EXTERNAL EVALUATION REPORT

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 93618

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that
visited Irvine Valley College February 27-March 2, 2017

Dr. Sonya Christian
Chair

NOTE: this page shall be added to the External Evaluation Team Report (Team Report) immediately behind the cover page, and shall become part of the final report associated with the review.

DATE: [to be completed by the Commission]

INSTITUTION: Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 93618

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the findings of the evaluation team that visited Irvine Valley College February 27-March 2, 2017 with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings.

[to be completed by the Commission]

List of Team Members

Chair

Dr. Sonya Christian
President
Bakersfield College

Assistant

Lesley Bonds
Director of Student Success and Equity
Bakersfield College

Academic Representatives

Dr. Tania Beliz
Professor of Biology
College of San Mateo

Julie Brown
Chemistry Professor
Woodland Community College

Dr. Timothy Brown
Professor, Reading
Riverside City College

Dr. Daphne Dionisio
Associate Professor, Psychology
Glendale Community College

Lorraine Smith
Dean of Instruction
Fresno City College

Dr. Ray Somera
Vice President for Academic Affairs
Guam Community College

Mark Williams
Vice President of Instruction
Taft College

Ron Umehira
Dean of Career & Technical Education
Leeward Community College

Administrative Representatives

Dr. Deborah Budd
Chancellor
San Jose/Evergreen Community College District

Dr. Ryan Cartnal
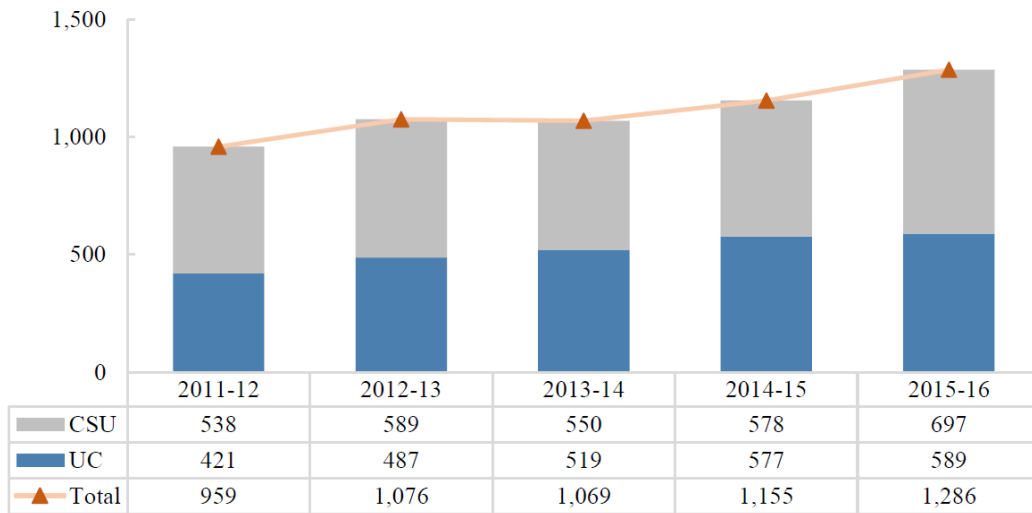Director of Research & Assessment
Cuesta College

Morris Rodrigue
Assistant Superintendent/Vice President of
Administrative Services
Shasta College

Dr. Mark Sanchez
Dean of Student Affairs
Hartnell College

Introduction and Summary of the External Evaluation Report

In 1979, the College opened its doors to students as the Saddleback College North Campus, receiving independent status and its current name, Irvine Valley College, in 1985. Today, over 14,000 students enroll in the College's academic programs, housed within 10 academic schools and located on the main campus, the Advanced Technology and Education Park in Tustin, online, and at various off-site locations that expand access to an increasingly diverse student population.

IVC offers instructional programs consistent with the College's mission with 91 associate degree programs and 67 certificates. The College's course mix includes transfer general education, career and technical classes, and foundational skills. The most recent annual report notes an impressive overall course success rate of 74 percent. Irvine Valley College boasts the second highest four-year institution transfer rate among California community colleges. In the 2015-16 academic year, IVC saw a 40 percent increase in transfers to the University of California and a 30 percent increase in transfers to the California State University system in a five year period. The figure below from page 50 of the Institutional Self-Evaluation Report shows a consistent increase in transfers from IVC.

	2011-12	2012-13	2013-14	2014-15	2015-16
CSU	538	589	550	578	697
UC	421	487	519	577	589
Total	959	1,076	1,069	1,155	1,286

The Evaluation Team conducted a comprehensive accreditation evaluation site visit from February 27-March 2, 2017, reviewing evidence that IVC meets Eligibility Requirements, Accreditation Standards, and Commission policies of the Accrediting Commission for Community and Junior Colleges. During the site visit, the Evaluation Team was warmly received and well-supported as they reviewed evidence, past evaluation reports, and additional evidence gained in campus interviews and open forums. College administrators, faculty, staff, and students engaged in interview conversations with openness and candor. It was evident everywhere that the IVC community is passionate about learning and student success.

Major Findings and Recommendations of the
2017 External Evaluation Team

Team Commendations

During the accreditation visit to Irvine Valley College, the team recognized several aspects of the College worthy of commendation:

College Commendation 1: The Evaluation Team commends Irvine Valley College for creating a supportive "IVC Ohana" environment and engaging their students in programs and activities which contribute to their understanding of issues related to diversity. The College community's passion to maximize the human capacity in the lives of its students and its dedication to the college mission is evident and exemplary. The student population is diverse, and the College ensures that programs, practices, and services support their needs and develops them personally and professionally.

College Commendation 2: The Evaluation Team commends Irvine Valley College for their 2015 – 2020 Technology Plan which provides a foundation and beacon that guides the direction of technology support, services, and resources at the main and ATEP campuses.

College Commendation 3: The Evaluation Team commends Irvine Valley College for its robust and transparent resource allocation process that ensures all constituents have appropriate opportunities to participate.

College Commendation 4: The Evaluation Team commends Irvine Valley College and the South Orange Community College District for District-wide planning and delineation of roles. Specifically, the Evaluation Team commends the District and College for the Decision Making Manual developed through a participatory process that included District leadership, Irvine Valley College Academic and Classified Senates, and IVC leaders.

College Commendation 5: The Evaluation Team commends Irvine Valley College for the development of an informative Student Handbook. The Student Handbook concisely outlines key programs, services, policies, and procedures that students should know, by clearly defining degrees and certificates available at the college, the processes for becoming an IVC student and for preparing to transfer to the university; and by clearly describing the resources including financial and student support and a directory of key contacts by program.

College Commendation 6: The Evaluation Team commends Irvine Valley College for its success in guiding students to transfer to the university and the completion of their educational goals. The messages of academic quality, successful student achievement and student learning are communicated broadly to current and prospective students through different modalities including the College website, College Marketing and Outreach materials, and social media.

College Commendation 7: The Evaluation Team commends Irvine Valley College for the leadership and engagement of students, faculty, classified staff, and administrators. The

leadership of the Student Ambassadors, the Classified Senate, and the Academic Senate is clearly experienced across all aspects of the College's work, and encourages a climate of inclusivity. Specifically, the Evaluation Team commends the President of the College for his leadership in realizing a campus climate of trust, collaboration, diversity, engagement, and transparency.

District Commendation 1: The Evaluation Team commends the South Orange County Community College District on the implementation of Basic Aid Allocation. The improvement in transparency has led to an increased understanding District-wide, and has improved relations between the College and District. Additionally, the District is commended for creating a stable base funding for colleges while also utilizing Basic Aid funds to support major facilities and technology projects.

District Commendation 2: The Evaluation Team commends the South Orange County Community College District Governing Board's ongoing training for the accreditation process and standards, eligibility requirements and commission policies as well as ongoing review of student success and equity data, to ensure the cycle of assessment and improvement.

District Commendation 3: The Evaluation Team commends the South Orange County Community College District for District-wide planning and delineation of roles. Specifically, the Evaluation Team commends the District for the Decision Making Manual developed through a participatory process that included the College and District leaders

Team Recommendations

As a result of the external evaluation, the team makes the following recommendations:

College Recommendation 1 (for Improvement) – In order to improve effectiveness, the Evaluation Team recommends Irvine Valley College refine its College-wide process to ensure consistent documenting and monitoring of the assessment of student learning outcomes, the results of those assessments, and the strategies designed to improve the quality of its programs and services. (II.A.3, II.A.16, II.C.2)

District Recommendation 1 (for Compliance) – In order to meet the standard, the South Orange County Community College District must implement a system that ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (III.A.5, IV.D.2)

Eligibility Requirements

Authority
The Evaluation Team confirmed that Irvine Valley College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The ACCJC is the regional accrediting body recognized by the United States Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The college meets ER 1.

Operational Status
The Evaluation Team confirmed that Irvine Valley College is operational and provides educational services to 13,828 unduplicated students, with 91 percent of course enrollments in credit sections for fall 2015. Based on students' declared educational goals, more than 75 percent of students are enrolled for the purpose of vertical transfer or to obtain an associate degree or certificate. In 2015-2016, the college awarded 1,185 associate degrees.

The College meets ER 2.

Degrees
In 2015, 75 percent of Irvine Valley College's course offerings were degree applicable. In addition, 91 percent of course enrollments in fall 2015 were in courses that lead to an associate degree. In terms of educational goals, 75 percent of students are enrolled for the purpose of vertical transfer or to obtain an associate degree or certificate.

The College meets ER 3.

Chief Executive Officer
The Evaluation Team confirmed that the Governing Board employs the President as Chief Executive Officer of Irvine Valley College, and that the President as CEO exercises the requisite authority to implement Board Policies.

The College meets ER 4.

Financial Accountability
The South Orange Coast Community College District undergoes an annual audit by a certified public accountant. The Evaluation Team confirmed the last 12 annual audit reports were completed and available for public review. The College has implemented processes and procedures which include consistent review of student loan default rates, revenue streams, and assets to ensure compliance with federal financial aid requirements, including Title IV of the Higher Education Act. The College's three-year default rate for student loans in 2012 was 8.9 percent. The college demonstrates compliance with Title IV requirements.

The College meets ER 5.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off:

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

Narrative:

Information regarding the College mission, programs, services, locations, and learning outcomes are posted in various locations around campus, in catalog and class schedules, and on the college website. Accreditation information is also included on the website's footer. Flyers for programs with class and certificate information as well as faculty contact details are also made available in the student center.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and

	expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off:

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

Narrative:
Irvine Valley College (IVC) has defined elements of student achievement performance across the College and has identified the expected measure of performance within each defined element. The college has identified several expected measures of performance including course completion, degree completion, certificate completion, transfer, job placement, et al. These elements of student achievement performance for measurement are appropriate to the College mission. In addition, the College has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each of these elements. These measures of performance, including job placement rates, are included in and evaluated through regularly scheduled program reviews.

The institution-set standards for programs across IVC are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education. The results of the assessment of data relevant to the institution-set standards are reported through the college governance and decision making process, as well as via the College's Office of Research, Planning and Accreditation website.

To date, Irvine Valley College has not fallen below any of its institution-set standards, but, in the event that it did, the Institutional Effectiveness Committee would provide analyses to identify potential reasons for the declines and aid the college in planning action steps to remedy any deficiencies. Not only has the institution set minimum standards for student achievement, but IVC also has set developed stretch goals, which are reflected in the college's Strategic Plan as well as in the Institutional Effectiveness Partnership Initiative (IEPI) Framework.

Finally, on an annual basis, the College analyzes its performance as to the institution-set standards and as to student achievement. As indicated previously, there have been no instances identified where the College's performance has fallen below any of its institution-set standards.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

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

Conclusion Check-Off:

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

Narrative:
Board Policy 5600 (Associate Degree Requirements) indicates that IVC requires a minimum of 18 units in a major or area of emphasis as part of the minimum total of 60 semester units necessary to earn an associate degree. The established curriculum and program development and review processes stipulated in the Chancellor's Office *Program and Course Approval Handbook* dictate the manner in which individual programs are offered, inclusive of their purpose, content, course requirements, and expected student learning outcomes.

The same policy states 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," Likewise, students must maintain a minimum grade point average (GPA) of at least 2.0 for all units counted toward the degree, with a grade of "C" or better for all courses in the major discipline.

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," following the State Chancellor's Office Standard Formula for Credit Hour Calculations.

The length of degree programs, as well as credit hour assignments given to various programs, reflect standard practice in higher institutions of learning, both in policy and procedure.

Student tuition is set consistently at $46 per unit for California residents and $200 per unit for non-residents. The 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).

The review of evidence indicates that the institution is in compliance with ACCJC's "Policy on Institutional Degree and Credit."

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion Check-Off:

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

Narrative:
The College's Student Handbook, catalog, and website contain policies for transfer-of-credit to facilitate the mobility of students without penalty. The college awards credit for previous experiences including tech prep coursework completed at local identified high school districts through a credit by exam process. The College has clearly stated policies to accept Advanced Placement, College Level Exam Program, and International Baccalaureate coursework. The credit for foreign transcripts and for military credit is clearly stated.

The catalog, Student Handbook, and website include policies that clearly inform students of articulation and transfer policies. The Transfer Center conducts workshops and provides counseling services to students. The catalog explains the requirements for articulation of

courses to both the CSU and UC systems and the website links to ASSIST.org for detailed information for students. The articulation officer ensures that transferrable courses are comparable to the learning outcomes of its own courses.

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).

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off:

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

Narrative:

Board Policy, BP 6112, of the South Orange CCCD, addresses Distance Education (DE). This BP defines DE, and includes language regarding DE course approval, course quality standards, instructor qualifications, instructor initiated contact, and the official Learning Management System supported by the district. Under instructor initiated contact, there is language referring to accepted practices for regular effective contact, such as forms of contact with students, including course announcements, orientation; regular or online office hours; faculty expectations of students; content delivery; and, notifications of office hour availability or unavailability. [BP 6112 was adopted on 5-24-10, and revised on 4-14-16.]

Student Complaints

Evaluation Items:

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

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

Conclusion Check-Off:

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

Narrative:

In accordance with Board Policy 5401 and Administrative Regulation 5401, 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 catalog provide information on the Code of Conduct, and College policies on smoke-free campus, sexual harassment, gender equity, and grievance procedures, including Title IX Notice, Section 504/Americans with Disabilities Act Compliant/Grievance Procedure, Facebook posting, and possible disciplinary actions (I.C.50).

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

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

Conclusion Check-Off:

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

Narrative:
Irvine Valley College provides accurate, timely, current, and appropriately detailed information on programs, locations and policies to students. IVC complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.* IVC provides required information concerning its accredited status as required in the section *Student Complaints*.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

⊠	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
⊠	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion Check-Off:

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

Narrative:

Irvine Valley College maintains an acceptable student loan default rate as outlined by the United States Department of Education (USDE). A review of the District's audit reports supports that the college is compliant with and has the fiscal and administrative capacity to address any issues. IVC maintains contractual relationships for the library and educational support services. IVC demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

STANDARD I:
MISSION, ACADEMIC QUALITY, AND INSTITUTIONAL EFFECTIVENESS AND INTEGRITY

Standard I.A: Mission

General Observations

Irvine Valley College (IVC) reviews its mission annually and revises the statement as needed. This mission was recently revised and subsequently approved by the Board of Trustees in December 2016 in order to more fully describe the types of degrees and credentials IVC offers and to feature the college values of access, success and equity, and its emphasis on clear and guided pathways. The revised mission statement reads:

> *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.*

This revised Mission Statement clearly specifies intended student populations and the types of degrees and other credentials it offers.

Findings and Evidence

IVC's commitment to student success and equity is derived from its mission statement and implemented through its Strategic Plan, Student Equity Plan, Student Success and Support Program Plan, Basic Skills Initiative and Transformation Plans, and Asian American Native American Pacific Islander Serving Institution grant activities. (I.A.1)

IVC offers credit and non-credit instructional programs, online and face-to-face. Any student enrolled in a class, regardless of the mode of delivery, has access to a wide array of student support services and co-curricular activities. Among these are roles in student government and the Student Ambassadors programs. IVC's student population includes resident and international students of all backgrounds, races, ages, and educational needs. (I.A.1)

The College provides access to transfer-level courses, courses that develop basic skills, and Career and Technical Education programs. Students have the option of completing transfer-focused programs that lead to associate degrees and transfer to four-year institutions. (I.A.1)

IVC uses external and internal data to determine how effectively it is accomplishing its mission. Data sources include Scorecard data, labor market information, Student Learning Outcomes, the Chancellor's Office Data Mart, surveys, ad hoc research studies, the district reporting infrastructure (i.e., inFORM, MySite), and via College operational processes like program review and in budget allocation processes. Data drive IVC planning processes and were the foundation for setting goals and objectives in the 2014-2020 Strategic Plan. Current Key Performance Indicators were developed by a District-wide task force. To ensure a

widely-shared focus on student learning and institutional effectiveness, these indicators are discussed at the Strategic Planning and Accreditation Council planning retreat. (I.A.2)

All program reviews are required to incorporate data analysis of student access, success trends and institutional effectiveness indicators such as fill rates and student learning outcomes assessments. The resource allocation process weighs heavily on program review objectives and strategic planning goals as part of resource requests and collegial dialogue to ensure that data assessment results drive priorities that address students' needs. (I.A.2)

There is evidence the college also systematically engages in a formal external scan process to aggregate and analyze key demographic, workforce, and community indicators in mission statement review. In order to better respond to external forces identified in a recent scan, the word "equity" was added to the IVC mission statement. The inclusion of this word reinforces the importance of the data and activities found in the College's Student Equity Plan. (I.A.2).

The mission statement guides IVC's decision-making, planning, and resource allocation processes. The strategic plan serves as the framework for the college's planning process. At IVC, data informs the development, goals and objectives, while the mission limits the scope and provides guidance as to which of these are most central and critical to the success of the college in meeting its mission. As college plans are developed, they must align with the strategic plan through action steps that directly support strategic objectives. For example, 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. The remaining goals of the strategic plan address continuously improving institutional effectiveness. In turn, these goals drive the strategic objectives and the program review process required for all resource requests submitted through the Comprehensive Resource Request and Allocation Process. (I.A.3).

Further evidence of the College's programs and services are aligned with its mission is the newest initiative "College of the Future." This program seeks to initiate strategic partnerships to develop an Advanced Education and Technology Park as a cutting-edge facility to support workforce development for high demand, high paying employment sectors and aligns with the programs and community that characterize IVC. Potential partners include the UCI Engineering pathway grant, accounting pathway with Cal State Fullerton, and Early College pathways with the Orange County Department of Education and local high schools. (I.A.3).

IVC's mission statement is published on the "About" page of the website, throughout the catalog, the Planning and Decision-Making Manual, and on banners on the campus. (I.A.4).

Conclusions/Recommendations

The college meets Standard I.A and ER 6.

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations

Irvine Valley College (IVC) provides evidence of broad, regular, substantive, and collegial dialogue concerning issues of academic quality and institutional effectiveness. Based on the evidence provided in the Institutional Self-Evaluation Report (ISER), and further validated by the team's interaction with an engaged College community, it is clear IVC has embraced a culture of open and transparent dialogue focused on improving student learning and achievement for all student populations. Further, based on the assessment results of both student learning and achievement outcomes, and the analysis of institutional qualitative and quantitative aggregated and disaggregated data, the college provided several cogent examples of processes and practices that were altered to increase academic quality and institutional effectiveness. While the team noted that the documentation and monitoring of student learning outcomes assessment was inconsistent, the team confirmed that assessment and evaluation results are broadly communicated to inform a collaborative strategic planning and resource allocation process to support the accomplishment of the College's mission.

Findings and Evidence

IVC engages in substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement. From a macro perspective, the College reorganized its committee structure in 2014 to facilitate information flow and dialogue among committee members and their constituent groups regarding issues of academic quality and institutional effectiveness. As indicated in the 2015 IVC Planning and Decision Making (PDM) Manual, the roles and reporting lines among committees are structured to increase substantive dialogue. To assure dialogue is collegial and aimed at obtaining consensus, the College has established a "safe harbor" philosophy in which the college community may engage in open dialogue. Through an examination of committee minutes from the Institutional Effectiveness Committee (IEC), Student Learning Outcome (SLO) Task force, Student Equity Work Group, Strategic Planning and Accreditation Council (SPAC) et al., the team found evidence of substantive and collegial dialogue concerning student outcomes, student equity, academic quality, institutional effectiveness, and the improvement of student learning and achievement. In addition to dialogue that occurs through the committee structure, the college community also engages in dialogue through campus-wide summits (e.g., spring 2014 Student Success Summit), informational sessions, and regularly scheduled Professional Development Weeks. Finally, the IVC's robust Office of Research, Planning and Accreditation (ORPA) Office provides regular updates to the college community and to committees regarding research efforts (e.g., the 2016 Community College Survey of Student Engagement), which facilitate dialogue regarding Academic Quality and Institutional Effectiveness. (I.B.1)

The team found evidence that IVC defines and assesses student learning outcomes for its instructional programs and student learning and support services. IVC has determined that each course and student support service must define at least one SLO/Student Support Outcome (SSO), and that at least one SLO in every course offered in a given academic year

must be assessed; SSOs are assessed triennially following the student services program review cycle. Once completed, designated faculty and staff are responsible for uploading assessment results into the TracDat software system, where course SLOs are mapped to PLOs. Academic PLOS are assessed every six years following the comprehensive program review process. Working with ORPA, the College's SLO and SSO Coordinators utilize the TracDat software system to monitor each department's progress on the assessment of SLOs and SSOs. While the team found evidence that the College does assess SLOs and SSOs, the team found that the documentation and monitoring of assessment activities was inconsistent and unsystematic. Despite this inconsistency in documentation and monitoring, the team was able to validate that IVC has defined and assesses student learning outcomes for its instructional and student and learning support services. (I.B.2) (ER11)

IVC establishes, assesses, and publishes the degree to which it is achieving its institution-set standards for student achievement. Appropriate to its mission and in pursuit of continuous improvement, the college has established and published institution-set standards online for course completion, degree and certificate completion, transfer, and job placement rates. IVC does not offer any programs that require students to pass a licensure exam; therefore there are no institution-set standards for licensure exam pass rates. On the advice of ORPA and the IEC, the College has set its standards at one standard deviation below the mean. The College's institution-set standards are reviewed annually by the IEC and shared with SPAC. Moreover, agendas for the IEC have included institution-set standards as a standing agenda item. To date, IVC has not fallen below any of its institution-set standards, but, in the event that it did, the IEC would provide analyses to identify potential reasons for the declines and aid the college in planning action steps to remedy any deficiencies. Not only has the institution set minimum standards for student achievement, but IVC also has set stretch goals, reflected in the College's Strategic Plan, as well as in the Institutional Effectiveness Partnership Initiative (IEPI) Framework. (I.B.3) (ER11)

Institution-level use of data occurs regularly for district and college committees. Consistent with the PDM Manual, measurable outcomes of the 2014-2020 strategic plan's goals are continuously evaluated in order to make institutional improvements. At the May 25, 2016 annual retreat of the District-wide Planning Council, year two data for each of the college's Key Performance Indicators (KPIs) were reviewed. Later this year (2017), the strategic plan's KPIs are scheduled for a mid-cycle major review. Through its use of the inFORM data warehouse, IVC is able to provide copious data to stimulate dialogue among the student services units, instructional units, Academic Senate, Instructional Council, IEC, and SPAC.

The College appraises its level of mission attainment through the process of program review, requiring the evaluation of program objectives, SLO assessment results, course and program completion data, Distance Education survey results, and student climate survey findings. The requirement for all instructional programs to undergo program review is codified in Administrative Regulation 6100(b). Instructional and student services units are scheduled for comprehensive evaluation every six years with minor updates every two years. This self-assessment process requires completers to articulate how the unit supports the IVC mission, to evaluate effectiveness regarding student population, services, and learning outcomes, and to track action steps for departmental improvement. Through inFORM reports from the IVC data warehouse, extensive quantitative data are provided to assist completers with their self-

evaluation. Demographics, grades, course completion, retention, fill rates, enrollment, and faculty productivity are among the metrics provided; all program completion data is disaggregated by age, gender, and ethnicity. IVC uses TracDat to submit program reviews and track SLO assessments. TracDat generates reports to clearly show the results of program learning outcomes assessment and whether those results are being used. (I.B.4, I.B.5, I.B.9)

Course completion data is examined to reveal how modes of delivery differentially impact student learning. Online courses consistently demonstrate course completion at a rate 10 percent lower than that of the traditional classroom instructional method. Minutes from the November 3, 2015 IEC indicate presentation of this disparity, in-depth discussion, offering of suggestions for solutions, and promise to further the ideas on the matter at a future meeting. Evidence for disaggregation and analysis of data by program type could be found in the report's comparison of basic skills placements among new students for English, math, and ESL; course enrollment and FTES comparisons between credit and non-credit courses; and job placement rates for students completing certificate programs and CTE degrees. (I.B.5)

The team confirmed IVC disaggregates and analyzes achievement data for all populations of students. When the institution identifies performance gaps, it implements strategies and allocates resources to mitigate those gaps. This practice is exemplified most clearly through the College's 2014 Student Equity Plan, which provided disaggregated student achievement data (e.g., course completion, basic skills completion, transfer, etc.) across several student demographics (e.g., gender, ethnicity, veteran status, etc.), identified gaps in performance, developed goals and objectives, and implemented strategies that required resource (re)allocation. In addition, recognizing that univariate analyses of multivariate phenomena may lead to spurious conclusions, ORPA performed a multivariate logistic regression in which demographic variables, disadvantaged group status, GPA, and course placement were used to predict a student's odds of completing a degree or certificate, becoming transfer prepared or actually transferring. The results of this analysis provided the college with more nuanced information that could direct the college toward more targeted interventions. For example, prior to controlling for course placement level, economically disadvantaged students were statistically significantly less likely to complete one of the aforementioned outcomes. However, after adding course placement to the model, economically disadvantaged status was no longer statistically significantly related to completion. (I.B.6)

While the team confirmed that IVC disaggregates student achievement data, the evidence examined indicates that IVC is in the nascent stage in SLO disaggregation. Notwithstanding the pilot disaggregation of SLO data within the English department, the College acknowledges that it is in the planning stages of expanding the disaggregation of SLOs to include all programs. To this point, as chronicled in the QFE, IVC has outlined a clear implementation plan with designated responsible parties and timelines for completion (I.B.6).

IVC regularly evaluates its policies and practices across all areas of the College to assure effectiveness in supporting academic quality and accomplishment of mission. As outlined in the College's PDM Manual, each planning committee, in consultation with the Academic Senate, is responsible for developing and regularly evaluating processes and procedures. The College also operates within the District framework of Board Policies and Administrative

Procedures, which are developed and reviewed by the District Board Policy and Administrative Regulation Council and the College's Strategic Planning Committee. (1.B.7)

IVC broadly communicates the results of assessment and evaluation activities so the College has a common understanding of it strengths and weaknesses. From this shared understanding, the College is better poised to collaboratively set appropriate priorities. As previously cited, IVC accomplishes this communication via the College's governance structure, Professional Development Week presentations, special topic summits, retreats, and perhaps most broadly through the efforts of the ORPA. All IVC constituent groups have access to committee minutes and materials via the college intranet, as well as to an impressive array of robust data and sophisticated analytic reports available publically on the ORPA website. (I.B.8)

Program review is the primary mechanism by which the College engages in continuous, systematic evaluation, planning, and subsequent resource allocation. TracDat features project management-level tracking of operational units' planned objectives and action steps and allows the articulation of linkage between those and the College's four strategic plan goals. The college has also developed and implemented an online resource request system that ensures that allocation resources are aligned with the district and college priorities. The resource allocation process relies heavily on objectives from program review and strategic planning as part of resource request rating procedures and dialogue process. The integration of these institutional processes address short and long range needs for educational programs and services and for human, physical, technological, and financial resources. To even more effectively meet the needs of the college, the SPAC discussed and approved a pilot project for a new resource request sorting process that would accelerate the time between the submission of a resource request and its allocation. Piloting this resource allocation approach is the third action project described in the Quality Focus Essay. (I.B.4, I.B.9) (ER 19)

Conclusion/Recommendation

The college meets Standard I.B.

Standard I.C: Institutional Integrity

General Observations

Irvine Valley College (IVC) assures the clarity, accuracy, and integrity of information provided to students and to the public. The College annually reviews and updates its catalog with input from all constituencies. The catalog information describing policies, resources, and academic programs is widely distributed across campus and is available online. All Board Policies and Administrative Regulations are published on the District website and through a link on the College website. IVC's Accreditation web page is accessible from the homepage and can be reached through the search feature. All required accreditation documents are available for complete disclosure.

Findings and Evidence

IVC provides several mechanisms to ensure clarity, accuracy and integrity of information provided to students, the campus, and the public related to its mission, learning outcomes, educational programs, and student support services. The accreditation webpage is accessible via the homepage. Information about the College's accreditation status is available to students and the public. (I.C.1) (ER 20)

IVC provides a print and online catalog with precise, accurate, and current information. The catalog lists the mission, degrees, programs, and courses, as well as admission requirements, policies, and procedures. A Student Handbook is published annually to provide a summary of College policies. Addenda to the catalog are published on the website as needed to ensure accurate, up-to-date information. (I.C.2) (ER 10, 20)

The institution uses assessment of student learning and evaluation of achievement to communicate academic quality to constituencies. The California Community College Student Success Scorecard data is accessible on IVC's website. Student achievement data are disseminated through shared governance committees. IVC uses TracDat to evaluate and store Student Learning Outcomes (SLO) assessments and results are reported through program review. Course SLOs are mapped to program and institutional learning outcomes. (I.C.3)

The institution describes its certificates and degrees in terms of purpose, content, course requirements and expected SLOs. Information about certificates and degrees are printed in the catalog, listed on the website, and included in promotional materials. (I.C.4)

IVC has established procedures and committees that regularly review Board Policies and procedures. The Office of Marketing and Creative Services (OMCS) designs and publishes communication for internal and external audiences including print, broadcast, social media, and the IVC website. The practices and guidelines established for the OMCS ensure accuracy and consistency in publications. IVC regularly reviews its mission and programs. (I.C.5)

The College accurately informs current and prospective students regarding the total cost of education. IVC's website has information under the Student tab called "Paying for College."

Tuition, health fees, parking, ASG activity fees, instructional materials and other fees are included. Textbook costs are posted in the online schedule of classes. (I.C.6) (ER 20)

To assure institutional and academic integrity, the District has adopted Board Policy 6120 on Academic Freedom. The College provides a Statement of Freedom of Expression, Civility and Mutual Respect in its College catalog. Board Policy 8000 on Speech and Advocacy ensures an environment conducive to student learning without disruption. (I.C.7)

IVC establishes and publishes in its catalog clear policies and procedures that promote honesty, responsibility and academic integrity policies. Board Policies and Administrative Regulations specify standards of conduct for students and all constituencies. The student Code of Conduct provides information on policies related to honesty, responsibility, and integrity and lists guidelines for disciplinary actions for policy violations. (I.C.8) (ER 20)

The District has policies in place to ensure faculty and other employees act in a fair, objective, and ethical manner. Faculty distinguish between personal conviction and professionally accepted views in a discipline. The College requires that faculty teach to the Course Outline of Record to deliver instruction that meets established learning objectives and outcomes for a class. The College does not require conformity to specific codes of conduct and does not seek to instill specific beliefs or world views. IVC has a published statement in the catalog on Freedom of Expression, Civility and Mutual Respect for all faculty, staff, and students. (I.C.9, I.C.10)

The College does not operate in foreign locations. (I.C.11)

IVC complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. IVC cites past Institutional Self Study Reports, timelines, and midterm reports as evidence and has published substantive change reports on its website. (I.C.12) (ER 21)

The College demonstrates honesty and integrity in its relationships with external agencies. IVC's paralegal program has begun the process for external accreditation and had its initial site visit in December 2016. The athletic program complies with the California Community College Athletic Association rules and regulations. The College describes itself in consistent terms and communicates changes in its accredited status to the Commission, students, and the public through the College website. (I.C.13)

The institution ensures its commitments to high-quality education; student achievement and learning are paramount to other objectives such as generating financial returns or supporting external interests. IVC complies with Title V and operates as a non-profit organization supported by local real estate taxes. IVC's mission statement guides its integrated planning. The College's primary function is to enable its students to achieve educational goals. (I.C.14)

Conclusion/Recommendation

The College meets Standard I.C.

STANDARD II
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

General Observations

There are two core components of this standard that Irvine Valley College (IVC) has clearly articulated through the Institutional Self-Evaluation Report (ISER): one, its high quality offering of instructional programs, with well-defined student learning outcomes that lead to credentials for transfer or employment, and two, its regular assessment of these programs for improvement. To guide them in this process, faculty at the college ensure that commonly established standards to promote student success in higher education are met.

IVC's robust schedule of classes makes reasonable attempts to ensure that students complete their educational credentials on time. Every college program has a focused discipline of study, as well as a component of general education based on the philosophy of a well-rounded education for every student who passes through the college portal. Career and Technical Education (CTE) graduates obtain practical competencies and skills that make them employable in the workforce. Though rare in occurrence, discontinuing a program at the college follows a thoughtful process that considers its impact on students.

IVC recently implemented TracDat version 5.05 as its assessment data management tool, formalizing it as its repository for program review data and other assessment documents. The template-based program review process has been in place at the college for several years, but the College's decision to continue with an electronic process occurred only recently. Data migration from the old system to the new one has given rise to several issues.

Findings and Evidence

In keeping with the College's mission, IVC offers a comprehensive array of programs appropriate for an institution of higher learning. The catalog and course schedule contain detailed information on degrees and certificates offered by the institution in multiple delivery formats. The general education requirements for the associate degree, CSU certification, IGETC information, and transfer course agreements are all found in the college catalog. Fall 2015 data show that the college offers 80 Associate degrees with 23 state-approved Associate Degrees for Transfer to the California State University (CSU) system. All IVC programs and courses, in whatever modality offered, go through a review and approval process that promotes student learning and student achievement. (II.A.1) (ER 3, ER 9, ER 11)

Interviews with the Vice President of Instruction (VPI), deans and department chairs revealed that a variety of processes exists at IVC to ensure that the content and delivery of instruction meet high quality academic standards, such as the faculty-guided curriculum review process, student learning outcome (SLO) implementation, program review, and data collection and analysis at all levels of the College. Regardless of the instructional mode, an outcomes assessment process is enforced across the College. However, a review of selected

assessment documents show SLO terminology is inconsistently used in syllabi and assessment documents in TracDat, with "objectives," "goals," and "student learning outcomes" sometimes appearing interchangeably in the same document. (II.A.2)

There appears to be a widespread discussion regarding SLOs at IVC. Course outlines and syllabi contain SLOs; program SLOs are published in the college catalog, though SLOs at the course level are not. Faculty are made accountable for SLO development, assessment, and use of assessment results. As revealed in interviews with the SLO Coordinator, directors, deans, and department chairs, the widespread discussion would require more consistent documentation, tracking, and College-wide discussion about assessment results at the department or program level. (II.A.3)

Pre-collegiate curriculum is well-organized to provide successful pathways for students to prepare for college-level courses. Course acceleration, placement guides, tutorials, advising, counseling, and financial aid services are well-established support strategies that promote college readiness in math and English. An impressive example of collaboration across departments is the work of the Basic Skills Workgroup that meets monthly to discuss course or program improvements based on research or assessment findings. (IIA.4)

The College follows practices in accordance with Title 5, Section 55063 for associate degrees, with a minimum of 60 credits, as well as a minimum number of 18 credits in general education courses that include Natural Sciences, Social and Behavioral Sciences, Humanities, and Language and Rationality. (II.A.5) (ER 12)

The College recognizes that course scheduling directly correlates with student completion issues; hence, it has created numerous opportunities for students to complete in a timely manner through the scheduling of day, night, Saturday and online courses. The College continues to improve the management of long waitlists for writing and mathematics courses in order to ensure that students meet a two-year graduation timeline. Academic planning is a critical area that the college continue to instill in all IVC students to help stem scheduling and staffing challenges. (II.A.6)

IVC offers courses during day and evening, and in different modalities, on campus and off-campus to address varied student populations. Information about Distance Education (DE) is documented in a handbook, with extensive information for faculty interested in DE. This handbook offers clear guidelines on DE faculty expectations. The ISER indicates the College is transitioning to Canvas as IVC seeks to support students through changing technological needs. (II.A.7)

All assessments tools are vetted through the California Community College Chancellor's Office with regard to validity, reliability, bias, and disproportionate impact. Multiple measures of assessment such as high school GPA, AP exam scores, and transcripts are used for placement purposes. IVC is awaiting final assessment validation of the Common Assessment Initiative (CAI) tool before final implementation in fall 2017 or later. (II.A.8)

IVC follows Board Policy 5600 in conferring the Associate in Arts or Associate in Science degrees to students, with a minimum grade point average of 2.0 for conferral. IVC follows Title 5 in the calculation of course credits based on total contact hours in and out of the classroom divided by the number of hours required to award each credit. Methods of evaluation and student learning outcomes are consistently reflected in the Course Outlines of Record. The same Board Policy states that students must satisfactorily complete a minimum of 60 course credits and a minimum of 12 credits as a residence requirement. (II.A.9)

IVC clearly states transfer policies in its catalog. The College awards credit for tech prep coursework completed at local identified high school districts through a credit by exam process. Credit for foreign transcripts and for military credit is clearly stated. The credit policy between the two campuses in the District could be outlined for students in a clearer manner. As stated in the catalog, the transfer policy indicates transcripts are needed for coursework credit consideration. However, the ISER discusses the need for the Course Outlines of Record to ensure expected learning outcomes are comparable. This should be explained in the catalog. IVC works with and has agreements with regional high school districts and 13 community colleges to facilitate transfer of credits to support student completion. (II.A.10) (ER 10)

As appropriate at the program level, all degrees offered by IVC, including certificates in CTE areas, have articulated SLOs in communication, critical thinking, problem solving, information access and analysis, global and aesthetic awareness, as well as personal, professional and civic responsibilities. These outcomes substantively map to the five Institutional Student Learning Outcomes (ISLOs) covering the above competencies, which provide all IVC students with the knowledge and skills to practice cultural sensitivity and diversity of perspectives once they enter the world of work. (II.A.9)

Comprising of nine broad categories, the general education curriculum at IVC spans the breadth and scope of knowledge across the humanities, social, physical, and natural sciences to ensure all students receive a well-rounded education. When students choose to follow one of the three general education plans available to them, such as the CSU Certification, IGETC, or the native IVC General Education pattern, the courses they take under these plans prepare them to face the challenges of everyday life. (II.A.12) (ER 12)

In keeping with Board Policy 5600, all IVC degree programs include a major or a focused area of study, with sufficient depth and substance that can lead to mastery at the appropriate degree level of general theory and practice within a specific area of discipline. The catalog lists program SLOs for all degree programs, which require 18 units minimum in a major area of emphasis, built around competencies expected of degrees in higher education. (II.A.13)

Through its biennial CTE program review process, IVC is able to determine the employment prospects of their CTE graduates, using a combination of labor market and employment forecasting data, as well as the expertise of industry practitioners who serve as advisory committee members in each of their CTE programs. As such, they are able to keep abreast of economic developments in the region that impact academic planning, curriculum relevance to the labor market, job placement, and other workforce drivers. Results from the employment

outcomes survey in 2015 provide ample evidence that CTE program completers have had success in finding employment after earning their educational credential at IVC. (II.A.14)

The college has a well-defined program discontinuance policy based on the statewide academic senate guidelines and education code regulations. The process for program viability review includes qualitative and quantitative measures. The process allows time for program improvement and involves business and industry partners. (II.A.15)

IVC has a six-year program review cycle and a two-year process for CTE programs. The content of the program review report includes data for analysis and discussion for improvement. The college-wide process of documenting and tracking of outcomes assessment, however, is not consistently and systematically documented in TracDat, based on the team's review of evidence. Document review, as well as team interviews with the SLO Coordinator, Deans, Directors, Department Chairs and other staff and administrators confirmed that data migration to TracDat, timing, personnel turnovers and other issues associated with the transition may have contributed to the inconsistent documentation and monitoring of this institutional process. (Standard II.A.16)

In order to improve effectiveness, the Evaluation Team recommends Irvine Valley College refine its College-wide process to ensure consistent documenting and monitoring of the assessment of student learning outcomes, the results of those assessments, and the strategies designed to improve the quality of its programs and services. (II.A.3, II.A.16, II.C.2)

Conclusion/Recommendations

The College meets Standard II.A.

Standard II.B: Library and Learning Support Services

General Observations

Irvine Valley College (IVC) provides a library and six Learning Resource Centers (LRCs) equipped with 257 computers. To evaluate library services, the college relies on program review, student surveys, and other data collection modalities. Library collections are collaborative between faculty member's expertise and library association recommendations, and librarians routinely conduct collection analysis to determine appropriateness of material.

IVC relies on a variety of inputs including its own program review process, gate counts, circulation, reference desk transactions, and analysis of data gathered through surveys and SLO assessments to determine the adequacy of its libraries and learning centers for both students and faculty. Assessment results provide the basis for collaborative discussions relative to quality improvement acquisitions and services. IVC contracts with outside vendors, which provide the most up-to-date technology for its libraries and learning center.

Findings and Evidence

The IVC library web site serves as a repository for students and faculty comments on the appropriateness of materials available. The "Library Comment Form" provides library faculty with information for future acquisitions and equipment needs to better support student learning. The library faculty routinely survey both students and faculty regarding services and resources. For example, faculty across all disciplines have asked that the library staff conduct workshops relative to a wide variety of skills students need to effectively write research papers. The library now offers four workshops per week on these topics. When it is determined that additional services and resources are required, library faculty use the campus resource request processes in an effort to meet the need. To illustrate, students have identified a need for 24-7 instant chat feature be implemented at the library. Currently funds are not available for staff to monitor the chat feature, however, IVC installed a more cost effective version of the software and the students are engaging with the feature through their own Instagram accounts. When additional resources are needed, the library and LRCs use the resource request process to fund materials, staffing, technology and/or facilities. (II.B.1).

Evidence provided by the College demonstrates that after launching a new course through CurricUNET, an assigned librarian verifies that the library collection is sufficient in depth and breadth to support the course. Each academic department at IVC has a librarian assigned to liaise with faculty. The liaison attends faculty meetings and solicits suggestions on appropriate course materials made available in the IVC library or learning center. In the case of acquiring new databases and/or eBook collections, the library staff seeks input from faculty, CCCL recommendations, and its internal collection development statements to determine depth and sufficiency. Again, once a given resource is identified as necessary, the library enters resource requests for funding the items. (II.B.2)

The library has its own mission statement, which reads:

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.

This mission statement articulates the importance providing services to support equity and access for a diverse student population irrespective of the instructional mode of delivery. Services include videos, media players, reference and circulation materials, periodicals, calculators, anatomy models, Office 365, discount software packages, and MySite (II.B.2).

The learning centers at IVC are tied directly with course curriculum offered in areas such as math, writing, adult ESL, and language acquisition centers. Departments offering these curriculum guide the centers' acquisition and use of software and other support materials. For example, the Language Acquisition Center uses a number of measures to assess the depth and variety of materials to meet student needs. Those include student surveys and SLO assessment. In addition, the ESL Basic Skills Initiative project funds ESL student and faculty relative to software specific to ESL. The library solicits faculty and student input for distance education (DE). The evidence shows that all faculty teaching DE, are contacted via email each semester for library material suggestions for their courses and/or programs. (II.B.2).

Evidence shows that all six of the Learning Resource Centers conduct student surveys each semester. The Writing Center's survey administered in fall 2016 showed the Center was meeting student needs and expectations. Further, the IVC tutorial services program and the Student Success Center (SSC) initiate in research studies jointly with the Office of Research, Planning and Accreditation. For example, there is evidence of studies that have looked at outcomes such as course retention and GPA to determine whether students receiving tutoring are more successful. Further, the SSC surveys students on the effectiveness of tutoring using open-ended questions about the Center's strengths and areas it could improve. Studies have also been designed to observe and rate tutor and student interactions. (II.B.3).

The College and District have formal agreements with various vendors to provide technology services for the library and learning centers. For example: OCLC WorldShare Management System that provides accessible library resources. The College and the District collaborate on the responsibility for network security and maintenance with outside vendors. The Library and the learning centers utilize data to analyze and review service usage to ensure their effectiveness. (II.B.4) (ER 17)

Conclusions/Recommendations

The College meets Standard II.B.

Standard II.C: Student Support Services

General Observations

Irvine Valley College (IVC) has a broad range of student support services and programs and has worked diligently to ensure all services are available online for all students, including those who participate in Distance Education (DE). In addition, the College has worked diligently to ensure student engagement through the enhancement of Associated Students programs and services that are aligned with the Student Equity efforts of the College. The College demonstrates responsiveness to student learning and involvement through the implementation of programs and services. Notable student engagement programs the Student Ambassadors and Freshman Advantage Programs. IVC demonstrates they collect data to support student needs and satisfaction.

Findings and Evidence

IVC has developed and implemented a broad range of Student Support Services to students in-person and online. IVC states in its mission the support of student access, success, and equity and its planning is aligned with SB 1456: The Student Success Act. The College has collected data to confirm students find support services useful. For example, IVC collected survey data from student participants of the "First Friday" events in which students can complete the enrollment process in one day. In review of the survey results, IVC refined and streamlined their "First Friday" enrollment services. Finally, the college has worked to ensure learning and student support services are available online; some of the more notable services available online include: Free Application for Federal Student Aid (FAFSA), financial aid status check; live chat counseling; online orientation, and degree audit. The college has experienced increased enrollment in DE courses. (II.C.1)

In IVC's Institutional Self-Evaluation Report, 14 out of 15 Student Learning and Support activities assessed Student Learning Outcomes (SLOs), representing 93 percent of programs on campus and 80 percent of Student Learning and Support activities. Program Review is the method by which the College's support programs assess effectiveness. While several student services program reviews are missing in TracDat, the College provided evidence of program review completion in hard copy. Also, some data missing in TracDat is being imported into the system from other database collection sites. (II.C.1, II.C.2)

IVC's student services maintain a focus on academic success and personal growth. The Student Services School at the college has used survey information to assess the needs of students and implement programs and services to meet those needs. As a result of a comprehensive review of student survey data, IVC extended Disability Support Program and Services (DSPS) until 7:00 p.m. in the evening to]increase access. IVC also improved the physical layout, appearance, and service delivery in their Health and Wellness Center, resulting in increased student access and satisfaction. Finally, IVC expanded hours on Fridays, Saturdays, and in the evenings in Counseling and the Transfer and Career Center. In addition, the School has made staffing and program changes to increase efficiency in the delivery of student services on campus and online for distance education students. (II.C.3)

The College provides a comprehensive set of co-curricular and extracurricular programs for students which align with the mission of the College. IVC currently has eight co-curricular programs and 40 student clubs; the processes by which these programs are offered are based on sound institutional policy and standards. The programs are aligned with the College's strategic goals and objectives and are integrated into the College's organizational operation. IVC also aligns the budget allocation process to ongoing annual activity planning. (II.C.4)

IVC provides comprehensive counseling and advising services for students. Beyond the expansion of counseling hours, the College increased access to online counseling and advising tools like the My Academic Plan (MAP) software, allowing students to create educational plans online via the student portal. The Counseling Department hosts workshops and orientations designed to assist students in achieving their academic, personal and career goals. Notable programs offered through the Counseling Department include: Freshman Success Program, Fast Friday's Student Orientation, Laser Week, Academic and Student Success Workshops, and Stress Busters Workshops. The Counseling Department engages in planning, professional development, and data review to increase effectiveness. (II.C.5)

IVC has implemented admission policies aligned with its mission and has specified qualifications for students enrolling in IVC programs. Admission policies are consistent with Title 5 of the California Code of Regulations and Education Code. IVC has developed clearly defined pathways for students to complete their degrees, certificates and/or transfer goals, accessible in person and online. Notably, IVC has implemented a program titled Discipline Faculty Mentors, a collaboration between counseling and instructional faculty. Through this program, students get structured guidance from both counseling and discipline faculty, leading to clarity of the pathway to degree or certificate, and/or transfer. (II.C.6)

IVC consistently evaluates admissions and assessment test instruments. The institution validates assessment tests to minimize biases for accurate and appropriate student course placement. The College uses multiple measures of assessment for student placement. The College has instituted a participatory governance committee to ensure a comprehensive review of admission and assessment testing processes. IVC submits evidence of assessment test validation to the California Community Colleges Chancellor's Office. IVC is working as a part of the statewide Multiple Measures Assessment Project, allowing the College to review and enhance processes for student placement based on solid research methodology. (II.C.7)

IVC maintains secured processes to ensure student records are kept permanently, securely, and confidentially. Student records are maintained District-wide in the Student Information System. Student records are backed up every 24 hours and are secured locally at the College. IVC protects student information in compliance with the federal Family Education Rights and Privacy Act, Board Policy 5615 and Administrative Regulation 5615. IVC follows well-established policies prior to the release of student information. (II.C.8)

Conclusion

The College meets Standard II.C.

STANDARD III
RESOURCES

Standard III.A: Human Resources

General Observations

Irvine Valley College (IVC) effectively uses human resources to achieve its mission and improve academic quality and institutional effectiveness. The District supports the College with human resources functions centralized at South Orange County Community College District (SOCCCD) Office of Human Resources (OHR), which provides oversight for the recruitment, hiring, and evaluation of all employees.

IVC demonstrated in the Institutional Self Evaluation Report sufficient policies to ensure it employs, evaluates, and provides professional development support for its administrators, faculty, and staff to address the needs of the College in serving its students. However, interviews at the College revealed confusion as to the roles and responsibilities of the College and the District for ensuring that systematic evaluations are completed for all employees.

Job descriptions contain criteria for performance of the respective positions. Faculty job descriptions include development and review of curriculum and assessment of learning. Hiring for all employee groups is based on qualifications including education, training, and relevant experience, and follows clearly defined hiring procedures. The College ensures effective human resources through the development of policies and procedures, reflective of a commitment to equity and diversity. Professional development is offered in alignment with IVC's mission and teaching and learning needs. Human resources planning occurs in line with other College planning processes, linking to institutional and strategic goals.

Findings and Evidence

The College has policies and practices in place to ensure that qualified candidates with the required knowledge and skills are hired to support the integrity and quality of programs and services. District OHR has clear Board policies and provides oversight in the hiring of all administrators, faculty, and classified staff while ensuring equitable treatment of all candidates. Positions are broadly advertised to ensure diverse recruitments. Job postings include required and desirable qualifications along with a summary of responsibilities to ensure recruitment of qualified individuals who are committed to the institutional mission and goals. A comprehensive Equal Employment Opportunity (EEO) Plan is available for the public and trained EEO representative serves on all hiring committees. (III.A.1)

Discipline faculty help develop faculty job descriptions, participate on hiring committees, and evaluate candidates' experience, training, and scholarly accomplishments. District OHR screens applicants for appropriate degrees. Guidelines for consideration of online teaching experience for faculty is supported through a comprehensive Distance Education (DE) handbook. The Academic Employee Master Agreement includes faculty evaluation factors of

documented and verified involvement in curriculum and assessment of learning. The District uses a third party to verify references before hiring employees. (III.A.2, ER 14)

District oversight and clear board policies ensure that administrators and other employees responsible for educational programs are qualified to perform duties in support of institutional effectiveness and academic quality. Hiring and evaluation criteria include competency in inclusiveness/diversity, managing people, managing resources, problem solving/decision making, leadership, and other skills. (III.A.3)

The OHR confirms that all degrees held by faculty, administrators and other employees are from accredited institutions. Applications are not completed or forwarded to the College without certification for non-U.S. degrees. All postings for full and part-time faculty include affirmation that any non-U.S. transcripts must be certified. (III.A.4)

The District has established policies for systematic evaluation of all personnel at stated intervals. However, while policies exist for the systematic evaluation of personnel, tracking of completed evaluations is inconsistent among areas at the College resulting in gaps in the process. The faculty evaluation process is negotiated with the South Orange County Faculty Association and includes criteria for evaluating the performance of duties and participation in institutional responsibilities. Online evaluations are performed for faculty teaching distance education (DE). The CSEA agreement outlines the classified personnel evaluation process and includes clear categories with descriptions and a matrix for evaluation criteria. Administrators are evaluated by their direct supervisors. (III.A.5)

All current job postings for academic personnel include a responsibility for assessing student learning as part of the position requirements. Faculty, academic, and other personnel are evaluated based on how assessment results are used to improve teaching and learning. Dialog takes place at the department and college level in conjunction with the academic chair and the dean in order to make adjustments to improve student learning. (III.A.6)

IVC maintains a sufficient number of qualified faculty, including full-time and part-time faculty. IVC involves faculty and administration in the process for determining faculty hiring targets and priority ranking. Qualitative and quantitative data are used to determine needs based on FTES and FTEF calculations and to plan for new or expanded programs. Recommendations are based on needs as documented in the program review process and include a consideration for DE faculty. The District has met its Full-Time Faculty Obligation Numbers and the 50 Percent Law for the past three years. (III.A.7) (ER 14)

Part-time and adjunct faculty are covered by the same Master Agreement as full-time faculty. This includes policies and practices for orientation, oversight, evaluation, and professional development. The College provides an online Faculty Toolkit of resources with information about college policies, forms and teaching and learning strategies to adjunct faculty. The District website has information about contractual issues for part-time faculty. (III.A.8)

IVC reports that it maintains a sufficient number of staff with appropriate qualifications to support the effective operation of the College. Requests for new classified employees are

prioritized and hired based on data from administrative unit reviews and input from College staff linked to goals and needs. Data include budget details, workload need, impact on the future, and how the request is linked to planning strategies and objectives. (III.A.9) (ER 8)

According to a report presented to the Board in 2015, IVC has the eighth lowest percentage of administrators in the state. Interviews at the College revealed high levels of support and performance from administrators, indicating a sufficient number of administrators are employed to provide effective administrative leadership at the College. (III.A.10) (ER 8)

The South Orange County Community College District has established and published board policies and administrative regulations pertaining to personnel, Administrative Regulations (AR) align with the board policies. All BPs and ARs are available on the district website and through a link on the college website. The OHR conducted "District Services Road Tours" explaining personnel policies to all employees to ensure employees have information. The policies and procedures are fair and equitably and consistently administered. (III.A.11)

IVC creates and maintains appropriate programs, practices, and services to support its diverse personnel. A District HR-EEO Manual for 2016-2019, available to all employees and to community groups, clearly outlines the District's commitment to diversity in recruitment and hiring practices. The College assesses the effectiveness of these policies through surveys and by publishing demographic data online. IVC demonstrates its commitment to diversity by requiring all students earning a degree to take a class with content on diversity. (III.A.12)

IVC has multiple policies and procedures in place to address professional conduct and support the college's commitment to professionalism and ethical behavior. Consequences for non-compliance align with the California Education Code. (III.A.13)

Faculty at IVC are required to meet a 38-hour contractual obligation for professional development. Workshops and training sessions promote exemplary teaching and institutional involvement. The Chair of the Academic Affairs Committee is given reassigned time each semester and a summer stipend to coordinate faculty professional development activities. During interviews, it appeared that some classified staff felt that professional development was limited; however, evaluators verified there was a significant increase in funding in the last two years in two areas: college-wide support and classified senate leadership. Administrators are encouraged and supported by the College president to participate in local, regional, and statewide professional development opportunities. (III.A.14)

IVC and the District have policies and procedures in place for the security and confidentiality of personnel records. Board policies, administrative regulations, academic employee master agreement, and CSEA contract state under what conditions employees have access to these records in accordance with the law. (III.A.15)

Conclusion/Recommendations

The District must implement a system that assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The District does not meet Standard III.A.5.

Standard III.B. – Physical Resources

General Observations

As part of the South Orange Community College District (SOCCCD), Irvine Valley College (IVC) effectively utilizes physical resources to meet instructional needs and provide a safe, secure environment for students, faculty, and staff. The District's governance structure includes District-wide committees that integrate planning for physical resources. The District-wide Planning Council includes membership from each of the colleges and District staff. The purpose of the committee is to review and monitor progress of District plans. The District-wide Educational and Facilities Master plan (EFMP) identifies needs of the colleges. The District has maintained an ongoing effort to keep the EFMP current with a report in 2011 and 2016. The EFMP serves as the planning document to identify physical resource needs. These needs are prioritized into 5-year to 20-year facilities plans reviewed and monitored through the District's Capital Improvement Committee (CIC).

Findings and Evidence

IVC assures that its physical resources are safe and sufficient at all of its locations where it offers courses, programs, and support services. Central to the creation and maintenance of a safe and healthful workplace, the SOCCCD has developed and implemented the Injury and Illness Prevention Program (IIPP), which provides a framework to identify, evaluate, and correct workplace hazards. Working in tandem with the Campus Safety Task Force, the Directors of Facilities and Technology, along with the Chief of Police assure the College adheres to the standards of safety and prevention described in the IIPP, as well as to those required by applicable federal, state, and local regulations. When safety deficiencies are uncovered via monthly safety walks or through direct reports from students or staff, the College addresses immediate safety concerns through the Maintenance Direct Work Order system. Long-range, costly repairs are prioritized through the Resource Request Process.

IVC assures physical and virtual programs are accessible to all students. In order to improve physical access and ensure compliance with all applicable Americans with Disability Act (ADA) codes and standards, IVC, in collaboration with the District, recently completed an ADA transition plan to identify potential barriers to physical resources. (III.B.1).

The institution plans, maintains and upgrades physical resources in a manner that facilitates effective utilization and continuing quality in support of programs, services and achievement of its mission. To assure that program and service needs drive the allocation of new, as well as the maintenance and replacement of existing physical resources, the College utilizes a transparent resource request process whereby departments and services may evaluate and determine their needs. The College then prioritizes identified needs in accordance with the strategic planning process, operationalizing the goals identified in the District Educational and Facilities Master Plan, and allocates resources in support of the College mission. With respect to the Distance Education program, the College relies on the advice of the Online Education Task Force (OETF), the aforementioned resource request process, and student surveys to prioritize resources in support of the Online Education Strategic Plan. (III.B.2)

The institution plans and evaluates its facilities and equipment on a regular basis. Ultimately, the SOCCCD EFMP drives the planning and construction of all new improvement projects and scheduled maintenance. More proximally, the long-term planning and assessment process emanates from the Five-Year Facilities and Education Master Plan, while short-term planning and assessment is achieved through the Budget Development and Resources Planning Committee (BDRPC). The College assesses the effectiveness of its facilities and equipment using the strategic planning process, which examines data from regularly scheduled program reviews, the resource request process, and student and employee surveys. For example, data from both the 2015 Employee and Student Survey and the 2015 Employee Satisfaction Survey indicated generally high satisfaction with the effectiveness of facilities and equipment maintenance. (III.B.3)

To assure that long-range capital plans support institutional goals and reflect projections of total cost of ownership associated with new facilities and equipment, the College and District utilizes three distinct processes: (i) Strategic Planning and Decision Making Process, (ii) Education and Facilities Master Plan, and (iii) the Five-Year Construction Plan. Illustrative of these processes in action, the College planned for and completed the New Liberal Arts building (2016), which emerged from the 2010-2016 EFMT, was included in the Five-Year Construction Plan submitted to the state, and was vetted and acted upon using the College's Strategic Planning process. The College also provided a clear example of how the College calculated total cost of ownership for a lighting retrofit project. (III.B.4)

Conclusion/Recommendations

The College meets Standard III.B.

Standard III.C: Technology Resources

General Observations

Irvine Valley College (IVC) effectively uses technology resources to achieve its mission and improve academic quality and institutional effectiveness. Technology drives many services including online registration, distance education (DE), office and classroom hardware and software, and security systems that support teaching and student learning. Professional development opportunities and technology support is available for all groups. IVC has a systematic plan for identifying new technology needs, acquiring, maintaining and replacing hardware and software, and for student, faculty, and staff support and service improvement.

Findings and Evidence

The College uses several means to identify technology needs including program review, survey distribution, and via committees such as the Technology Advisory Task Force, Online Education Task Force, District Technology Committee, and the District Online Education Committee. IVC has an ongoing planning process to update and replace technology; this process resulted in the College developing several initiatives such as equipment replacement, networking infrastructure improvements, and system monitoring and backup. (III.C.1)

The 2015 – 2020 Technology Plan was vetted by faculty, staff, and administrators, and is aligned with IVC's vision, mission, and goals. This Plan guides the direction of technology support, services, and resources at the main and Advanced Technology and Education Park (ATEP) campuses. There is also a Replacement Plan, updated annually for computer and technology services which indicates a proactive and organized plan by the College. (III.C.2)

Technology services are appropriate, reliable, adequate, and provide security of information to the main campus and at ATEP. To ensure outages do not affect the entire College, the network is engineered to be decentralized. Critical systems are routinely backed up. (III.C.3)

IVC provides to faculty and staff technology resources and training opportunities in group or self-paced workshops. IVC also provides training to online education faculty and to those interested in current, emerging, and new technologies. Faculty and staff have an Online Education Faculty Handbook which provides information on online and hybrid course policies and procedures. The handbook is very comprehensive and provides best practices in online and hybrid instructional modalities. In the transition to Canvas, the Technology Services Department provides support and training to faculty and staff. (III.C.4)

The District also provides guidance to the College in the use of technology, particularly in the areas of physical and data security, access control, logging and monitoring, remote access, and DE (III.C.5)

Conclusion/Recommendations

The College meets Standard III.C.

Standard III.D: Financial Resources

General Observations

The South Orange County Community College District (SOCCCD) and Irvine Valley College (IVC) have strong fiscal practices as evidenced by the reports from the District's external auditors, adequate reserves, and published policies and practices in place to help achieve the College's goals documented in the Strategic and Facilities Master Plan. The College benefits from basic aid allocation extending state apportionment. District policy documents how funds are guided through the Basic Aid Allocation and Resource Planning Committee (BAARC). The basic aid allocation is utilized to support strategic initiatives in technology and facilities beyond college operational budgets. College operational budgets are allocated via a clearly documented resource allocation model consistent with SB 361. The allocations are guided by the District Resource Allocation Council (DRAC). The District maintains sufficient reserves, has no long term debt, and contributes to future liabilities. IVC has a budgeting and resource allocation process that incorporates input from program review and administrative units that is integrated and supports institutional planning. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services.

Findings and Evidence

IVC and the District ensure financial stability by maintaining and following its guiding principles for budget development that require a reserve for economic uncertainty not be less than 7.5 percent. The District maintains a minimum reserve of 20 percent for unrealized tax collections available for basic aid. The College has adopted a budget consistent with SB361 funding guidelines as recommended by DRAC. A challenge noted in the District's 2016-17 budget is that IVC's salaries and benefits, as a percent of operating budget, were budgeted at 89.8 percent, up from the 82.4 percent budgeted in 2015-16. This is outside the District's recommended range of 86-88 percent. While outside the recommended range, the District has robust reserves ensuring fiscal stability. IVC's ending fund balance has increased in the past three years.

IVC has an inclusive planning process and sets budget priorities for institutional improvement. Resource requests must be supported by program review, administrative unit review, or other planning documents ensuring financial development is adequate to support student learning programs. Resource requests are sent initially to deans and directors and are then forwarded to the Strategic Planning and Accreditation Committee (SPAC). The items are sorted and assigned to one of four Strategic Planning Committees. These committees review, rate and prioritize the requests and forward them to SPAC. A final prioritized list is recommended by SPAC to the president for all funding requests. This process includes resources to support online-education. (III.D.1) (ER 18)

IVC's annual institutional program review, planning and budgeting, as well as, the District's long-term planning and budgeting are based on the mission, shared goals, and priorities. The College's policies and procedures for budget preparation, budget management, and fiscal

management ensure sound financial practices and stability. The College maintains an ending balance of unrestricted funds that is prudent and sufficient for emergencies. The College has appropriate insurance coverage to protect its financial resources. (III.D.2)

IVC has a comprehensive budget development process that is posted on its SharePoint website. The District provides budget workshops and the BDRPC SharePoint site lists communication related to budget and planning. The four strategic planning committees, including the BDRPC, have broad-based membership including representation from administration, Academic and Classified Senates, and Associated Student Body. (III.D.3)

IVC's planning reflects a realistic assessment of financial resource availability and expenditure requirements. The BDRPC committee regularly reviews the College's Five Year Fiscal Plan and ensures the budget is credible and an accurate reflection of institutional spending.   New resources are allocated through a comprehensive budget development process that ties back to program review and administrative unit reviews. The College has a strong internal control system as evidenced by the positive audit report. (III.D.4, III.D.5)

IVC's financial documents have a high degree of credibility and audit findings are comprehensive, timely and communicated appropriately. Audit statements are provided to the District board in November. Board members serve as part of the audit subcommittee. The District audit shows no financial or federal findings for the College in the last six years. There was one state compliance finding in 2010-11 and two in 2011-12; both findings were corrected in the same year. Given the challenge of balancing all the state requirements across various departments, it is impressive that there were no other state compliance issues in the past four years. The overall lack of findings over the past year support the College's claims that it reviews and evaluates financial and internal control systems. (III.D.6, III.D.7, III.D.8)

SOCCCD has sufficient cash flow and reserves to maintain stability during unforeseen financial emergencies. The District is in compliance with Board Policy 3100 requiring unrestricted reserves be no less than 7.5 percent and is in compliance with its Administrative Regulation 3110 requiring a contingency for unrealized tax collections to be created with no less than 20 percent of the estimated property taxes available for basic aid. A review of the District 2015-16 311 report showed an ending fund balance of $50.6 million. The District had an ending fund balance of $228.5 million in its Capital Outlay Fund. (III.D.5, III.D.9)

IVC practices effective oversight of finances, including management of financial aid and grants. The Office of Grants and Contracts provides oversight and administers institutional grants. External audits are performed on auxiliary funds as part of the annual audit. The College is in compliance with Title IV regulations. The fiscal office conducts a comprehensive review of expenditures annually. (III.D.10)

IVC engages in short and long-term fiscal planning including the establishment of funding priorities. The College developed a five year budget model, reviewed consistently by the BDRPC. Through this process, revenue projections and expenditures are reviewed to ensure the short and long term fiscal planning and stability of the College. There are no long-term

debts at the College or District. Finally, the College has implemented integrated and regular planning processes to meet short and long-range financial priorities. (III.D.11)

IVC has a current actuarial plan and has worked to ensure fiscal resources have been planned and allocated to meet the Other Post-Employment Benefit (OPEB) obligations. The District's 2016-17 audit report confirms that the District has fully funded its Actuarial Accrued Liability. The College and District has ensured adequate funding to meet future OPEB cost obligations. Additionally, the District has set aside additional funds to establish a pension rate stabilization fund.   The College has no locally incurred debt instruments, thereby stabilizing the financial condition of the College. (III.D.12, III.D.13)

IVC has established processes and procedures to ensure consistent review of revenues and expenditures, beginning at the department level. Review is then conducted by a vice-president and/or president of the College. At the end of each fiscal year, a comprehensive review is instituted by the Fiscal Services Department to ensure all expenditures were spent according to funding source requirements. Finally, there is a District review process to ensure the appropriate expenditure based on funding source. (III.D.14)

The College has implemented processes and procedures which include consistent review of student loan default rates, revenue streams and assets to ensure compliance with federal financial aid requirements, including Title IV of the Higher Education Act. The College's 3-year default rate is compliant with USDE standards. In spring 2016, the Financial Aid Office began participation with the United States Department of Education in a program designed to limit loan default rates and Direct Unsubsidized Loan Over-borrowing. (III.D.15)

The College maintains contractual agreements with external entities that support the mission and goals of the College. The policies and procedures the College has put in place to maintain the integrity of these agreements are consistent and appropriate. The College has instituted internal controls to ensure contractual agreements are contributing to the quality of programs, services and operations. There appears to be close alignment between the contracts department of the College and the overall College operations. (III.D.16)

Conclusions/Recommendations

The College meets Standard III.D.

STANDARD IV
LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations

Irvine Valley College (IVC) has a governance structure that allows constituency groups to participate in decision-making processes. Board policies outline with clarity the responsibilities of each constituency group in the governance structure of the college. IVC has four strategic planning committees (SPCs), task forces, and a variety of committees that are part of the governance structure. The Curriculum Committee (CC), a subcommittee of the Academic Senate, has primary responsibility on academic and curricular issues.

Findings and Evidence

The District-Wide Planning and Decision Making Manual, 2015–2020, contains comprehensive guidelines for decision-making processes, integrated planning, budget development, and an overview of guidelines for participants from district constituencies in the governance structure. A review of agendas, minutes, and interviews with students, faculty, and staff validate IVC's broad community participation in decision-making processes. Professional development opportunities, including workshops and conferences, prepare employees to participate in leadership roles. (IV.A.1)

Board policy (BP) 2001 describes the responsibilities of the College president in the College governance structure. BP 2100.1 affirms collegial consultation with the Academic Senate on academic and professional matters. BP 6100 establishes the Academic Senate's primacy on recommendations on curricular and academic standards. BP 2001.2 includes language regarding consultation with the Academic Senate in regards to administrators' retreat rights. BP 4056 describes the right of classified staff to participate in the governance structure. A review of BPs show they are revised regularly and updated when necessary. (IV.A.2)

IVC has four SPCs. The meetings of the SPCs are open to the college community, and interested parties are encouraged to attend and participate. The four SPCs are the Academic Planning and Technology Committee (APTC), the Institutional Effectiveness Committee (IEC), the Budget Development and Resource Planning Committee (BDRPC), and the Student Success, Access, Matriculation, Marketing, and Outreach Committee, (SSAMMO). Review of evidence indicates that all committees are active and meet each semester. (IV.A.3)

South Orange County Community College District (SOCCCD) board policies (BP 6100; 2100.2) establish the Academic Senate with the primary responsibility for recommendations regarding curriculum, certificates, academic standards, and other curricular aspects of academic programs. The CC is a committee of the Academic Senate and is composed of faculty from different schools, an articulation officer, and a dean as representative of the Vice President of Instruction office. According to agendas archived in InsideIVC, the most recent

meeting of the CC was on February 14, 2017. Curriculum is written in CurricUNET, and there is a process for new and revised curriculum. (IV.A.4)

Through IVC's participatory governance process, various voices of the campus community - faculty, staff, administrators, and students, as appropriate – all contribute to a robust, collegial environment where healthy dialogue occurs. As an example, the systematic process by which the IVC Planning and Decision-Making Manual (2015) was finalized points to the inclusive approach that the college took in considering diverse perspectives from all stakeholders. Interviews with campus constituency groups revealed the campus community trust and take pride in the transparency of decision-making processes at IVC. (IV.A.5)

To ensure all campus stakeholders are informed regarding decisions out of the participatory governance process, the college has structures in place to document critical results of committee meetings and other tools of governance. The Institutional Self-Evaluation Report (ISER) cites examples of committee reports, newsletters, District or College-wide announcements, informal assemblies, SharePoint sites, etc. where the decision-making process and associated decisions are communicated throughout IVC and the District. In keeping with the provisions of the Brown Act (Section 54952 of the California Code), other examples include website postings of videotaped Board meetings and other College governance meetings, where the public has the opportunity to comment on issues. (IV.A.6)

In addressing this standard, the ISER presents the findings of various surveys the College has conducted within the last two years regarding the effectiveness of its participatory governance committees, inclusive of task force committees and work groups. During the accreditation team visit, students, staff, faculty, and administrators spoke of the openness and collaborative environment that exists at IVC. (IV.A.7)

Conclusions

The College meets Standard IV.A.

Standard IV.B: Chief Executive Officer

General Observations

Irvine Valley College (IVC) has a chief executive officer, the president, who has primary responsibility for the quality of the institution including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. In interviews, the college community was unanimous in crediting the president for having a leadership style that has transformed the campus climate from one of acrimony to one of trust, collaboration, engagement, and transparency. Credit was repeatedly given to the president's leadership role in the areas addressed in this Standard.

Findings and Evidence

In interviews and campus conversations the evaluation team found effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness. Meetings with the leadership of the Academic Senate, Classified Senate, Faculty Association, and Classified Association all gave credit to the President for his leadership style, and the President is to be commended for his leadership that has transformed the campus to a culture of participation and transparency. The early shifts in committee structure under the President's leadership reflect a participatory governance and decision-making structure. (IV.B.1)

The President provides leadership through organizational structures and processes that are well defined, and the evaluators found them to be as described in the Institutional Self Evaluation Report (ISER), including the role of President's Executive Council (PEC), Strategic Planning and Accreditation Council (SPAC), and as reflected in the IVC Planning and Decision-Making Manual (IVC-PDM), budget committee (BDRPC); and including the participation of district governance such as the District Resource Allocation Council (DRAC) and Basic Aid Allocation Recommendation committee (BAARC). (IV.B.1)

The President's leadership has created strong support for effective use of data through the Office of Research, Planning and Accreditation (ORPA). In interviews, ORPA was credited with presenting data well-tailored to context, and supporting the discussion at hand. (IV.B.1)

The Evaluation Team found an administrative structure suitable to the institution's purpose. The number of administrators on a per-FTES comparison basis is reportedly low relative to other colleges according to research presented to the Board of Trustees in 2015. When asked, constituent groups did not report issues related to numbers of administrators (IV.B.2)

Through interviews and review of supporting documentation, the evaluation team found policies and procedures in place to support collegial process, institutional performance standards, institutional research, resource planning, support for student learning and achievement, and institutional planning to achieve the mission of the institution. (IV.B.3)

The 2014-20 IVC, Saddleback and District strategic plan was developed in 2013 in participatory process that included all-college workshops, meetings and activities,

synthesized as a District-Wide Strategic Plan (DWSP) with four goals and 13 objectives adopted by the District Wide Planning Council (DWPC). The mission and strategic plan are reviewed each summer in planning retreats, and goals adjusted appropriately to react to changing conditions and guide institutional improvement of the teaching and learning environment. The college has a comprehensive program review process on a six-year cycle that includes data disaggregated down to the course level, and includes enrollment, number of sections, productivity rates, fill rates, retention rates, etc. (IV.B.3)

The accreditation process is organized and maintained by a standing work group of the SPAC called the Accreditation Oversight Work Group (AOWG) which has a standing report at SPAC meetings. The AOWG maintains accreditation work group membership lists, College and community web sites, writing assignments, and general oversight. All governance work culminates in recommendations to the president for final approval. (IV.B.4)

The Evaluation Team found operational responsibility for implementation of statutes, regulations and policies to be appropriately delegated and consistent with the College's mission. The Vice President of Instruction is responsible for accreditation compliance, and the Vice President for Student Services is responsible for Title IX compliance. The Vice President for College Administrative Services oversees the budget with input from the BDRPC. The college president has approval for the proposed College budget which is presented to the Board of Trustees. The president of the College has established an effective organization and governance structure to comply with regulations, board policies, and accreditation mandates. The participatory governance process at the College promotes broad discussion and compliance through a collaborative approach. (IV.B.5)

The ISER describes the President's leadership and participation in communicating effectively with communities served by the institution and a wide range of state and national organizations. This was reflected in the comments provided by the college community in two well-attended campus forums, especially as relates to the work of the College Foundation and college participation in statewide initiatives like Guided Pathways. (IV.B.6)

Conclusion/Recommendation

The College meets Standard IV.B.

Standard IV.C: Governing Board

General Observations

The South Orange County Community College District (SOCCCD) Board of Trustees has authority over and responsibility for policies to uphold the academic quality, integrity, effectiveness of learning programs and services and financial stability through policies consistent with the District-wide mission statement, vision and goals. Board responsibilities are defined by California Ed Code 70902, Title 5 and Board Policy 112. Financial Policies and standards are followed in line with the Budget and Accounting Manual of the California Community Colleges and the annual budget is designed in line with the district mission of promoting access, success and equity to meet each student's goals. The mission drives the long and short term planning and goals of the institution as well as budget development.

Findings and Evidence

The role of the Board of Trustees is defined in Board Policy (BP) 112. As stated in the Institutional Self Evaluation Report and the Planning and Decision-Making Manual, the Board governs on behalf of the citizens of the District and is committed to ensuring the mission guides District decisions for short and long-term educational and facilities plans. The responsibilities of the Board are specified through BPs and Administrative Regulations (ARs), which address the Board's role in upholding academic quality, integrity, effectiveness of learning programs and services, and financial stability of the institution. BPs and ARs 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. (IV.C.1, IV.C.5) (ER 7)

IVC has a policy manual delineating the Board's accountability for academic quality, integrity, effectiveness of learning programs, and the institution's financial stability. The Board acts as a collective entity; once the Board reaches a decision, all members act in support of the decision. BP 180 describes expectations for fostering a District-wide culture of mutually respectful interactions, cooperation, and a climate of civility for all. (IV.C.2)

The Board has a process for conducting a search and selection of the chief administrator. Oversight for hiring a new chancellor is delegated to the current chancellor or a board designee. BP 4011.6 clearly defines the selection criteria for hiring a chancellor. Evaluation of the chancellor stipulates that an evaluation will occur at least annually, and comply with the requirement set forth in the contract, as well as BP 148. The criterion for the evaluation is based upon Board Policy, the chancellor's job description, and the performance goals and objectives developed in accordance with BP 2100. The current chancellor holds an "Interim" status and received a mid-term evaluation in Jan/February 2017, and the evidence verifies that the previously retired chancellor was most recently evaluated according to BP 148 in July/September/October 2015. (IV.C.3)

By following the conflict of interest policy, BP 154 and AR 154, and filing a form 700 annually, the Board is appropriately representative of the public interest and lacks conflict of

interest. Board members work collaboratively to advocate for the interests of the District through interactions with the community, legislators, business organizations, and other public entities without undue influence or political pressure. (IV.C.4) (ER 7)

As a Basic Aid District, the District has a transparent resource allocation model. In addition to allocating funds as if the colleges were funded through apportionment, a committee identifies priorities for distribution of funds available over and above what would be received through apportionment. BP 112 identifies the duties and responsibilities of the Board of Trustees in line with Ed Code 70902. The Board has adopted guidelines for annual collaborative planning and periodic progress reports and updates. As stated in AR 2120, the chancellor chairs a District-wide planning council, providing opportunities for faculty, staff, and administrators to recommend updates to the strategic plan and its annual goals.

The Board has adopted policies to convey the expectation for fiscal planning, reserves, contingencies accountability, regular reporting, investments, and the overall safeguarding of assets through BPs 3100, 3101.5, 3102, 3110. There exists a District Resource Allocation Committee (DRAC) and Basic Aid Allocation Recommendation Committee (BAARC), and BP 3110 Basic Aid Funds Allocation Process governs the responsible allocation of operating and capital outlay to ensure educational quality and financial stability. The Board is aware of the institutional set standards and analysis of results for improvement of student achievement and student learning. BPs and ARs are available on the District website; the documents establish the Board's role in establishing policy with the acknowledgement that it has the ultimate responsibility for educational quality, legal matters, and financial integrity. The Board regularly reviews reports on student achievement data and metrics demonstrating the District's progress, and also reviews resource allocation reports. (IV.C.5)

The Board of Trustees is comprised of seven members elected at-large to four-year terms by the voters in south Orange County, per BP 106. Board members reside in the areas they represent. Terms are staggered with elections held every two years in connection with the general election. The Board bylaws and policies regarding the Board's size, responsibilities, structure and operational procedures are readily available in print and/or online. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws. There is evidence the Board regularly assesses its policies and bylaws for their effectiveness in fulfilling the District and College missions and revises them as necessary. The Board Policy and Administrative Regulation Advisory Council is a District-wide participatory governance committee that systematically reviews and updates board policies. Once revisions are made and approved by the committee, they are presented to Chancellor's Council for review. They are then presented as a monthly agenda item for board discussion and review. (IV.C.7)

The Board regularly reviews key indicators of student learning and student achievement. The Board is updated annually with research and reports on institutional effectiveness, student success and completion. Board minutes indicate that presentations are made at public board meetings so that trustees have opportunities to publically review and discuss indicators in the Student Success Scorecard. In addition, the Board reviews the ACCJC Annual Report which includes institution-set standards, goals/ targets, student achievement measures for

basic skills, Career and Technical Education and degree and certificate programs. Board members are very engaged in student success and are very proud of the fact that IVC has the second highest transfer rate in the State to four year institutions. (IV.C.8)

The Interim Chancellor and District services staff, in consultation with the president of the Board, facilitate an annual board retreat. BP 109 confirms the Board is committed to ongoing development and to trustee education programs. Evidence of this includes Board attendance at the Community College League of California effective trustee workshop in January. Board members attend workshops, complete online accreditation basics, and attend new member orientation. Incoming Board members meet with each vice chancellor and president and complete ethics training through the California Fair Political Practices Commission. (IV.C.9)

BPs clearly establish a process for Board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality. The Board regularly evaluates its practices and performance, and uses results to improve performance, academic quality, and institutional effectiveness. BP 172 requires an annual self-evaluation. All employees are invited to participate in providing survey feedback. A special Board meeting is conducted by a third-party facilitator, and the information is posted for transparency. (IV.C.10)

The Board upholds a code of ethics and conflict of interest policy; members adhere to the code. BP 110 outlines the Board's code of ethics and includes clearly stated procedures for addressing violations of the code. BP and AP 154 articulate expectations for Board member conduct. 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. (IV.C.11) (ER 7)

The Board sets policy with the delegation of responsibility to the Chancellor and College Presidents' policy and procedure execution. BP 2100 asserts that the Board delegates full responsibility and authority to the chancellor. BP 2101 states, "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."The Board sets clear expectations for sufficient information on institutional performance to assure it can fulfill its responsibility for educational quality, legal matters, and financial integrity. (IV.C.12)

The Board is informed about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports via policy the College's efforts to improve. Through training, Board members remain informed. All Board members have completed the ACCJC's online accreditation basics training. District services administrators participate on the College Accreditation Steering Committees and keep the Chancellor updated on progress. Both colleges publish comprehensive accreditation resources on the website. The Board is informed of institutional reports due to the Commission and of the recommendations to the institution. (IV.C.13)

Conclusion

The College meets Standard IV.C.

Standard IV.D: Multi-College Districts and Systems

General Observations

The South Orange County Community College District (SOCCCD) serves approximately 28,000 FTES and 65,000 unduplicated headcount annually. The adopted budget includes the general fund for 2016-17 of $338,666,873. Combined with additional funds and beginning balance of carryforward funds of almost $400,000,000, the total funds for 2016-17 are $755,045,728. Resources are allocated in line with the Strategic Planning Goals. College and District goals align and allow flexibility to identify unique activities and outcomes. Across the District, a Planning and Decision Making (PDM) Manual was developed and is reviewed bi-annually. A clear allocation model was developed with respect for policies and practices. BPs 2100 and 2101 demonstrate the delineation of roles and responsibilities.

Findings and Evidence

The Interim Chancellor meets regularly with college presidents, faculty, and staff leaders to facilitate collaboration and mutual support for the colleges. The interim chancellor uses formal forums, including District-wide participatory governance meetings, facility groundbreaking and opening ceremonies, District-wide emails, and the Chancellor's Opening Session to communicate expectations for educational excellence and integrity with the District. Roles have been clarified, and responsibility and authority between the colleges and the District Services are outlined in the "Chancellors Perspective" and District-Wide Function Map and PDM Manual. The Interim Chancellor holds the presidents to standards for educational attainment, student success and fiscal stability. District Services provide centralized functions, enabling the District to operate effectively and efficiently. (IV.D.1)

District services to the two colleges are comprised of the following functions: Technology and Learning Services, Business Services, and Human Resources. The District-wide Function Map and PDM Manual delineate responsibilities and functions of the district from those at the colleges. The evaluation team observed during the site visit an agreement that this delineation is generally adhered to in practice. However, there was concern regarding the services provided by the District Office of Human Resources (OHR). The District function map indicates the completion of timely evaluations for both faculty and staff is a shared responsibility between the college and OHR. Site visit interviews revealed that HR is not currently tracking performance evaluation cycles for faculty and staff. Thus, performance evaluations for employees are not completed systematically in stated intervals as stated in Board Policy or working agreements. (See District Recommendation 1) (IV.D.2)

The District has established resource allocation policies and procedures that support effective operations and sustainability of the colleges and the District. DRAC and BAARC are the primary committees providing leadership on District-level budget recommendations. Though the District is basic aid, only funds that would have been allocated had the colleges been apportionment funded colleges through SB 361 are allocated. Excess revenue is allocated primarily for capital expenditures and one-time purposes. (IV.D.3)

The president is the final authority at the college level to: provide leadership in development and implementation of a sustainable master plan and integrated strategic plan; develop a strong 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; empower the administrative team; and build strategic partnerships with corporate, educational and community based organizations. (IV.D.4)

SOCCCD has established mechanisms for integrated District-wide strategic planning. Assessment mechanisms include discussion and subsequent updates of governance and decision-making processes, District and college-wide surveys, governance self-evaluation and administrative unit reviews. District planning and evaluation are integrated with college planning and evaluation to improve student learning, student achievement, and institutional effectiveness. The District has adopted integrated processes for fiscal, facilities, strategic, and technology planning. AR 2120 states that District-wide goals will be integrated with the colleges and District Services, and reflect in written planning documents. (IV.D.4)

The Integrated Budget Planning Resource Guide provides information about District planning and budget processes. From a fiscal standpoint, the Budget Development Guidelines and application of the DRAC Model align the college planning process with the District planning process. The College's Education and Facilities Plans are integrated with and inform the overall District's Education and Facilities Master Plan. (IV.D.5)

SOCCCD has a robust participatory governance process in which numerous councils and committees with diverse representation meet regularly to enhance communication and ensure effective and timely flow of information. The District utilizes SharePoint to communicate to constituencies. The colleges are informed about District issues, governing board actions, and interests that impact operations, educational quality, stability, and the ability to provide high quality education. BP 2001 states communication is established within the organization to allow for orderly transaction of business. The Chancellor reports outcomes from Board meetings in Board Highlights, a virtual newsletter emailed following each meeting. Strategic planning goals include the need for ongoing efforts to promote respectful interactions and collaboration. Evidence indicates District committees and councils have increased their membership to ensure broad constituent representation to improve transparency. (IV.D.6)

The District regularly evaluates role delineation, governance, and decision making processes to ensure integrity and effectiveness in assisting the colleges in meeting their goals. There is evidence the District widely communicates the results of evaluations and uses them as the basis for improvement. There is an annual process for governance committee evaluations and analysis and reporting of results. The District has institutionalized these cycles and continues to review and revise processes to assure integrity and institutional effectiveness. (IV.D.7)

Conclusion/Recommendation

To meet the Standard the District must implement a system that assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.
The District does not meet Standard IV.D.2

Quality Focus Essay
Feedback/Advice

Irvine Valley College (IVC) identified three institutional action projects in the Quality Focus Essay (QFE): 1) disaggregation of student learning outcomes (SLOs), 2) online education, and 3) resource allocation process.

Disaggregated Learning Outcomes

As planned by the College, the Disaggregated Student Learning Outcomes (SLO) Project is an ambitious initiative that attempts to integrate various technological solutions (i.e., TracDat, Tableau, etc.) requiring a lot of capacity building for all college stakeholders to make this easily understood by all. This would indeed bring the college's capability to do SLO assessment to the next level.

However, the team believes that since TracDat v5.05 training at the college is currently ongoing, the College might consider the consistent documentation and monitoring of outcomes assessment of utmost priority at this time. Given this perspective, the team suggests that the project on disaggregated student learning outcomes be discussed by the initiating committee, and make a decision on whether it needs to be implemented in stages through pilot departments or programs, or proceed with the campus-wide implementation with the corresponding timelines, as originally proposed.

Online Education

The Evaluation Team recognizes the Online Education Task Force's (OETF) leadership in the expansion of online education and found the Distance Education Faculty Handbook to be a particularly well-developed document. The team encourages IVC to continue to discuss the disparity in student course completion rates between online and face-to-face modalities and to pursue additional faculty professional development to narrow performance gaps for online students.

Resource Request Process

IVC's open and transparent resource allocation process is commendable. However, based on the interviews with campus constituent groups, the College has noted the high volume of requests make the process cumbersome. Therefore the Evaluation Team encourages the college to consider separating categorical fund requests from general fund request to ensure delays in allocations do not affect programs with limited expenditure timelines and external reporting requirements. Additionally, the team encourages the continued collaboration of multiple Strategic Planning Committees to ensure broad representation across disciplines and departments.