>                                           |
| N.1.42 | <a href="#"><u>Curriculum Committee Minutes 09/13/2016</u></a>                               |



|        |                                                                                                  |
|--------|--------------------------------------------------------------------------------------------------|
| N.1.43 | <a href="#"><u>AR-6112 Distance Education</u></a>                                                |
| N.1.44 | <a href="#"><u>Accreditation Link on IVC Homepage</u></a>                                        |
| N.1.45 | <a href="#"><u>Accreditation Evidence List Site</u></a>                                          |
| N.1.46 | <a href="#"><u>Complaint Procedures from Catalog</u></a>                                         |
| N.1.47 | <a href="#"><u>SOCCCD District Harassment Policy and Complaint Procedure</u></a>                 |
| N.1.48 | <a href="#"><u>BP-4000.5 Harassment and Disc. Prevention and Complaint Procedures</u></a>        |
| N.1.49 | <a href="#"><u>AR-5505 Grade Grievance</u></a>                                                   |
| N.1.50 | <a href="#"><u>IVC Catalog 2016-17</u></a>                                                       |
| N.1.51 | <a href="#"><u>AR-5604 Admissions</u></a>                                                        |
| N.1.52 | <a href="#"><u>IVC Campus Map</u></a>                                                            |
| N.1.53 | <a href="#"><u>IVC Website Homepage</u></a>                                                      |
| N.1.54 | <a href="#"><u>Federal Student Aid School Eligibility Approval Letter</u></a>                    |
| N.1.55 | <a href="#"><u>District Wide Function Map</u></a>                                                |
| I.A.1  | <a href="#"><u>College Vision Mission and Goals</u></a>                                          |
| I.A.2  | <a href="#"><u>District-Wide Strategic Plan 2014-2020</u></a>                                    |
| I.A.3  | <a href="#"><u>Student Equity Plan 2015</u></a>                                                  |
| I.A.4  | <a href="#"><u>Student Success and Support Programs SSSP Plan Credit</u></a>                     |
| I.A.5  | <a href="#"><u>ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form</u></a>          |
| I.A.6  | <a href="#"><u>Student Learning Outcomes SLO Website</u></a>                                     |
| I.A.7  | <a href="#"><u>AANAPISI Media Release</u></a>                                                    |
| I.A.8  | <a href="#"><u>Student Success Scorecard 07/18/2016</u></a>                                      |
| I.A.9  | <a href="#"><u>Student Success Scorecard 07/20/2015</u></a>                                      |
| I.A.10 | <a href="#"><u>Student Success Scorecard 07/21/2014</u></a>                                      |
| I.A.11 | <a href="#"><u>IVC Catalog 2016-17</u></a>                                                       |
| I.A.12 | <a href="#"><u>Strategic Planning and Accreditation Council (SPAC) Retreat 2015</u></a>          |
| I.A.13 | <a href="#"><u>Strategic Planning and Accreditation Council (SPAC) Retreat 2016</u></a>          |
| I.A.14 | <a href="#"><u>IEC Meeting Agenda 04/19/2016</u></a>                                             |
| I.A.15 | <a href="#"><u>Academic Senate Agenda 09/29/2016</u></a>                                         |
| I.A.16 | <a href="#"><u>Board of Trustees Mission Statement Review Memo 2014</u></a>                      |
| I.A.17 | <a href="#"><u>Board of Trustees Mission Statement Review Memo 2015</u></a>                      |
| I.A.18 | <a href="#"><u>Manufacturing Opportunities for Economic Growth</u></a>                           |
| I.A.19 | <a href="#"><u>Strategic Plan Objectives Update</u></a>                                          |
| I.A.20 | <a href="#"><u>College of the Future</u></a>                                                     |
| I.A.21 | <a href="#"><u>Energy Efficiency &amp; Utilities Robert Chaboya</u></a>                          |
| I.A.22 | <a href="#"><u>External Scan: Demographic, Enroll. Trends and Labor Market Analysis 2013</u></a> |
| I.A.23 | <a href="#"><u>District-Wide Planning Task Force Minutes 05/14/2015</u></a>                      |
| I.A.24 | <a href="#"><u>District-Wide Integrated Planning Committee 09/02/2016</u></a>                    |
| I.A.25 | <a href="#"><u>District-Wide Planning Task Force Retreat 2016</u></a>                            |
| I.A.26 | <a href="#"><u>Irvine Valley College 2014-2020 Strategic Plan Goals and Objectives</u></a>       |
| I.A.27 | <a href="#"><u>IVC Program Review Process</u></a>                                                |
| I.A.28 | <a href="#"><u>SPAC, Strategic Planning and Accreditation Council</u></a>                        |
| I.A.29 | <a href="#"><u>Planning and Decision-Making Manual</u></a>                                       |
| I.A.30 | <a href="#"><u>IVC Technology Plan</u></a>                                                       |
| I.A.31 | <a href="#"><u>Online Education Strategic Plan</u></a>                                           |
| I.A.32 | <a href="#"><u>Educational Facilities Master Plan 2011-2031 V.3</u></a>                          |

|        |                                                                                            |
|--------|--------------------------------------------------------------------------------------------|
| I.A.33 | <a href="#"><u>Irvine Valley College and CSUF GAP4+1 Sign MOU Agreement</u></a>            |
| I.A.34 | <a href="#"><u>College wide Email: Team Orange Kudos</u></a>                               |
| I.A.35 | <a href="#"><u>Irvine Business &amp; Education Partnership: Powering the Future</u></a>    |
| I.A.36 | <a href="#"><u>College wide Email-Support Team OC-Fan Favorite</u></a>                     |
| I.A.37 | <a href="#"><u>Higher Education Summit in Orange County</u></a>                            |
| I.A.38 | <a href="#"><u>Pathways Key Dates and Deliverables Overview</u></a>                        |
| I.A.39 | <a href="#"><u>Early College Pathway at IVC Site</u></a>                                   |
| I.A.40 | <a href="#"><u>CUSD BOT Meeting 08/17/2016</u></a>                                         |
| I.A.41 | <a href="#"><u>IVC Vision, Mission, Goals, About Site</u></a>                              |
| I.A.42 | <a href="#"><u>IVC Vision, Mission, Goals from Catalog</u></a>                             |
| I.A.43 | <a href="#"><u>IVC Accreditation Website</u></a>                                           |
| I.A.44 | <a href="#"><u>Board of Trustees Mission Statement Review Memo 2014</u></a>                |
| I.A.45 | <a href="#"><u>Revised IVC Mission Statement Notes</u></a>                                 |
| I.A.46 | <a href="#"><u>Strategic Planning PowerPoint, Mission 01/12/2016</u></a>                   |
| I.A.47 | <a href="#"><u>SPAC Retreat Minutes 08/24/2016</u></a>                                     |
| I.B.1  | <a href="#"><u>Committee Structure Organization PDM</u></a>                                |
| I.B.2  | <a href="#"><u>Institutional Improvement Plans-Addendum to the 2013 Midterm Report</u></a> |
| I.B.3  | <a href="#"><u>Student Equity Task Force Charge</u></a>                                    |
| I.B.4  | <a href="#"><u>Student Learning Outcomes SLO Website</u></a>                               |
| I.B.5  | <a href="#"><u>Student Learning Outcomes (SLO) Committee Minutes 04/15/2016</u></a>        |
| I.B.6  | <a href="#"><u>Student Learning Outcomes (SLO) Committee Minutes 09/04/2015</u></a>        |
| I.B.7  | <a href="#"><u>Student Learning Outcomes (SLO) Committee Minutes 10/02/2015</u></a>        |
| I.B.8  | <a href="#"><u>Student Equity Task Force Meeting Folders</u></a>                           |
| I.B.9  | <a href="#"><u>Student Equity Plan 2015</u></a>                                            |
| I.B.10 | <a href="#"><u>IEC Minutes 11/03/2015</u></a>                                              |
| I.B.11 | <a href="#"><u>Student Equity Summit 2014</u></a>                                          |
| I.B.12 | <a href="#"><u>Your Role in the 2014 Student Equity Plan</u></a>                           |
| I.B.13 | <a href="#"><u>SEP Update from Professional Development Week</u></a>                       |
| I.B.14 | <a href="#"><u>IVC Program Review Process</u></a>                                          |
| I.B.15 | <a href="#"><u>AUO-(VPSS)-Office of Student Services</u></a>                               |
| I.B.16 | <a href="#"><u>Program Review Schedule for Instructional and Student Services</u></a>      |
| I.B.17 | <a href="#"><u>Institutional Effectiveness Committee (IEC) Charge</u></a>                  |
| I.B.18 | <a href="#"><u>IEC Minutes 12/01/2015</u></a>                                              |
| I.B.19 | <a href="#"><u>CCSSE Key Findings 2016</u></a>                                             |
| I.B.20 | <a href="#"><u>Student Learning Outcomes SLO Status ACCJC</u></a>                          |
| I.B.21 | <a href="#"><u>Student Success Outcomes Audit Matrix</u></a>                               |
| I.B.22 | <a href="#"><u>TracDat V5 Update Cheat Sheet Manual</u></a>                                |
| I.B.23 | <a href="#"><u>COR Demonstrating SLO ANTH 2</u></a>                                        |
| I.B.24 | <a href="#"><u>COR Demonstrating SLO HUM 90</u></a>                                        |
| I.B.24 | <a href="#"><u>Student Learning Outcomes Committee Minutes 05/08/2015</u></a>              |
| I.B.25 | <a href="#"><u>Syllabi Demonstrating SLOs</u></a>                                          |
| I.B.26 | <a href="#"><u>SLOs Related to PSLO and ISLO</u></a>                                       |
| I.B.27 | <a href="#"><u>VPSS AUR SSO Coordinator</u></a>                                            |
| I.B.28 | <a href="#"><u>Student Services Outcomes Training (Pacheco)</u></a>                        |
| I.B.29 | <a href="#"><u>Student Learning Outcomes Task Force Charge</u></a>                         |





|                               |                                                                                          |
|-------------------------------|------------------------------------------------------------------------------------------|
| <a href="#"><u>I.B.31</u></a> | <a href="#"><u>Instructional Council Minutes 05/05/2014</u></a>                          |
| <a href="#"><u>I.B.32</u></a> | <a href="#"><u>Instructional Council Minutes 11/03/2014</u></a>                          |
| <a href="#"><u>I.B.33</u></a> | <a href="#"><u>Instructional Council Minutes 12/01/2014</u></a>                          |
| <a href="#"><u>I.B.34</u></a> | <a href="#"><u>ACCJC Annual Report Review 2015</u></a>                                   |
| <a href="#"><u>I.B.35</u></a> | <a href="#"><u>Institutional Set Standards</u></a>                                       |
| <a href="#"><u>I.B.36</u></a> | <a href="#"><u>ACCJC Annual Report Review 2016</u></a>                                   |
| <a href="#"><u>I.B.37</u></a> | <a href="#"><u>IEC Agenda 03/29/2016</u></a>                                             |
| <a href="#"><u>I.B.38</u></a> | <a href="#"><u>IEC Minutes 03/29/2016</u></a>                                            |
| <a href="#"><u>I.B.39</u></a> | <a href="#"><u>IEC Agenda 09/20/2016</u></a>                                             |
| <a href="#"><u>I.B.40</u></a> | <a href="#"><u>IEPI Rates</u></a>                                                        |
| <a href="#"><u>I.B.41</u></a> | <a href="#"><u>Completion KPI Targets</u></a>                                            |
| <a href="#"><u>I.B.42</u></a> | <a href="#"><u>Basic Skills Application Form</u></a>                                     |
| <a href="#"><u>I.B.43</u></a> | <a href="#"><u>IEC Minutes 04/21/2015</u></a>                                            |
| <a href="#"><u>I.B.44</u></a> | <a href="#"><u>IVC Vision, Mission, Goals, About Site</u></a>                            |
| <a href="#"><u>I.B.45</u></a> | <a href="#"><u>IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020</u></a> |
| <a href="#"><u>I.B.46</u></a> | <a href="#"><u>Program Review Student Services</u></a>                                   |
| <a href="#"><u>I.B.47</u></a> | <a href="#"><u>Occupations Report, Dance</u></a>                                         |
| <a href="#"><u>I.B.48</u></a> | <a href="#"><u>Occupations Report, Museums</u></a>                                       |
| <a href="#"><u>I.B.49</u></a> | <a href="#"><u>LAOCRC Program Approval and Notice of Intent Application</u></a>          |
| <a href="#"><u>I.B.50</u></a> | <a href="#"><u>Businesses for Offices of Certified Public Accountants in OC, CA</u></a>  |
| <a href="#"><u>I.B.51</u></a> | <a href="#"><u>Closing Orange County's Skills Gap</u></a>                                |
| <a href="#"><u>I.B.52</u></a> | <a href="#"><u>Accounting Program Report</u></a>                                         |
| <a href="#"><u>I.B.53</u></a> | <a href="#"><u>Staffing Patterns in Energy Efficiency</u></a>                            |
| <a href="#"><u>I.B.54</u></a> | <a href="#"><u>Program Review Intranet Site</u></a>                                      |
| <a href="#"><u>I.B.55</u></a> | <a href="#"><u>Research Request Form Online</u></a>                                      |
| <a href="#"><u>I.B.56</u></a> | <a href="#"><u>IVC Research, Planning and Accreditation Homepage</u></a>                 |
| <a href="#"><u>I.B.57</u></a> | <a href="#"><u>AR-6100(b) Instructional Program Review</u></a>                           |
| <a href="#"><u>I.B.58</u></a> | <a href="#"><u>Sample Program Review Business Management</u></a>                         |
| <a href="#"><u>I.B.59</u></a> | <a href="#"><u>Get inFormed Presentation</u></a>                                         |
| <a href="#"><u>I.B.60</u></a> | <a href="#"><u>Get inFormed Presentation II</u></a>                                      |
| <a href="#"><u>I.B.61</u></a> | <a href="#"><u>inForm Institutional Offerings Report</u></a>                             |
| <a href="#"><u>I.B.62</u></a> | <a href="#"><u>SEP Worksheet, Non-Credit ESL</u></a>                                     |
| <a href="#"><u>I.B.63</u></a> | <a href="#"><u>ESL Course Schematic and Info from Catalog</u></a>                        |
| <a href="#"><u>I.B.64</u></a> | <a href="#"><u>Accounting Program Labor Market Report</u></a>                            |
| <a href="#"><u>I.B.65</u></a> | <a href="#"><u>Program Review Process for CTE</u></a>                                    |
| <a href="#"><u>I.B.66</u></a> | <a href="#"><u>TracDat Assessment: Objectives and Strategies A&amp;R</u></a>             |
| <a href="#"><u>I.B.67</u></a> | <a href="#"><u>TracDat SSO Admissions and Records</u></a>                                |
| <a href="#"><u>I.B.68</u></a> | <a href="#"><u>TracDat Training Sign In Sheet</u></a>                                    |
| <a href="#"><u>I.B.69</u></a> | <a href="#"><u>Technology Advisory TaskForce TAFT Minutes 03/14/2016</u></a>             |
| <a href="#"><u>I.B.70</u></a> | <a href="#"><u>Technology Advisory TaskForce TAFT Minutes 04/11/2016</u></a>             |
| <a href="#"><u>I.B.71</u></a> | <a href="#"><u>TracDat Training Invite 1</u></a>                                         |
| <a href="#"><u>I.B.72</u></a> | <a href="#"><u>TracDat Training Invite 2</u></a>                                         |
| <a href="#"><u>I.B.73</u></a> | <a href="#"><u>TracDat Training Invite 3</u></a>                                         |
| <a href="#"><u>I.B.74</u></a> | <a href="#"><u>TracDat Training Invite 4Bottom of Form</u></a>                           |
| <a href="#"><u>I.B.75</u></a> | <a href="#"><u>IVC Strategic Plan Update 2012-2014</u></a>                               |

|         |                                                                                              |
|---------|----------------------------------------------------------------------------------------------|
| I.B.76  | <a href="#"><u>Disaggregating SLOs Sheet</u></a>                                             |
| I.B.77  | <a href="#"><u>English Department Meeting, Disaggregating SLOs</u></a>                       |
| I.B.78  | <a href="#"><u>3rd Annual SLO Symposium</u></a>                                              |
| I.B.79  | <a href="#"><u>IEPI Data Disaggregation Tools</u></a>                                        |
| I.B.80  | <a href="#"><u>Student Equity Plan 2014</u></a>                                              |
| I.B.81  | <a href="#"><u>Student Equity Plan Progress Report</u></a>                                   |
| I.B.82  | <a href="#"><u>Student Equity Plan Multiple Regression Analysis</u></a>                      |
| I.B.83  | <a href="#"><u>BPARC Committee Composition and Purpose</u></a>                               |
| I.B.84  | <a href="#"><u>SSAMMO Self Evaluation Survey</u></a>                                         |
| I.B.85  | <a href="#"><u>Strategic Planning and Accreditation Council (SPAC) Retreat 2015</u></a>      |
| I.B.86  | <a href="#"><u>Resource Request and Allocation Process Evaluation</u></a>                    |
| I.B.87  | <a href="#"><u>Planning and Decision-Making Manual</u></a>                                   |
| I.B.88  | <a href="#"><u>Sample Program Review Accounting</u></a>                                      |
| I.B.89  | <a href="#"><u>Fall 2016 Faculty Professional Development</u></a>                            |
| I.B.90  | <a href="#"><u>Fall 2014 Faculty Professional Development</u></a>                            |
| I.B.91  | <a href="#"><u>Student Equity Plan Information Email</u></a>                                 |
| I.B.92  | <a href="#"><u>Office of Research, Planning and Accreditation Inside IVC</u></a>             |
| I.B.93  | <a href="#"><u>Student Equity Plan Task Force Agenda 06/27/2016</u></a>                      |
| I.B.94  | <a href="#"><u>Student Success and Support Programs Task Force Agenda 04/20/2016</u></a>     |
| I.B.95  | <a href="#"><u>Online Education Task Force (OETF) Minutes 04/04/2016</u></a>                 |
| I.B.96  | <a href="#"><u>Technology Advisory Task Force (TAFT) Minutes 09/12/2016</u></a>              |
| I.B.97  | <a href="#"><u>Basic Skills Work Group (BSW) Minutes 09/08/2016</u></a>                      |
| I.B.98  | <a href="#"><u>Student Satisfaction Survey 2011</u></a>                                      |
| I.B.99  | <a href="#"><u>Student Satisfaction Survey 2013</u></a>                                      |
| I.B.100 | <a href="#"><u>Student Satisfaction Survey 2015</u></a>                                      |
| I.B.101 | <a href="#"><u>2015 Employee Satisfaction Survey (Tables Only)</u></a>                       |
| I.B.102 | <a href="#"><u>SPAC Climate Survey Review, What's Up IVC</u></a>                             |
| I.B.103 | <a href="#"><u>SPAC Retreat Minutes 07/28/2015</u></a>                                       |
| I.B.104 | <a href="#"><u>Distance Education Survey Results</u></a>                                     |
| I.B.105 | <a href="#"><u>Integrated Planning Matrix 08/31/2016</u></a>                                 |
| I.B.106 | <a href="#"><u>Institutional Effectiveness Committee Agenda 09/20/2016</u></a>               |
| I.B.107 | <a href="#"><u>Strategic Plan. Oversight and Budget Dev. Comm. (SPOBDC) Retreat 2013</u></a> |
| I.B.108 | <a href="#"><u>Strategic Planning and Budget Development Timeline 2012-2013</u></a>          |
| I.B.109 | <a href="#"><u>IVC 2016 Resource Request Process</u></a>                                     |
| I.B.110 | <a href="#"><u>Strategic Planning and Accreditation Council (SPAC) Retreat 2016</u></a>      |
| I.B.111 | <a href="#"><u>District-Wide Planning Task Force Retreat 2016</u></a>                        |
| I.B.112 | <a href="#"><u>IVC Principals' and Counselors' Summit</u></a>                                |
| I.B.113 | <a href="#"><u>Cultural Competence Summit Info</u></a>                                       |
| I.B.114 | <a href="#"><u>Irvine Business &amp; Education Partnership: Powering the Future</u></a>      |
| I.B.115 | <a href="#"><u>High School Principals' Breakfast 2015</u></a>                                |
| I.B.116 | <a href="#"><u>Strategic Planning Oversight Work Group Agenda 09/03/2014</u></a>             |
| I.B.117 | <a href="#"><u>Strategic Planning Oversight Work Group Agenda 10/21/2014</u></a>             |
| I.B.118 | <a href="#"><u>Strategic Planning Oversight Work Group Agenda 11/24/2014</u></a>             |
| I.B.119 | <a href="#"><u>Strategic Planning Oversight Work Group Agenda 02/04/2015</u></a>             |
| I.B.120 | <a href="#"><u>District Wide Planning Council (DWPC) Retreat 2015</u></a>                    |



|         |                                                                                                |
|---------|------------------------------------------------------------------------------------------------|
| I.B.121 | <a href="#"><u>District Wide Planning Council (DWPC) Minutes 06/24/2015</u></a>                |
| I.B.122 | <a href="#"><u>Multiple Measures Summit, Cypress</u></a>                                       |
| I.B.123 | <a href="#"><u>Strategic Planning and Accreditation (SPAC) Retreat, 2014</u></a>               |
| I.B.124 | <a href="#"><u>Strategic Planning and Accreditation (SPAC) Retreat Agenda 2014</u></a>         |
| I.B.125 | <a href="#"><u>College-Wide Forum/Gallery Workshop-10/29/2013</u></a>                          |
| I.B.126 | <a href="#"><u>College-Wide Forum/Gallery Workshop Sign In 10/29/2013</u></a>                  |
| I.B.127 | <a href="#"><u>High School Principals' Breakfast 2014</u></a>                                  |
| I.B.128 | <a href="#"><u>Multiple Measures Summit 2014</u></a>                                           |
| I.B.129 | <a href="#"><u>ATEP-The College of the Future Summit</u></a>                                   |
| I.B.130 | <a href="#"><u>External Scan: Demographic, Enrollment Trends and Labor Market Analysis</u></a> |
| I.B.131 | <a href="#"><u>COR Demonstrating SLO JA 2</u></a>                                              |
| I.C.1   | <a href="#"><u>Catalog Update Requests</u></a>                                                 |
| I.C.2   | <a href="#"><u>Catalog Update Review Email</u></a>                                             |
| I.C.3   | <a href="#"><u>Catalog Update Review Confirmation</u></a>                                      |
| I.C.4   | <a href="#"><u>Catalog Review Accuracy Email</u></a>                                           |
| I.C.5   | <a href="#"><u>Catalog Update Review Board of Trustees</u></a>                                 |
| I.C.6   | <a href="#"><u>Catalog Update Review Code</u></a>                                              |
| I.C.7   | <a href="#"><u>Catalog Webpage 2016-2017</u></a>                                               |
| I.C.8   | <a href="#"><u>ISLOs Information from Catalog</u></a>                                          |
| I.C.9   | <a href="#"><u>IEPI Rates</u></a>                                                              |
| I.C.10  | <a href="#"><u>IVC Catalog 2016-17</u></a>                                                     |
| I.C.11  | <a href="#"><u>IVC Vision, Mission, Goals, About Site</u></a>                                  |
| I.C.12  | <a href="#"><u>Learning Objectives Link on WR 201</u></a>                                      |
| I.C.13  | <a href="#"><u>Student Pages from IVC Website</u></a>                                          |
| I.C.14  | <a href="#"><u>IVC Research, Planning and Accreditation Homepage</u></a>                       |
| I.C.15  | <a href="#"><u>Accreditation Evidence List Site</u></a>                                        |
| I.C.16  | <a href="#"><u>Irvine Valley College 2016-17 Catalog Addendum</u></a>                          |
| I.C.17  | <a href="#"><u>Irvine Valley College 2016-17 Catalog Introduction</u></a>                      |
| I.C.18  | <a href="#"><u>Irvine Valley College 2016-17 Catalog Admission</u></a>                         |
| I.C.19  | <a href="#"><u>IVC College Catalog Course Information Page 190</u></a>                         |
| I.C.20  | <a href="#"><u>Catalog Degrees and Certificates</u></a>                                        |
| I.C.21  | <a href="#"><u>Irvine Valley College 2016-17 Catalog Policies and Standards</u></a>            |
| I.C.22  | <a href="#"><u>Irvine Valley College 2016-17 Catalog Student Resources</u></a>                 |
| I.C.23  | <a href="#"><u>Who's Who from Catalog</u></a>                                                  |
| I.C.24  | <a href="#"><u>Irvine Valley College 2016-17 Catalog Index</u></a>                             |
| I.C.25  | <a href="#"><u>IVC Campus Map</u></a>                                                          |
| I.C.26  | <a href="#"><u>Scorecard Link from IVC Homepage</u></a>                                        |
| I.C.27  | <a href="#"><u>Board Meeting Minutes 07/18/2016</u></a>                                        |
| I.C.28  | <a href="#"><u>Student Code of Conduct from Catalog</u></a>                                    |
| I.C.29  | <a href="#"><u>Accreditation Link from About Page</u></a>                                      |
| I.C.30  | <a href="#"><u>Instructional Council Minutes 12/01/2015</u></a>                                |
| I.C.31  | <a href="#"><u>Instructional Council Minutes 08/31/2015</u></a>                                |
| I.C.32  | <a href="#"><u>Academic Senate Minutes 10/01/2015</u></a>                                      |
| I.C.33  | <a href="#"><u>SPAC Retreat Minutes 07/28/2015</u></a>                                         |
| I.C.34  | <a href="#"><u>IEC Minutes 03/29/2016</u></a>                                                  |



|        |                                                                                  |
|--------|----------------------------------------------------------------------------------|
| I.C.35 | <a href="#"><u>Sample inForm Report, Mathematics</u></a>                         |
| I.C.36 | <a href="#"><u>CIM SLOs Report</u></a>                                           |
| I.C.37 | <a href="#"><u>Health and Wellness Center SLOs and SSOs</u></a>                  |
| I.C.38 | <a href="#"><u>Transfer Rate from IVC Website</u></a>                            |
| I.C.39 | <a href="#"><u>Facebook Sample, Pinoy Piyesta</u></a>                            |
| I.C.40 | <a href="#"><u>Publications, Pinoy Piyesta</u></a>                               |
| I.C.41 | <a href="#"><u>Institutional Set Standards</u></a>                               |
| I.C.42 | <a href="#"><u>APTC Self Evaluation 2016</u></a>                                 |
| I.C.43 | <a href="#"><u>Office of Research, Planning and Accreditation Inside IVC</u></a> |
| I.C.44 | <a href="#"><u>inForm Data Mart Site</u></a>                                     |
| I.C.45 | <a href="#"><u>Associate Degree Requirements, Chemistry Site</u></a>             |
| I.C.46 | <a href="#"><u>Academic Programs from Website</u></a>                            |
| I.C.47 | <a href="#"><u>Graduation Website</u></a>                                        |
| I.C.48 | <a href="#"><u>What Can I Do With My Major Website</u></a>                       |
| I.C.49 | <a href="#"><u>Gainful Employment Site</u></a>                                   |
| I.C.50 | <a href="#"><u>IVC Student Handbook</u></a>                                      |
| I.C.51 | <a href="#"><u>Gap 4+1 Program Flyer</u></a>                                     |
| I.C.52 | <a href="#"><u>Electrician Trainee Certificate Flyer</u></a>                     |
| I.C.53 | <a href="#"><u>How to Become an IVC Student Flyer</u></a>                        |
| I.C.54 | <a href="#"><u>My Academic Plan MySite</u></a>                                   |
| I.C.55 | <a href="#"><u>Planning and Decision-Making Manual</u></a>                       |
| I.C.56 | <a href="#"><u>BPARC Committee Composition and Purpose</u></a>                   |
| I.C.57 | <a href="#"><u>SSAMMO Agenda 09/13/2016</u></a>                                  |
| I.C.58 | <a href="#"><u>IEC Agenda 08/30/2016</u></a>                                     |
| I.C.59 | <a href="#"><u>BP-5130 Financial Aid</u></a>                                     |
| I.C.60 | <a href="#"><u>Social Media Guidelines</u></a>                                   |
| I.C.61 | <a href="#"><u>Marketing and Creative Services Site</u></a>                      |
| I.C.62 | <a href="#"><u>Bursars Office Site</u></a>                                       |
| I.C.63 | <a href="#"><u>Financial Aid Website</u></a>                                     |
| I.C.64 | <a href="#"><u>Scholarships Site</u></a>                                         |
| I.C.65 | <a href="#"><u>Sample Class Schedule with Book Links</u></a>                     |
| I.C.66 | <a href="#"><u>How to Pay for College</u></a>                                    |
| I.C.67 | <a href="#"><u>Net Price Calculator</u></a>                                      |
| I.C.68 | <a href="#"><u>Syllabus, GE 2 Cultural Geography</u></a>                         |
| I.C.69 | <a href="#"><u>Academic Policies and Standards, Catalog Rights</u></a>           |
| I.C.70 | <a href="#"><u>BP-6120 Academic Freedom</u></a>                                  |
| I.C.71 | <a href="#"><u>Student Rights from Catalog</u></a>                               |
| I.C.72 | <a href="#"><u>BP-8000 Speech and Advocacy</u></a>                               |
| I.C.73 | <a href="#"><u>AR-5401 Student Conduct</u></a>                                   |
| I.C.74 | <a href="#"><u>Academic Honesty and Dishonesty from Catalog</u></a>              |
| I.C.75 | <a href="#"><u>Student Services Site, Student Conduct Links</u></a>              |
| I.C.76 | <a href="#"><u>Campus Policies Site</u></a>                                      |
| I.C.77 | <a href="#"><u>IVC Faculty Manual 2015</u></a>                                   |
| I.C.78 | <a href="#"><u>Strategic Plan Goals and Objectives 2017-2020</u></a>             |
| I.C.79 | <a href="#"><u>Accreditation Joint Report to SOCCCD Board of Trustees</u></a>    |

|         |                                                                                                   |
|---------|---------------------------------------------------------------------------------------------------|
| I.C.80  | <a href="#"><u>Accreditation Report to Board of Trustees 10/24/2016</u></a>                       |
| I.C.81  | <a href="#"><u>2013 IVC Accreditation Midterm Report</u></a>                                      |
| I.C.82  | <a href="#"><u>Substantive Change Report 2016</u></a>                                             |
| I.C.83  | <a href="#"><u>Accreditation Open Forum 10/25/2016</u></a>                                        |
| I.C.84  | <a href="#"><u>IVC Accreditation Website</u></a>                                                  |
| I.C.85  | <a href="#"><u>Orange Empire Conference Athletics Review 2011-2012</u></a>                        |
| I.C.86  | <a href="#"><u>Athletic Program Participation Rates and Financial Support Data (EADA)</u></a>     |
| I.C.87  | <a href="#"><u>IEPI Rates from About Page</u></a>                                                 |
| I.C.88  | <a href="#"><u>Federal Student Aid School Eligibility Approval Letter</u></a>                     |
| I.C.89  | <a href="#"><u>California Student Aid Commission Renewal IPA</u></a>                              |
| I.C.90  | <a href="#"><u>Master Plan in Higher Education for California 1960-1975</u></a>                   |
| I.C.91  | <a href="#"><u>Extremely Early Support Innovation (EESI) 10/05/2016</u></a>                       |
| I.C.92  | <a href="#"><u>Fall 2016 Faculty Professional Development</u></a>                                 |
| I.C.93  | <a href="#"><u>Professional Development Site</u></a>                                              |
| I.C.94  | <a href="#"><u>Cultural Competence Summit Survey 2016</u></a>                                     |
| I.C.95  | <a href="#"><u>Pathways Readiness Assessment and Application Submission</u></a>                   |
| II.A.1  | <a href="#"><u>2013 IVC Accreditation Midterm Report</u></a>                                      |
| II.A.2  | <a href="#"><u>Program Review Schedule for Instructional and Student Services</u></a>             |
| II.A.3  | <a href="#"><u>AUR Distance Education</u></a>                                                     |
| II.A.4  | <a href="#"><u>Student Learning Outcomes SLO Team Website</u></a>                                 |
| II.A.5  | <a href="#"><u>TracDat V5 Update Cheat Sheet Manual</u></a>                                       |
| II.A.6  | <a href="#"><u>TracDat SLO Mathematics</u></a>                                                    |
| II.A.7  | <a href="#"><u>TracDat SLO French</u></a>                                                         |
| II.A.8  | <a href="#"><u>TracDat SLO Political Science</u></a>                                              |
| II.A.9  | <a href="#"><u>Administrative Unit Review AUR Liberal Arts</u></a>                                |
| II.A.10 | <a href="#"><u>PSLO and ISLO Report</u></a>                                                       |
| II.A.11 | <a href="#"><u>Student Learning Outcomes (SLO) Info and FAQs</u></a>                              |
| II.A.12 | <a href="#"><u>Professional Development Week FLEX Program of Events Spring 2015</u></a>           |
| II.A.13 | <a href="#"><u>Faculty Performance Evaluation Review</u></a>                                      |
| II.A.14 | <a href="#"><u>Syllabus for PS 5, Political Philosophy</u></a>                                    |
| II.A.15 | <a href="#"><u>Syllabus for ANTH 2, Cultural Anthropology</u></a>                                 |
| II.A.16 | <a href="#"><u>SLO Faculty Introduction PowerPoint</u></a>                                        |
| II.A.17 | <a href="#"><u>Program SLO Assessment: Planning Timetable</u></a>                                 |
| II.A.18 | <a href="#"><u>Student Learning Outcomes Committee Minutes 05/08/2015</u></a>                     |
| II.A.19 | <a href="#"><u>Catalog Degrees and Certificates</u></a>                                           |
| II.A.20 | <a href="#"><u>ASSIST Website</u></a>                                                             |
| II.A.21 | <a href="#"><u>Course to Course Articulation Requests</u></a>                                     |
| II.A.22 | <a href="#"><u>Catalog, General Education GE Requirements</u></a>                                 |
| II.A.23 | <a href="#"><u>LAOCRC Meeting Minutes 10/24/2015</u></a>                                          |
| II.A.24 | <a href="#"><u>LAOCRC Program Approval Minutes</u></a>                                            |
| II.A.25 | <a href="#"><u>LAOCRC Regional Consortium Program Approval 09/2015</u></a>                        |
| II.A.26 | <a href="#"><u>IVC Guidelines and Procedures for Career &amp; Tech Ed Advisory Committees</u></a> |
| II.A.27 | <a href="#"><u>BP-2100.1 Delegation of Authority to the Academic Senate</u></a>                   |
| II.A.28 | <a href="#"><u>Course Outline Review, COR Communication Studies</u></a>                           |
| II.A.29 | <a href="#"><u>Course Outline Review, Economics</u></a>                                           |



|                                |                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------|
| <a href="#"><u>II.A.30</u></a> | <a href="#"><u>IVC Program Review Process</u></a>                                                |
| <a href="#"><u>II.A.31</u></a> | <a href="#"><u>Sample TracDat Screen</u></a>                                                     |
| <a href="#"><u>II.A.32</u></a> | <a href="#"><u>IVC College Catalog 2016 Page 168-Mathematics</u></a>                             |
| <a href="#"><u>II.A.33</u></a> | <a href="#"><u>Sample Program Review Accounting</u></a>                                          |
| <a href="#"><u>II.A.34</u></a> | <a href="#"><u>Sample Technology AUR Objective</u></a>                                           |
| <a href="#"><u>II.A.35</u></a> | <a href="#"><u>ISLO Report</u></a>                                                               |
| <a href="#"><u>II.A.36</u></a> | <a href="#"><u>Student Learning Outcomes SLO Status ACCJC</u></a>                                |
| <a href="#"><u>II.A.37</u></a> | <a href="#"><u>Business Entrepreneurship Assessment Plan</u></a>                                 |
| <a href="#"><u>II.A.38</u></a> | <a href="#"><u>Sample Syllabus ANTH 2</u></a>                                                    |
| <a href="#"><u>II.A.39</u></a> | <a href="#"><u>Academic Employee Master Agreement</u></a>                                        |
| <a href="#"><u>II.A.40</u></a> | <a href="#"><u>TracDat Homepage</u></a>                                                          |
| <a href="#"><u>II.A.41</u></a> | <a href="#"><u>TracDat (SLO) Student Learning Outcomes Guide</u></a>                             |
| <a href="#"><u>II.A.42</u></a> | <a href="#"><u>Political Science SLO Report</u></a>                                              |
| <a href="#"><u>II.A.43</u></a> | <a href="#"><u>IVC's Best Practices: Annotated Examples of Stellar Achievements</u></a>          |
| <a href="#"><u>II.A.44</u></a> | <a href="#"><u>IVC Faculty Manual 2015</u></a>                                                   |
| <a href="#"><u>II.A.45</u></a> | <a href="#"><u>IVC DE (Online Education) Faculty Handbook Spring 2016</u></a>                    |
| <a href="#"><u>II.A.46</u></a> | <a href="#"><u>Assessing Student Learning, Closing the Loop SLO</u></a>                          |
| <a href="#"><u>II.A.47</u></a> | <a href="#"><u>Assessing Student Learning, Closing the Loop SLO Checklist</u></a>                |
| <a href="#"><u>II.A.48</u></a> | <a href="#"><u>Assessing Student Learning, Closing the Loop SLO Chart Summary</u></a>            |
| <a href="#"><u>II.A.49</u></a> | <a href="#"><u>PSLO and SLO Link</u></a>                                                         |
| <a href="#"><u>II.A.50</u></a> | <a href="#"><u>IVC College Catalog Course Information Page 190</u></a>                           |
| <a href="#"><u>II.A.51</u></a> | <a href="#"><u>Counseling Center Website</u></a>                                                 |
| <a href="#"><u>II.A.52</u></a> | <a href="#"><u>Student Success Center Website</u></a>                                            |
| <a href="#"><u>II.A.53</u></a> | <a href="#"><u>Student Advisement PowerPoint Presentation</u></a>                                |
| <a href="#"><u>II.A.54</u></a> | <a href="#"><u>Financial Aid Website</u></a>                                                     |
| <a href="#"><u>II.A.55</u></a> | <a href="#"><u>Assessment Website</u></a>                                                        |
| <a href="#"><u>II.A.56</u></a> | <a href="#"><u>Math Placement Review Sample</u></a>                                              |
| <a href="#"><u>II.A.57</u></a> | <a href="#"><u>Math Assessment Website</u></a>                                                   |
| <a href="#"><u>II.A.58</u></a> | <a href="#"><u>BP-5600 Associate Degree Requirements</u></a>                                     |
| <a href="#"><u>II.A.59</u></a> | <a href="#"><u>Course Sequencing Sample</u></a>                                                  |
| <a href="#"><u>II.A.60</u></a> | <a href="#"><u>Program and Course Approval Handbook</u></a>                                      |
| <a href="#"><u>II.A.61</u></a> | <a href="#"><u>The Course Outline of Record: Curriculum Reference Guide</u></a>                  |
| <a href="#"><u>II.A.62</u></a> | <a href="#"><u>New and Revised Programs Form Checklist</u></a>                                   |
| <a href="#"><u>II.A.63</u></a> | <a href="#"><u>Career &amp; Technical Education Program Biennial Review</u></a>                  |
| <a href="#"><u>II.A.64</u></a> | <a href="#"><u>Two Year Course Schedule Plan</u></a>                                             |
| <a href="#"><u>II.A.65</u></a> | <a href="#"><u>Scheduling Blocks</u></a>                                                         |
| <a href="#"><u>II.A.66</u></a> | <a href="#"><u>Weekend Pathways Flyer</u></a>                                                    |
| <a href="#"><u>II.A.67</u></a> | <a href="#"><u>My Academic Plan MAP Website</u></a>                                              |
| <a href="#"><u>II.A.68</u></a> | <a href="#"><u>Sample COR Course Outline Review</u></a>                                          |
| <a href="#"><u>II.A.69</u></a> | <a href="#"><u>Universal Design PowerPoint Learned Strategies to Promote Student Success</u></a> |
| <a href="#"><u>II.A.70</u></a> | <a href="#"><u>SSAMMO Meeting Minutes 11/10/2015</u></a>                                         |
| <a href="#"><u>II.A.71</u></a> | <a href="#"><u>IEC Minutes 11/03/2016</u></a>                                                    |
| <a href="#"><u>II.A.72</u></a> | <a href="#"><u>@One's at ONE Site</u></a>                                                        |
| <a href="#"><u>II.A.73</u></a> | <a href="#"><u>CA Community Colleges Approved Assessment Instruments</u></a>                     |
| <a href="#"><u>II.A.74</u></a> | <a href="#"><u>CA Community Colleges Locally Managed/Developed Writing Assessment</u></a>        |



|          |                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------|
| II.A.75  | <a href="#"><u>CA Community Colleges Locally Managed/Developed Objective Test</u></a>              |
| II.A.76  | <a href="#"><u>BP-6105 Grad Requirements for Degrees and Certificates of Achievement</u></a>       |
| II.A.77  | <a href="#"><u>Credit Hours Information</u></a>                                                    |
| II.A.78  | <a href="#"><u>COR and Syllabus Demonstrating SLO ECON 1</u></a>                                   |
| II.A.79  | <a href="#"><u>Catalog Excerpt, Transfer Course Credit</u></a>                                     |
| II.A.80  | <a href="#"><u>Transfer Center Website</u></a>                                                     |
| II.A.81  | <a href="#"><u>ISLOs Information from Catalog</u></a>                                              |
| II.A.82  | <a href="#"><u>Anthropology PSLO from Catalog</u></a>                                              |
| II.A.83  | <a href="#"><u>Communication Studies PSLO from Catalog</u></a>                                     |
| II.A.84  | <a href="#"><u>Management PSLO from Catalog</u></a>                                                |
| II.A.85  | <a href="#"><u>Student Learning Outcomes (SLO) Committee Minutes 04/15/2016</u></a>                |
| II.A.86  | <a href="#"><u>Student Learning Outcomes (SLO) Committee Minutes 10/02/2015</u></a>                |
| II.A.87  | <a href="#"><u>General Education Requirements Summary from Catalog</u></a>                         |
| II.A.88  | <a href="#"><u>Associate Degree Requirements from Catalog</u></a>                                  |
| II.A.89  | <a href="#"><u>New and Revised Programs: Global Studies</u></a>                                    |
| II.A.90  | <a href="#"><u>Curriculum Committee Minutes 12/08/2015</u></a>                                     |
| II.A.91  | <a href="#"><u>Career &amp; Technical Education Program Biennial Review- Retail Management</u></a> |
| II.A.92  | <a href="#"><u>inForm Program Review Report, Paralegal</u></a>                                     |
| II.A.93  | <a href="#"><u>Orange County Workforce Indicators Report 2015-2016</u></a>                         |
| II.A.94  | <a href="#"><u>Centers of Excellence Engineering Employment Report</u></a>                         |
| II.A.95  | <a href="#"><u>CTE Advisory Board Meeting 10/24/2015</u></a>                                       |
| II.A.96  | <a href="#"><u>CTE Advisory Board Meeting 11/07/2014</u></a>                                       |
| II.A.97  | <a href="#"><u>Career &amp; Technical Education Program Biennial Review Summary</u></a>            |
| II.A.98  | <a href="#"><u>2015 Core Indicator Data</u></a>                                                    |
| II.A.99  | <a href="#"><u>CTE Outcomes Survey, 2015</u></a>                                                   |
| II.A.100 | <a href="#"><u>IVC Policy and Process for Program Discontinuance</u></a>                           |
| II.A.101 | <a href="#"><u>IVC Policy and Process for Program Discontinuance Update</u></a>                    |
| II.A.102 | <a href="#"><u>Academic Policies and Standards from Catalog</u></a>                                |
| II.A.103 | <a href="#"><u>IVC Policy and Process for Program Discontinuance: Electronic Technology</u></a>    |
| II.A.104 | <a href="#"><u>IEC Charge</u></a>                                                                  |
| II.A.105 | <a href="#"><u>Sample Program Review Human Development</u></a>                                     |
| II.A.106 | <a href="#"><u>Institutional Effectiveness Report 2015</u></a>                                     |
| II.A.107 | <a href="#"><u>inForm Program Review Report, Electronic Technology</u></a>                         |
| II.A.108 | <a href="#"><u>COR Demonstrating SLO ANTH 2</u></a>                                                |
| II.A.109 | <a href="#"><u>COR Demonstrating SLO HUM 90</u></a>                                                |
| II.A.110 | <a href="#"><u>COR Demonstrating SLO JA 2</u></a>                                                  |
| II.B.1   | <a href="#"><u>SLO Math 351L, Spring 2016</u></a>                                                  |
| II.B.2   | <a href="#"><u>Math Center Student Survey 2014</u></a>                                             |
| II.B.3   | <a href="#"><u>Library Student Survey 2015</u></a>                                                 |
| II.B.4   | <a href="#"><u>SLO Math 351L Results</u></a>                                                       |
| II.B.5   | <a href="#"><u>Tutoring Usage Student Survey 2015</u></a>                                          |
| II.B.6   | <a href="#"><u>Tutoring Effectiveness Presentation</u></a>                                         |
| II.B.7   | <a href="#"><u>Library and Learning Resource Center Online and Electronic Access</u></a>           |
| II.B.8   | <a href="#"><u>Library Program Review</u></a>                                                      |
| II.B.9   | <a href="#"><u>Library Material Suggestions Site</u></a>                                           |



|         |                                                                                       |
|---------|---------------------------------------------------------------------------------------|
| II.B.10 | <a href="#"><u>SLO Math 351L Results Spring 2016</u></a>                              |
| II.B.11 | <a href="#"><u>Library Collection Development Statement</u></a>                       |
| II.C.1  | <a href="#"><u>College Vision Mission and Goals</u></a>                               |
| II.C.2  | <a href="#"><u>Implementation of Student Success Task Force Recommendations</u></a>   |
| II.C.3  | <a href="#"><u>CCCCO State of The System</u></a>                                      |
| II.C.4  | <a href="#"><u>Program Review Schedule for Instructional and Student Services</u></a> |
| II.C.5  | <a href="#"><u>Program Review Admissions and Records 2009-2015</u></a>                |
| II.C.6  | <a href="#"><u>Program Review Counseling Services</u></a>                             |
| II.C.7  | <a href="#"><u>Program Review DSPS</u></a>                                            |
| II.C.8  | <a href="#"><u>Program Review EOPS</u></a>                                            |
| II.C.9  | <a href="#"><u>Program Review Financial Aid</u></a>                                   |
| II.C.10 | <a href="#"><u>Program Review International Students Office</u></a>                   |
| II.C.11 | <a href="#"><u>Program Review Student Services</u></a>                                |
| II.C.12 | <a href="#"><u>Program Review Bursars Office</u></a>                                  |
| II.C.13 | <a href="#"><u>Student Survey, Child Development Center Fall 2014</u></a>             |
| II.C.14 | <a href="#"><u>Student Survey, Child Development Center Spring 2015</u></a>           |
| II.C.15 | <a href="#"><u>Student Survey, International Student Orientation Summer 2015</u></a>  |
| II.C.16 | <a href="#"><u>Student Survey, International Student Orientation Spring 2015</u></a>  |
| II.C.17 | <a href="#"><u>Student Survey, Veterans Services</u></a>                              |
| II.C.18 | <a href="#"><u>Student Survey, EOPS</u></a>                                           |
| II.C.19 | <a href="#"><u>Student Survey, Fast Fridays 2014</u></a>                              |
| II.C.20 | <a href="#"><u>Student Survey, Laser Week</u></a>                                     |
| II.C.21 | <a href="#"><u>Freshman Advantage Program Analysis 05/08/2015</u></a>                 |
| II.C.22 | <a href="#"><u>DSPS Advisory Meeting 04/2014</u></a>                                  |
| II.C.23 | <a href="#"><u>EOPS/CARE Advisory Committee Meeting Minutes 10/21/2014</u></a>        |
| II.C.24 | <a href="#"><u>BFAP SFAA ANNUAL REPORT</u></a>                                        |
| II.C.25 | <a href="#"><u>Student Success and Support Programs SSSP Plan Credit</u></a>          |
| II.C.26 | <a href="#"><u>Student Success and Support Programs SSSP Plan Noncredit</u></a>       |
| II.C.27 | <a href="#"><u>Student Equity Plan 2015</u></a>                                       |
| II.C.28 | <a href="#"><u>Guardian Scholars Needs Assessment</u></a>                             |
| II.C.29 | <a href="#"><u>Distance Education Survey Results</u></a>                              |
| II.C.30 | <a href="#"><u>Career Placement IVC Page</u></a>                                      |
| II.C.31 | <a href="#"><u>SOCCCD District Incident Report Page</u></a>                           |
| II.C.32 | <a href="#"><u>Financial Aid Office Help Site</u></a>                                 |
| II.C.33 | <a href="#"><u>Guardian Scholars Weekly Email</u></a>                                 |
| II.C.34 | <a href="#"><u>Health and Wellness Center Newsletter Site</u></a>                     |
| II.C.35 | <a href="#"><u>International Students Newsletter Site</u></a>                         |
| II.C.36 | <a href="#"><u>Student Services Staff Survey Results 2015</u></a>                     |
| II.C.37 | <a href="#"><u>Student Services Staff Survey Results 2014</u></a>                     |
| II.C.38 | <a href="#"><u>AUO-(VPSS)-Office of Student Services</u></a>                          |
| II.C.39 | <a href="#"><u>TracDat V5 Update Cheat Sheet Manual</u></a>                           |
| II.C.40 | <a href="#"><u>Student Learning Outcomes (SLO) Info and FAQs</u></a>                  |
| II.C.41 | <a href="#"><u>TracDat (SLO) Student Learning Outcomes Guide</u></a>                  |
| II.C.42 | <a href="#"><u>Program Review Veterans Services</u></a>                               |
| II.C.43 | <a href="#"><u>ASIVC Constitution and Bylaws</u></a>                                  |



|         |                                                                                            |
|---------|--------------------------------------------------------------------------------------------|
| II.C.44 | <a href="#"><u>Planning and Decision-Making Manual</u></a>                                 |
| II.C.45 | <a href="#"><u>Student Athlete Handbook</u></a>                                            |
| II.C.46 | <a href="#"><u>IVC Athletics Website</u></a>                                               |
| II.C.47 | <a href="#"><u>Discipline Focused Mentoring Proposed (2015) Pilot Program at IVC</u></a>   |
| II.C.48 | <a href="#"><u>Book Club – Redesigning America’s Community Colleges Attendees</u></a>      |
| II.C.49 | <a href="#"><u>Counseling Training Schedule</u></a>                                        |
| II.C.50 | <a href="#"><u>Counseling Training Agenda</u></a>                                          |
| II.C.51 | <a href="#"><u>Distance Education Task Force Recommendation</u></a>                        |
| II.C.52 | <a href="#"><u>IVC Catalog 2016-17</u></a>                                                 |
| II.C.53 | <a href="#"><u>AR-5210 Enrollment Limitations and Priorities</u></a>                       |
| II.C.54 | <a href="#"><u>BP-5050 Matriculation</u></a>                                               |
| II.C.55 | <a href="#"><u>BP-5604 Eligibility for Admission</u></a>                                   |
| II.C.56 | <a href="#"><u>AR-5011 Admission of Concurrently Enrolled K-12 Students</u></a>            |
| II.C.57 | <a href="#"><u>Freshman Advantage Flyer</u></a>                                            |
| II.C.58 | <a href="#"><u>AR-5050 Student Success and Support Programs</u></a>                        |
| II.C.59 | <a href="#"><u>AR-5604 Admissions</u></a>                                                  |
| II.C.60 | <a href="#"><u>IVC Student Handbook</u></a>                                                |
| II.C.61 | <a href="#"><u>Admissions and Records Website</u></a>                                      |
| II.C.62 | <a href="#"><u>Freshman Advantage Website</u></a>                                          |
| II.C.63 | <a href="#"><u>Matriculation Website</u></a>                                               |
| II.C.64 | <a href="#"><u>IVC Student Planner</u></a>                                                 |
| II.C.65 | <a href="#"><u>2014-2015 SSSP Review Form</u></a>                                          |
| II.C.66 | <a href="#"><u>California Ed Code Glossary</u></a>                                         |
| II.C.67 | <a href="#"><u>K-12 Special Admission Request Form</u></a>                                 |
| II.C.68 | <a href="#"><u>International Students Site</u></a>                                         |
| II.C.69 | <a href="#"><u>CCC Approved Assessment Instruments</u></a>                                 |
| II.C.70 | <a href="#"><u>Math Assessment Website</u></a>                                             |
| II.C.71 | <a href="#"><u>SSAMMO Committee Information</u></a>                                        |
| II.C.72 | <a href="#"><u>SSAMMO Meeting Minutes 11/10/2015</u></a>                                   |
| II.C.73 | <a href="#"><u>AR-3004 Public Records</u></a>                                              |
| II.C.74 | <a href="#"><u>BP-3310 Records Retention and Destruction</u></a>                           |
| II.C.75 | <a href="#"><u>SOCCCD District Records Handling Site</u></a>                               |
| II.C.76 | <a href="#"><u>AR-5615 Student Records Compliance with FERPA</u></a>                       |
| II.C.77 | <a href="#"><u>BP-5615 Student Records, Compliance with FERPA</u></a>                      |
| II.C.78 | <a href="#"><u>Authorization for Release of Student Information</u></a>                    |
| II.C.79 | <a href="#"><u>Student Learning Outcomes SLO Status ACCJC</u></a>                          |
| II.C.80 | <a href="#"><u>Reentry Plan with Guardian Scholars</u></a>                                 |
| III.A.1 | <a href="#"><u>BP-4011.1 Recruitment Full Time Faculty Hiring</u></a>                      |
| III.A.2 | <a href="#"><u>BP-4011 Employment Procedures for Administrators and Managers</u></a>       |
| III.A.3 | <a href="#"><u>BP-4011.3 Hiring Policy for Classified Staff</u></a>                        |
| III.A.4 | <a href="#"><u>AR-4011.1 Recruitment Full-time Faculty Hiring</u></a>                      |
| III.A.5 | <a href="#"><u>CCCCO Minimum Qualifications for Faculty and Administrators in CCCs</u></a> |
| III.A.6 | <a href="#"><u>HR Classification and Compensation</u></a>                                  |
| III.A.7 | <a href="#"><u>California School Employees Association Contract (2015-2018)</u></a>        |
| III.A.8 | <a href="#"><u>Advertising Methods- Websites and Supplemental for All Positions</u></a>    |



|          |                                                                                                 |
|----------|-------------------------------------------------------------------------------------------------|
| III.A.9  | <a href="#"><u>IVC DE (Online Education) Faculty Handbook Spring 2016</u></a>                   |
| III.A.10 | <a href="#"><u>AR-4225 Recruitment Part-Time Faculty</u></a>                                    |
| III.A.11 | <a href="#"><u>Summary of Board Policies Related to Hiring</u></a>                              |
| III.A.12 | <a href="#"><u>2nd Level Reference Check information</u></a>                                    |
| III.A.13 | <a href="#"><u>Job Announcement Development</u></a>                                             |
| III.A.14 | <a href="#"><u>Equivalency and Minimum Qualifications Standards</u></a>                         |
| III.A.15 | <a href="#"><u>Hiring Committee Teaching Demonstration Summary</u></a>                          |
| III.A.16 | <a href="#"><u>Online Education OE Strategic Plan Summary</u></a>                               |
| III.A.17 | <a href="#"><u>Distance Education DE Handbook Summary</u></a>                                   |
| III.A.18 | <a href="#"><u>Faculty Performance Evaluation MySite</u></a>                                    |
| III.A.19 | <a href="#"><u>2015 Employee Satisfaction Survey (Tables Only)</u></a>                          |
| III.A.20 | <a href="#"><u>Equivalency Information for Outside of US, NACES</u></a>                         |
| III.A.21 | <a href="#"><u>Academic Employee Master Agreement</u></a>                                       |
| III.A.22 | <a href="#"><u>Tenure Review Committee Summary</u></a>                                          |
| III.A.23 | <a href="#"><u>BP-4090 Evaluation of Administrators and Classified Management Personnel</u></a> |
| III.A.24 | <a href="#"><u>Management Evaluations</u></a>                                                   |
| III.A.25 | <a href="#"><u>Classified Bargaining Unit Evaluation Summary</u></a>                            |
| III.A.26 | <a href="#"><u>Performance Evaluation Detail Summary</u></a>                                    |
| III.A.27 | <a href="#"><u>Performance Evaluation Scoring and Scale Summary</u></a>                         |
| III.A.28 | <a href="#"><u>Faculty Hiring Priority List Development Process</u></a>                         |
| III.A.29 | <a href="#"><u>Full Time Faculty Hiring Priority List Development Process Summary</u></a>       |
| III.A.30 | <a href="#"><u>CCC Full Time Faculty Obligations</u></a>                                        |
| III.A.31 | <a href="#"><u>DE Administrative Unit Review</u></a>                                            |
| III.A.32 | <a href="#"><u>2015 Employee Satisfaction Surveys, Administrators Only</u></a>                  |
| III.A.33 | <a href="#"><u>2015 Employee Satisfaction Survey (Faculty Only)</u></a>                         |
| III.A.34 | <a href="#"><u>Distance Education Survey SP14</u></a>                                           |
| III.A.35 | <a href="#"><u>Distance Education Survey FA14</u></a>                                           |
| III.A.36 | <a href="#"><u>Distance Education Survey SP15</u></a>                                           |
| III.A.37 | <a href="#"><u>Distance Education Survey FA15</u></a>                                           |
| III.A.38 | <a href="#"><u>Distance Education Survey SP16</u></a>                                           |
| III.A.39 | <a href="#"><u>Online Education Strategic Plan</u></a>                                          |
| III.A.40 | <a href="#"><u>Fall 2016 Faculty Professional Development</u></a>                               |
| III.A.41 | <a href="#"><u>Faculty Manual Site (Faculty Toolkit)</u></a>                                    |
| III.A.42 | <a href="#"><u>Part-Time Faculty Assistant</u></a>                                              |
| III.A.43 | <a href="#"><u>Classified Hiring Priority List Development Process</u></a>                      |
| III.A.44 | <a href="#"><u>Classified Staff Resource Form</u></a>                                           |
| III.A.45 | <a href="#"><u>CCCCO Faculty and Staff Demographics</u></a>                                     |
| III.A.46 | <a href="#"><u>Board Policies Related to Hiring</u></a>                                         |
| III.A.47 | <a href="#"><u>BP-4011.2 Confidentiality and Conflicts of Interest in Hiring</u></a>            |
| III.A.48 | <a href="#"><u>District Services Road Show Flyer</u></a>                                        |
| III.A.49 | <a href="#"><u>BPARC Committee Composition and Purpose</u></a>                                  |
| III.A.50 | <a href="#"><u>BP-4010 Commitment to Diversity</u></a>                                          |
| III.A.51 | <a href="#"><u>Keenan SafeColleges Sexual Harassment Online Training</u></a>                    |
| III.A.52 | <a href="#"><u>Sexual Harassment Training Summary</u></a>                                       |
| III.A.53 | <a href="#"><u>IVC Catalog 2016-17</u></a>                                                      |

|          |                                                                                                |
|----------|------------------------------------------------------------------------------------------------|
| III.A.54 | <a href="#"><u>EEO Training Summary</u></a>                                                    |
| III.A.55 | <a href="#"><u>EEO Training Manual</u></a>                                                     |
| III.A.56 | <a href="#"><u>Student and Employee Conduct Standards Summary</u></a>                          |
| III.A.57 | <a href="#"><u>Cultural Competence Summit Survey</u></a>                                       |
| III.A.58 | <a href="#"><u>Professional Development Survey, Fall 2014</u></a>                              |
| III.A.59 | <a href="#"><u>Spring 2016 Professional Development</u></a>                                    |
| III.A.60 | <a href="#"><u>Classified Staff Professional Development Summit Announcement</u></a>           |
| III.A.61 | <a href="#"><u>Sabbatical Leave Committee Page</u></a>                                         |
| III.A.62 | <a href="#"><u>New Faculty Orientation</u></a>                                                 |
| III.A.63 | <a href="#"><u>Faculty Professional Development Process Oversight and Summary</u></a>          |
| III.A.64 | <a href="#"><u>BP-4012 Academic Administrators and Classified Managers Personnel Files</u></a> |
| III.A.65 | <a href="#"><u>Full Time Faculty Sample Job Announcement</u></a>                               |
| III.B.1  | <a href="#"><u>Injury and Illness Prevention Plan</u></a>                                      |
| III.B.2  | <a href="#"><u>Building Safety Walk Checklist</u></a>                                          |
| III.B.3  | <a href="#"><u>Campus Safety Task Force Meeting Minutes</u></a>                                |
| III.B.4  | <a href="#"><u>Facilities Evaluation and Priorities Summary</u></a>                            |
| III.B.5  | <a href="#"><u>Maintenance Direct (School Dude) Form</u></a>                                   |
| III.B.6  | <a href="#"><u>SOCCCD District Risk Management Page</u></a>                                    |
| III.B.7  | <a href="#"><u>Campus Police Website 2016.08.03</u></a>                                        |
| III.B.8  | <a href="#"><u>Facilities and Maintenance Reports and Certifications</u></a>                   |
| III.B.9  | <a href="#"><u>Online Education Strategic Plan</u></a>                                         |
| III.B.10 | <a href="#"><u>OEFT SharePoint Site Meeting Files</u></a>                                      |
| III.B.11 | <a href="#"><u>New Physical Resources</u></a>                                                  |
| III.B.12 | <a href="#"><u>CCC IOU Energy Efficiency Project</u></a>                                       |
| III.B.13 | <a href="#"><u>Facilities Sustainability Information</u></a>                                   |
| III.B.14 | <a href="#"><u>Resource Request Recommendation Development Process</u></a>                     |
| III.B.15 | <a href="#"><u>Technology Advisory Task Force Site</u></a>                                     |
| III.B.16 | <a href="#"><u>IVC Technology Plan</u></a>                                                     |
| III.B.17 | <a href="#"><u>Online Education Task Force Site</u></a>                                        |
| III.B.18 | <a href="#"><u>AUR Distance Education</u></a>                                                  |
| III.B.19 | <a href="#"><u>Distance Education Survey SP15</u></a>                                          |
| III.B.20 | <a href="#"><u>Early College Program Site</u></a>                                              |
| III.B.21 | <a href="#"><u>2015 Employee Satisfaction Survey (Tables Only)</u></a>                         |
| III.B.22 | <a href="#"><u>2016 Education &amp; Facilities Master Plan</u></a>                             |
| III.B.23 | <a href="#"><u>Budget Development and Resources Planning Committee (BDRPC) Charge</u></a>      |
| III.B.24 | <a href="#"><u>APTC Meeting Minutes 9/20/2016</u></a>                                          |
| III.B.25 | <a href="#"><u>APTC Website Inside</u></a>                                                     |
| III.B.26 | <a href="#"><u>President's Executive Council Minutes</u></a>                                   |
| III.B.27 | <a href="#"><u>President's Executive Council Charge</u></a>                                    |
| III.B.28 | <a href="#"><u>DE Administrative Unit Review</u></a>                                           |
| III.B.29 | <a href="#"><u>IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020</u></a>       |
| III.B.30 | <a href="#"><u>Planning and Decision-Making Manual</u></a>                                     |
| III.B.31 | <a href="#"><u>Participatory Governance Decision-Making Process Flowchart</u></a>              |
| III.B.32 | <a href="#"><u>SOCCCD District-Wide Integrated Budget Planning Resource Guide</u></a>          |
| III.B.33 | <a href="#"><u>Facilities Resource Requests</u></a>                                            |



|            |                                                                                          |
|------------|------------------------------------------------------------------------------------------|
| III.B.34   | <a href="#"><u>Teamwork Project List Chart</u></a>                                       |
| III.B.35   | <a href="#"><u>Facilities Master Plan No.24</u></a>                                      |
| III.B.36   | <a href="#"><u>Ideal Capital Projects Process</u></a>                                    |
| III.B.37   | <a href="#"><u>SPAC Resource Request Review 07/27/2016</u></a>                           |
| III.B.38   | <a href="#"><u>SPAC Committee Charge</u></a>                                             |
| III.B.39   | <a href="#"><u>SPAC Minutes 07/27/2016</u></a>                                           |
| III.B.40   | <a href="#"><u>Educational Facilities Master Plan 2011-2031 V.3</u></a>                  |
| III.B.40b  | <a href="#"><u>Educational Facilities Master Plan 2011-2031 V.4</u></a>                  |
| III.B.41   | <a href="#"><u>Educational Facilities Master Plan 2011-2031 V.5</u></a>                  |
| III.B.42   | <a href="#"><u>2017-2021 5 Year Capital Outlay Plan</u></a>                              |
| III.B.43   | <a href="#"><u>Fusion 5 Year Construction Plan</u></a>                                   |
| III.B.44   | <a href="#"><u>Capital Improvement Committee Purpose</u></a>                             |
| III.B.45   | <a href="#"><u>Basic Aid Allocation Recommendation Committee Charge</u></a>              |
| III.B.46   | <a href="#"><u>BAARC Review of AR-3110</u></a>                                           |
| III.C.1    | <a href="#"><u>Technology Effectiveness Measures</u></a>                                 |
| III.C.2    | <a href="#"><u>Technology Advisory Task Force Site</u></a>                               |
| III.C.3    | <a href="#"><u>Online Education Task Force Site</u></a>                                  |
| III.C.4    | <a href="#"><u>Sample Technology AUR Objective</u></a>                                   |
| III.C.5    | <a href="#"><u>DTC Committee SharePoint Site</u></a>                                     |
| III.C.6    | <a href="#"><u>DOEC Committee SharePoint Site</u></a>                                    |
| III.C.7    | <a href="#"><u>2015 Employee Satisfaction Survey (Tables Only)</u></a>                   |
| III.C.8    | <a href="#"><u>IVC Technology Plan</u></a>                                               |
| III.C.9    | <a href="#"><u>Technology Faculty Chair Meeting List</u></a>                             |
| III.C.10   | <a href="#"><u>Services Under Director of Technology Services</u></a>                    |
| III.C.11   | <a href="#"><u>Technology Support Process and Survey Explanation</u></a>                 |
| III.C.12   | <a href="#"><u>Student Satisfaction Survey 2015</u></a>                                  |
| III.C.13   | <a href="#"><u>IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020</u></a> |
| III.C.14   | <a href="#"><u>"@One" Training Documents for Faculty CANVAS Migration</u></a>            |
| III.C.15.2 | <a href="#"><u>Technology Updates Planning Schedule Summary</u></a>                      |
| III.C.16   | <a href="#"><u>Software Applications for which Training is Offered</u></a>               |
| III.C.17   | <a href="#"><u>Professional Development Week Technology Workshops</u></a>                |
| III.C.18   | <a href="#"><u>IVC DE (Online Education) Faculty Handbook Spring 2016</u></a>            |
| III.C.19   | <a href="#"><u>AR-3726 Information Security-Data Classification</u></a>                  |
| III.C.20   | <a href="#"><u>AR-3727 Information Security-Access Control</u></a>                       |
| III.C.21   | <a href="#"><u>AR-3728 Information Security-Physical Security</u></a>                    |
| III.C.22   | <a href="#"><u>AR-3729 Information Security-Logging and Monitoring</u></a>               |
| III.C.23   | <a href="#"><u>AR-3730 Information Security-Remote Access</u></a>                        |
| III.C.24   | <a href="#"><u>AR-6110 Articulation of Courses and Programs</u></a>                      |
| III.C.25   | <a href="#"><u>Tech Policies and Procedures and the Instructional Technologist</u></a>   |
| III.D.1    | <a href="#"><u>2016 2017 SOCCCD Adopted Budget</u></a>                                   |
| III.D.2    | <a href="#"><u>BDRPC Budget Development and Resource Planning Committee Site</u></a>     |
| III.D.3    | <a href="#"><u>Budget Development Process</u></a>                                        |
| III.D.4    | <a href="#"><u>District Resource Allocation Committee SharePoint</u></a>                 |
| III.D.5    | <a href="#"><u>AR-3110 Basic Aid Allocation Process</u></a>                              |
| III.D.6    | <a href="#"><u>Budget Presentation 2016.08.22</u></a>                                    |



|            |                                                                                          |
|------------|------------------------------------------------------------------------------------------|
| III.D.7    | <a href="#"><u>2015 2016 SOCCCD Adopted Budget</u></a>                                   |
| III.D.8    | <a href="#"><u>2014 2015 SOCCCD Adopted Budget</u></a>                                   |
| III.D.9    | <a href="#"><u>2013 2014 SOCCCD Adopted Budget</u></a>                                   |
| III.D.10   | <a href="#"><u>2012 2013 SOCCCD Adopted Budget</u></a>                                   |
| III.D.11   | <a href="#"><u>SOCCCD Basic Aid Projects Expenditure History</u></a>                     |
| III.D.12   | <a href="#"><u>Faculty Professional Development Expenditures, Budget</u></a>             |
| III.D.13   | <a href="#"><u>IVC Website Homepage</u></a>                                              |
| III.D.14   | <a href="#"><u>Technology Advisory Task Force Site</u></a>                               |
| III.D.15   | <a href="#"><u>Strategic Planning and Accreditation Council (SPAC) Retreat 2015</u></a>  |
| III.D.16   | <a href="#"><u>Strategic Planning and Accreditation Council (SPAC) Retreat 2016</u></a>  |
| III.D.17   | <a href="#"><u>SPAC Resource Request Review 07/27/2016</u></a>                           |
| III.D.18   | <a href="#"><u>Resource Request Funding Decisions 2015-2016</u></a>                      |
| III.D.19   | <a href="#"><u>IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020</u></a> |
| III.D.20   | <a href="#"><u>IVC Five Year Fiscal Plan</u></a>                                         |
| III.D.21   | <a href="#"><u>AUR Resource Form - Hire Construction Manager</u></a>                     |
| III.D.22   | <a href="#"><u>Professional Development Budget Presentation August 2016</u></a>          |
| III.D.23   | <a href="#"><u>Professional Development Budget Presentation January 2016</u></a>         |
| III.D.23.2 | <a href="#"><u>Board of Trustees BOT Presentation on Basic Aid Allocation</u></a>        |
| III.D.24   | <a href="#"><u>BDRPC Budget Dev. and Resource Planning Committee Mins 11-4-2015</u></a>  |
| III.D.25   | <a href="#"><u>Governor Budget Revision Memo</u></a>                                     |
| III.D.26   | <a href="#"><u>BP-3110 Basic Aid Funds Allocation Process</u></a>                        |
| III.D.27   | <a href="#"><u>CCCCO General Fund Balance Report</u></a>                                 |
| III.D.28   | <a href="#"><u>ASIVC (ASG) Budget Report Presentation</u></a>                            |
| III.D.29   | <a href="#"><u>SOCCCD, IVC, SC, Foundation Budget Report</u></a>                         |
| III.D.30   | <a href="#"><u>Resource Request Form</u></a>                                             |
| III.D.31   | <a href="#"><u>Understanding The Budget Workshop DRAC</u></a>                            |
| III.D.32   | <a href="#"><u>SOCCCD District Audit Reports Website</u></a>                             |
| III.D.33   | <a href="#"><u>Board of Trustees Audit Report Review</u></a>                             |
| III.D.34   | <a href="#"><u>Board of Trustees Tentative Budget Review 6/27/2016</u></a>               |
| III.D.35   | <a href="#"><u>BDRPC Meeting Agenda 09/07/2016</u></a>                                   |
| III.D.36   | <a href="#"><u>Fifty 50 Percent % Law Document Form</u></a>                              |
| III.D.37   | <a href="#"><u>CCC Full Time Faculty Obligations</u></a>                                 |
| III.D.38   | <a href="#"><u>Report-Monthly Expenditures by Object Code</u></a>                        |
| III.D.39   | <a href="#"><u>BDRPC Funding Page Website</u></a>                                        |
| III.D.40   | <a href="#"><u>Ed Code Section 8830-8848</u></a>                                         |
| III.D.41   | <a href="#"><u>Board of Trustees Adopted Budget 08/22/2016</u></a>                       |
| III.D.42   | <a href="#"><u>Financial Budget Audit 2014-2015</u></a>                                  |
| III.D.43   | <a href="#"><u>Financial Budget Audit 2013-2014</u></a>                                  |
| III.D.44   | <a href="#"><u>Financial Budget Audit 2012-2013</u></a>                                  |
| III.D.45   | <a href="#"><u>Financial Budget Audit 2011-2012</u></a>                                  |
| III.D.46   | <a href="#"><u>Financial Budget Audit 2010-2011</u></a>                                  |
| III.D.47   | <a href="#"><u>SOCCCD District Business Process Analysis</u></a>                         |
| III.D.48   | <a href="#"><u>Budget Preparation Process</u></a>                                        |
| III.D.49   | <a href="#"><u>Basic Aid Expenditures Report</u></a>                                     |
| III.D.50   | <a href="#"><u>Negative Accounts Email Memo from Davit</u></a>                           |



|          |                                                                                              |
|----------|----------------------------------------------------------------------------------------------|
| III.D.51 | <a href="#"><u>Federal Student Aid Blue Book Website</u></a>                                 |
| III.D.52 | <a href="#"><u>Rancho Santiago Comm. College District RSCCD Sub recipient Monitoring</u></a> |
| III.D.53 | <a href="#"><u>DRAC Model Budget Report</u></a>                                              |
| III.D.54 | <a href="#"><u>Facilities Condition Assessment</u></a>                                       |
| III.D.55 | <a href="#"><u>SOCCCD GASB Actuarial Valuation Retiree Health Program Nyhart- 2/2016</u></a> |
| III.D.56 | <a href="#"><u>Sample Requisition Process History</u></a>                                    |
| III.D.57 | <a href="#"><u>Sample Independent Contractor Agreement</u></a>                               |
| III.D.58 | <a href="#"><u>Contracts and Guidelines Page SOCCCD District</u></a>                         |
| III.D.59 | <a href="#"><u>Federal Grant Award Notification</u></a>                                      |
| III.D.60 | <a href="#"><u>Contract Approval RSCCD Agreement Memo</u></a>                                |
| IV.A.1   | <a href="#"><u>2013 IVC Accreditation Midterm Report</u></a>                                 |
| IV.A.2   | <a href="#"><u>College Vision Mission and Goals</u></a>                                      |
| IV.A.3   | <a href="#"><u>District Mission Vision and Goals</u></a>                                     |
| IV.A.4   | <a href="#"><u>Barriers to Mutual Respect, Final Recommendations Summary</u></a>             |
| IV.A.5   | <a href="#"><u>Information Technology Higher Understanding Gathering (HUG)</u></a>           |
| IV.A.6   | <a href="#"><u>2015 Employee Satisfaction Survey (Tables Only)</u></a>                       |
| IV.A.7   | <a href="#"><u>District-wide Climate Survey 2014 Results</u></a>                             |
| IV.A.8   | <a href="#"><u>Planning and Decision-Making Manual</u></a>                                   |
| IV.A.9   | <a href="#"><u>District-Wide Planning and Decision Making Manual</u></a>                     |
| IV.A.10  | <a href="#"><u>Participatory Governance Decision-Making Process Flowchart</u></a>            |
| IV.A.11  | <a href="#"><u>Budget Solutions</u></a>                                                      |
| IV.A.12  | <a href="#"><u>IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020</u></a>     |
| IV.A.13  | <a href="#"><u>District-Wide Strategic Plan 2014-2020</u></a>                                |
| IV.A.14  | <a href="#"><u>BP-2001 Administrative Organization</u></a>                                   |
| IV.A.15  | <a href="#"><u>BP-2100.1 Delegation of Authority to the Academic Senate</u></a>              |
| IV.A.16  | <a href="#"><u>BP-2100.2 Role and Scope of Authority of the Academic Senate</u></a>          |
| IV.A.17  | <a href="#"><u>BP-6100-Curriculum</u></a>                                                    |
| IV.A.18  | <a href="#"><u>BP-4056 Classified Employees Participation in Decision Making</u></a>         |
| IV.A.19  | <a href="#"><u>BP-5627 Student Participation in Governance</u></a>                           |
| IV.A.20  | <a href="#"><u>BP-5240 Associated Students Organization</u></a>                              |
| IV.A.21  | <a href="#"><u>Committees Council Composition and Charge</u></a>                             |
| IV.A.22  | <a href="#"><u>Academic Search Committee Appointment Recommendations</u></a>                 |
| IV.A.23  | <a href="#"><u>Recs. For Academic Admins. And Classified Mgrs. Search Com. Appoint.</u></a>  |
| IV.A.24  | <a href="#"><u>BP-5050 Matriculation</u></a>                                                 |
| IV.A.25  | <a href="#"><u>Sample COR Course Outline Review</u></a>                                      |
| IV.A.26  | <a href="#"><u>AR-5050 Student Success and Support Programs</u></a>                          |
| IV.A.27  | <a href="#"><u>IVC Website Homepage</u></a>                                                  |
| IV.A.28  | <a href="#"><u>District SOCCCD Website Homepage</u></a>                                      |
| IV.A.29  | <a href="#"><u>InsideIVC SharePoint Website Homepage</u></a>                                 |
| IV.A.30  | <a href="#"><u>Sample Committee Self Evaluation Survey</u></a>                               |
| IV.A.31  | <a href="#"><u>IEC Minutes 11/03/2015</u></a>                                                |
| IV.A.32  | <a href="#"><u>IEC Minutes 10/18/2016</u></a>                                                |
| IV.A.33  | <a href="#"><u>Student Satisfaction Survey 2015</u></a>                                      |
| IV.B.1   | <a href="#"><u>BP-2101 Delegation of Authority to the College President</u></a>              |
| IV.B.2   | <a href="#"><u>Planning and Decision-Making Manual</u></a>                                   |





|         |                                                                                           |
|---------|-------------------------------------------------------------------------------------------|
| IV.B.3  | <a href="#"><u>College Vision Mission and Goals</u></a>                                   |
| IV.B.4  | <a href="#"><u>Office of Research, Planning and Accreditation Site</u></a>                |
| IV.B.5  | <a href="#"><u>Budget Development and Resources Planning Committee (BDRPC) Charge</u></a> |
| IV.B.6  | <a href="#"><u>Participatory Governance Decision-Making Process Flowchart</u></a>         |
| IV.B.7  | <a href="#"><u>Faculty Hiring Priority List Development Process</u></a>                   |
| IV.B.8  | <a href="#"><u>2016 Education &amp; Facilities Master Plan</u></a>                        |
| IV.B.9  | <a href="#"><u>Fusion 5 Year Construction Plan</u></a>                                    |
| IV.B.10 | <a href="#"><u>Facilities Condition Assessment</u></a>                                    |
| IV.B.11 | <a href="#"><u>ATEP Work Group Site</u></a>                                               |
| IV.B.12 | <a href="#"><u>IEC Minutes 11/03/2015</u></a>                                             |
| IV.B.13 | <a href="#"><u>BP-2001 Administrative Organization</u></a>                                |
| IV.B.14 | <a href="#"><u>BP-4056 Classified Employees Participation in Decision Making</u></a>      |
| IV.B.15 | <a href="#"><u>BP-5627 Student Participation in Governance</u></a>                        |
| IV.B.16 | <a href="#"><u>DWPC Meeting Minutes 09/07/2012</u></a>                                    |
| IV.B.17 | <a href="#"><u>IEPI Rates</u></a>                                                         |
| IV.B.18 | <a href="#"><u>TracDat Homepage</u></a>                                                   |
| IV.B.19 | <a href="#"><u>Institutional Effectiveness Annual Report 2008-2009</u></a>                |
| IV.B.20 | <a href="#"><u>Program Review Schedule for Instructional and Student Services</u></a>     |
| IV.B.21 | <a href="#"><u>BP-3110 Basic Aid Funds Allocation Process</u></a>                         |
| IV.B.22 | <a href="#"><u>AR-3110 Basic Aid Allocation Process</u></a>                               |
| IV.B.23 | <a href="#"><u>BDRPC BSR Page</u></a>                                                     |
| IV.B.24 | <a href="#"><u>Sample Committee Self Evaluation Survey</u></a>                            |
| IV.B.25 | <a href="#"><u>SOCCCD District Audit Reports Website</u></a>                              |
| IV.C.1  | <a href="#"><u>BP-112 Duties and Responsibilities of the Board of Trustees</u></a>        |
| IV.C.2  | <a href="#"><u>District Mission Vision and Goals</u></a>                                  |
| IV.C.3  | <a href="#"><u>BP-5300 Grading Policy</u></a>                                             |
| IV.C.4  | <a href="#"><u>BP-5300.5 Grade Changes</u></a>                                            |
| IV.C.5  | <a href="#"><u>BP-5301 Course Repetition</u></a>                                          |
| IV.C.6  | <a href="#"><u>BP-5320 Academic Renewal</u></a>                                           |
| IV.C.7  | <a href="#"><u>BP-5401 Student Conduct</u></a>                                            |
| IV.C.8  | <a href="#"><u>BP-5404 Sexual and Other Assaults on Campus</u></a>                        |
| IV.C.9  | <a href="#"><u>AR-5505 Grade Grievance</u></a>                                            |
| IV.C.10 | <a href="#"><u>BP-5600 Associate Degree Requirements</u></a>                              |
| IV.C.11 | <a href="#"><u>Budget Preparation Process</u></a>                                         |
| IV.C.12 | <a href="#"><u>BP-3101 Budget Management</u></a>                                          |
| IV.C.13 | <a href="#"><u>BP-3101.5 Fiscal Management</u></a>                                        |
| IV.C.14 | <a href="#"><u>BP-3102 Investment Policy</u></a>                                          |
| IV.C.15 | <a href="#"><u>BP-110 Code of Ethics Standards of Practice</u></a>                        |
| IV.C.16 | <a href="#"><u>BP-180 Respectful Interactions and Collaboration</u></a>                   |
| IV.C.17 | <a href="#"><u>Board of Trustees District SOCCCD Minutes and Videos Page</u></a>          |
| IV.C.18 | <a href="#"><u>BP-146 Chancellor Succession</u></a>                                       |
| IV.C.19 | <a href="#"><u>BP-148 Evaluation of Chancellor</u></a>                                    |
| IV.C.20 | <a href="#"><u>BP-4011.6 Employment Procedures for Chancellor</u></a>                     |
| IV.C.21 | <a href="#"><u>BP-4011 Employment Procedures for Administrators and Managers</u></a>      |
| IV.C.22 | <a href="#"><u>BP-2100 Delegation of Authority to the Chancellor</u></a>                  |

|         |                                                                                      |
|---------|--------------------------------------------------------------------------------------|
| IV.C.23 | <a href="#"><u>Board of Trustees Meeting Minutes 08/22/2016</u></a>                  |
| IV.C.24 | <a href="#"><u>Board of Trustees Representative Areas</u></a>                        |
| IV.C.25 | <a href="#"><u>BP-104 Student Member of the Board of Trustees</u></a>                |
| IV.C.26 | <a href="#"><u>BP-154 Conflict of Interest</u></a>                                   |
| IV.C.27 | <a href="#"><u>AR-154 Conflict of Interest</u></a>                                   |
| IV.C.28 | <a href="#"><u>Legislative and Advocacy Efforts, Board Presentation</u></a>          |
| IV.C.29 | <a href="#"><u>2015 2016 SOCCCD Adopted Budget</u></a>                               |
| IV.C.30 | <a href="#"><u>AR-2120 Institutional Planning</u></a>                                |
| IV.C.31 | <a href="#"><u>SOCCCD District Wide Strategic Plan 2014-2020 PowerPoint</u></a>      |
| IV.C.32 | <a href="#"><u>District Website Board Policies for Students</u></a>                  |
| IV.C.33 | <a href="#"><u>Technology Services Student Success Tools District Website</u></a>    |
| IV.C.35 | <a href="#"><u>SOCCCD District Adopted Budget Presentation 2016-2017</u></a>         |
| IV.C.36 | <a href="#"><u>Basic Aid Allocation Recommendation Committee Charge</u></a>          |
| IV.C.37 | <a href="#"><u>SOCCCD District Board Policies Site</u></a>                           |
| IV.C.38 | <a href="#"><u>SOCCCD District Board Policies for Board of Trustees</u></a>          |
| IV.C.39 | <a href="#"><u>BP-107 Board Policy and Administrative Regulations</u></a>            |
| IV.C.40 | <a href="#"><u>SOCCCD District Wide Committees Site</u></a>                          |
| IV.C.41 | <a href="#"><u>Student Success Scorecard 07/20/2015</u></a>                          |
| IV.C.42 | <a href="#"><u>ACCJC Annual Report Review 2016</u></a>                               |
| IV.C.43 | <a href="#"><u>BP-109 Board Education</u></a>                                        |
| IV.C.44 | <a href="#"><u>BP-108 Vacancies on the Board</u></a>                                 |
| IV.C.45 | <a href="#"><u>BP-172 Board Self Evaluation</u></a>                                  |
| IV.C.46 | <a href="#"><u>Board of Trustees Self Evaluation Site</u></a>                        |
| IV.C.47 | <a href="#"><u>BP-2101 Delegation of Authority to the College President</u></a>      |
| IV.C.48 | <a href="#"><u>ACCJC's online Accreditation Basics training</u></a>                  |
| IV.C.49 | <a href="#"><u>Accreditation Joint Report to SOCCCD Board of Trustees</u></a>        |
| IV.D.1  | <a href="#"><u>BP-2100 Delegation of Authority to the Chancellor</u></a>             |
| IV.D.2  | <a href="#"><u>Chancellor's Perspective, Poertner</u></a>                            |
| IV.D.3  | <a href="#"><u>District Wide Function Map</u></a>                                    |
| IV.D.4  | <a href="#"><u>Planning and Decision-Making Manual</u></a>                           |
| IV.D.5  | <a href="#"><u>BP-112 Duties and Responsibilities of the Board of Trustees</u></a>   |
| IV.D.6  | <a href="#"><u>BP-2001 Administrative Organization</u></a>                           |
| IV.D.7  | <a href="#"><u>BP-2100.2 Role and Scope of Authority of the Academic Senate</u></a>  |
| IV.D.8  | <a href="#"><u>BP-2101 Delegation of Authority to the College President</u></a>      |
| IV.D.9  | <a href="#"><u>BP-3001 Delegation of Authority</u></a>                               |
| IV.D.10 | <a href="#"><u>BP-4309 Duties and Responsibilities of the Faculty</u></a>            |
| IV.D.11 | <a href="#"><u>BP-4056 Classified Employees Participation in Decision Making</u></a> |
| IV.D.12 | <a href="#"><u>BP-5627 Student Participation in Governance</u></a>                   |
| IV.D.13 | <a href="#"><u>District-Wide Planning And Decision Making Manual</u></a>             |
| IV.D.14 | <a href="#"><u>BAARC SharePoint Site</u></a>                                         |
| IV.D.15 | <a href="#"><u>BPARC Committee Composition and Purpose</u></a>                       |
| IV.D.16 | <a href="#"><u>Business Continuity Planning Committee SharePoint</u></a>             |
| IV.D.17 | <a href="#"><u>Capital Improvement Committee Purpose</u></a>                         |
| IV.D.18 | <a href="#"><u>Chancellor's Council Charge</u></a>                                   |
| IV.D.19 | <a href="#"><u>DOEC Committee SharePoint Site</u></a>                                |



|         |                                                                                          |
|---------|------------------------------------------------------------------------------------------|
| IV.D.20 | <a href="#"><u>District Resource Allocation Committee SharePoint</u></a>                 |
| IV.D.21 | <a href="#"><u>DWPC Meeting Minutes 09/07/2012</u></a>                                   |
| IV.D.22 | <a href="#"><u>District-Wide Technology Committee Composition and Charge</u></a>         |
| IV.D.23 | <a href="#"><u>Learning Services Coordinating Committee</u></a>                          |
| IV.D.24 | <a href="#"><u>District-wide Climate Survey 2014 Results</u></a>                         |
| IV.D.25 | <a href="#"><u>Barriers to Mutual Respect, Recommendations Presentation</u></a>          |
| IV.D.26 | <a href="#"><u>Barriers to Mutual Respect, Final Recommendations Summary</u></a>         |
| IV.D.27 | <a href="#"><u>District Wide Calendar 2016-2017</u></a>                                  |
| IV.D.28 | <a href="#"><u>Risk Management Department Road Show Presentation</u></a>                 |
| IV.D.29 | <a href="#"><u>Information Technology Higher Understanding Gathering (HUG)</u></a>       |
| IV.D.30 | <a href="#"><u>Budget Preparation Process</u></a>                                        |
| IV.D.31 | <a href="#"><u>BP-3101 Budget Management</u></a>                                         |
| IV.D.32 | <a href="#"><u>BP-3101.5 Fiscal Management</u></a>                                       |
| IV.D.33 | <a href="#"><u>Budget Development Guidelines</u></a>                                     |
| IV.D.34 | <a href="#"><u>SOCCCD District Audit Reports Website</u></a>                             |
| IV.D.35 | <a href="#"><u>AR-2120 Institutional Planning</u></a>                                    |
| IV.D.36 | <a href="#"><u>SOCCCD District-Wide Integrated Budget Planning Resource Guide</u></a>    |
| IV.D.37 | <a href="#"><u>District-Wide Planning Website</u></a>                                    |
| IV.D.38 | <a href="#"><u>Educational Facilities Master Plan 2011-2031 V.5</u></a>                  |
| IV.D.39 | <a href="#"><u>District-Wide Strategic Plan 2014-2020</u></a>                            |
| IV.D.40 | <a href="#"><u>IVC Strategic Plan, Goals, Objectives, and Action Steps 2014-2020</u></a> |
| IV.D.41 | <a href="#"><u>District-Wide Technology Plan</u></a>                                     |
| IV.D.42 | <a href="#"><u>IVC Technology Plan</u></a>                                               |
| IV.D.43 | <a href="#"><u>Sample Committee Self Evaluation Survey</u></a>                           |
| IV.D.44 | <a href="#"><u>Administrative Unit Review AUR SharePoint</u></a>                         |
| IV.D.45 | <a href="#"><u>Board of Trustees District SOCCCD Minutes and Videos Page</u></a>         |
| IV.D.46 | <a href="#"><u>District Services Road Show Flyer</u></a>                                 |
| IV.D.47 | <a href="#"><u>District Fiscal Services Newsletter 09/2016</u></a>                       |
| IV.D.48 | <a href="#"><u>2015 Employee Satisfaction Survey (Tables Only)</u></a>                   |
| Q.1.1   | <a href="#"><u>Disaggregating SLOs Sheet</u></a>                                         |
| Q.1.2   | <a href="#"><u>Achievement Gap Distance (Online) Education</u></a>                       |
| Q.1.3   | <a href="#"><u>Online Education Task Force Priorities</u></a>                            |
| Q.1.4   | <a href="#"><u>Online Education Task Force (OETF) Agenda 08/29/2016</u></a>              |
| Q.1.5   | <a href="#"><u>Online Education Strategic Plan</u></a>                                   |
| Q.1.6   | <a href="#"><u>District-Wide Strategic Plan 2014-2020</u></a>                            |
| Q.1.7   | <a href="#"><u>IVC Technology Plan</u></a>                                               |
| Q.1.8   | <a href="#"><u>AUR Distance Education</u></a>                                            |

