THE COMPREHENSIVE SELF-STUDY REPORT

OF

IRVINE VALLEY COLLEGE

Presented to the Western Association of Schools and Colleges
In support of
Application for Reaffirmation of Accreditation
Fall 2004

South Orange County Community College District
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
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CERTIFICATION OF THE 2004 INSTITUTIONAL SELF-STUDY

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

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

This Institutional Self-Study Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the accreditation status of Irvine Valley College.

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

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History of the Institution

The South Orange County Community College District (formerly known as Saddleback Community College District) was formed by a vote of the electorate in 1967, and its first college, Saddleback, opened in Mission Viejo in 1968.

In January of 1979, Saddleback branched to the north with the opening of a satellite campus in Irvine in order to better serve the rapidly growing northern portion of the district. The land for the new campus, located at the intersection of Irvine Center Drive and Jeffrey Road, was purchased from the Irvine Company.

In 1985, Saddleback North Campus became a separate college, the 105th community college in California, with an enrollment of 5,000 students, and was renamed Irvine Valley College (IVC). In 1987, the district purchased an additional 20 acres of land adjacent to the college, completing the 100-acre goal for the IVC campus.

In 1988, IVC received accreditation as an independent institution in a multi-college district.

IVC presently occupies 60 acres of its 100-acre site with several new campus facilities planned. The college's 111 full-time and 270 part-time instructors, along with its 23 full-time administrators and managers, and its 144 classified staff members serve over 13,000 students.

Demographic Information

summary data on the area served

Irvine Valley College is located at the intersection of Irvine Center Drive and Jeffrey Road in Irvine, California. It opened in 1979 as the north campus of Saddleback College. In 1985, the college obtained its current name and became a separate institution. IVC is now the second college within the South Orange County Community College District (SOCCCD) and occupies 60 acres of its 100-acre site, with plans for continued expansion in the future.

The college currently serves over 13,000 students, most of whom reside in Irvine or its neighboring communities. Approximately 23% of IVC students come from outside the district.

area	students
Aliso Viejo	352
Dana Point/Capistrano Beach	93
Foothill Ranch	121
Irvine	5,764
Ladera Ranch	20
Laguna Beach	237
Laguna Hills	339
Laguna Niguel	253
Lake Forest	918
Mission Viejo	513
Trabuco Canyon/Silverado	166
Rancho Santa Margarita	259
San Clemente	99
San Juan Capistrano	62
Tustin	907
OUTSIDE DISTRICT	3,049
TOTAL	13,152

enrollment figures (spring 2004)
source: SOCCCD

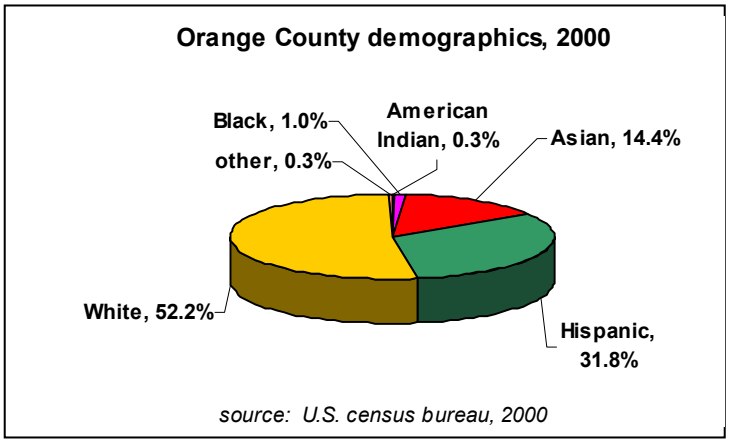
The current population of Irvine is 143,000. The U.S. census bureau ranked it the sixth fastest growing city in the country. Census 2000 data shows the city as having the highest median household income in Orange County ($96,230).

Irvine is a major employment center in the south Orange County region, a fact reflected in the substantial proportion of IVC students (approximately one-fourth) who reside outside the district boundaries.

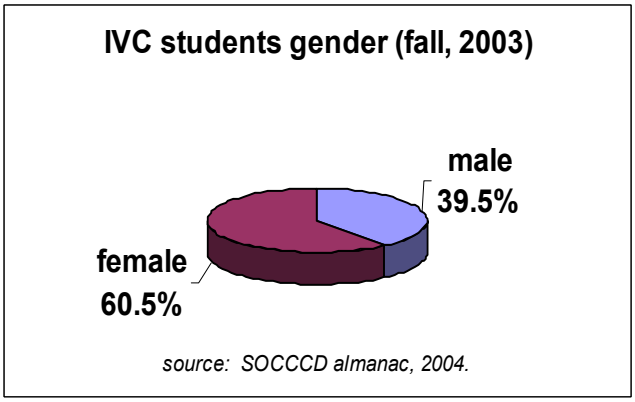
Consistent with the economic growth of the region, IVC enrollments have significantly increased over the past decade. The current student enrollment of over 13,000 is consistent with past enrollment projections for the college.

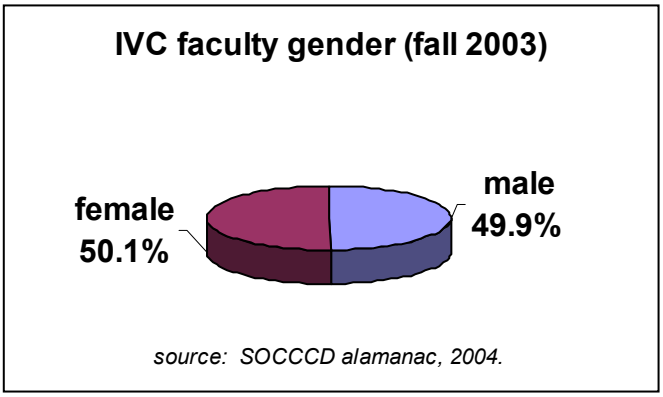
population	
California	33.9 million
Orange County	2.9 million
Irvine*	143,000
Laguna Beach	24,000
Tustin	69,000
Total IVC service area	244,000
* *U.S. census bureau. July 10, 2003.*	

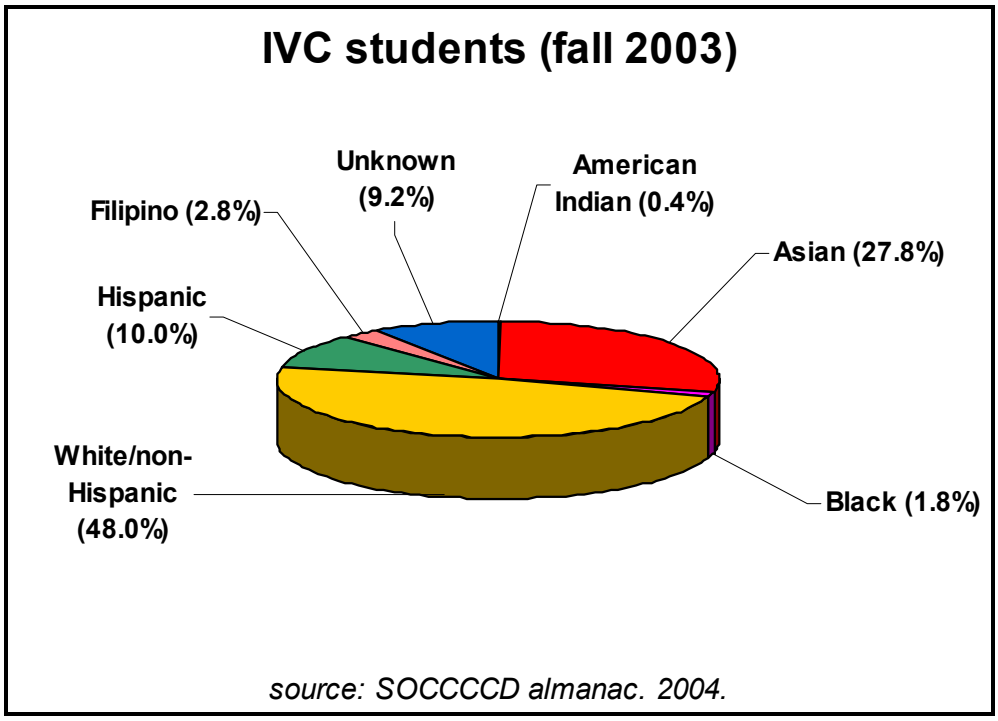
median household income	
Orange County	$58,820
Irvine	$96,230
Tustin	$72,057
Laguna Beach	$75,808
source: U.S. census bureau, census 2000.	



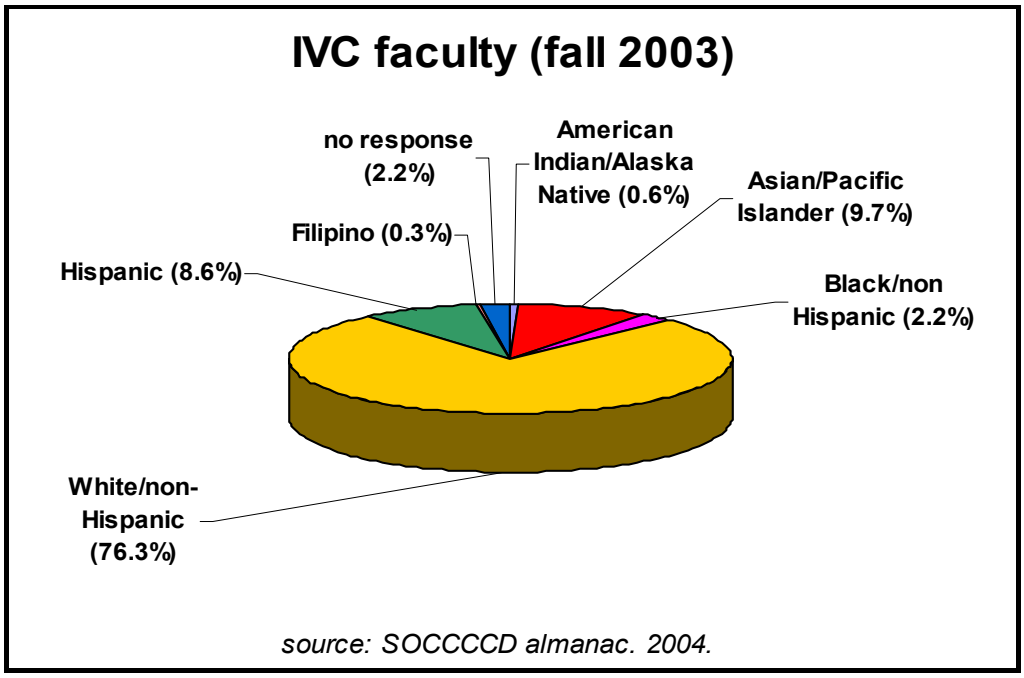
The gender and ethnic compositions of Irvine Valley College students and faculty are presented in the charts below. Additional student enrollment and demographic information is available at the district's online almanac at (http://www.socccd.org/ref/almanac/demographics/ivcstudcharf.asp).







source: SOCCCCD almanac. 2004.



source: SOCCCCD almanac. 2004.

Results of the Previous Comprehensive Accreditation Visit

This section addresses the responses of Irvine Valley College to each of the recommendations made by the previous team after its visit in October of 1998.

MAJOR RECOMMENDATIONS

1. **Governance and Administration**

The District and its Colleges should immediately and persistently take steps to insure the board limits itself to appropriate policy-setting roles as defined by the commission and by Trustee associations (ACCT, CCCT), should assess the leadership issues at Irvine Valley College and take appropriate measures, and should foster a constructive, professional, ethical dialogue among faculty groups to clarify roles and responsibilities. (Standard 10)

Response:

The board of trustees has undertaken steps to ensure that its role is primarily focused on policy setting. On April 26, 1999 the board adopted board policy 101, authority and powers of the board of trustees. This policy provides that the board of trustees shall establish the educational goals of the colleges and supervise the educational programs designed to meet those goals. In line with this mandate, the board of trustees has been conducting a systematic, ongoing review of board policies and updating them where appropriate.

The Irvine Valley College leadership issues noted by the accreditation visitation team have been significantly ameliorated. The board of trustees appointed three new senior administrators since the last visitation: the college president, the vice president of instruction, and the vice president of student services. Working in concert, the president's executive council has taken significant strides and appropriate measures designed to foster a constructive and professional working campus environment. These efforts include greatly expanded positive interaction with the various governance elements of the college, with particular focus on improved relations with the members of the academic senate and its leadership as indicated later in this report under standard IV. The college leadership council, which includes all college administrators and managers, was formed to ensure effective communication among the various elements of the college management team. The president's council was established to ensure that the leadership of all governance components of the college had an opportunity to review collectively the agenda items submitted to the board of trustees. It also provides a forum for presenting and considering other items of individual or collective interest, and a mechanism for disseminating information to the various components represented prior to action on any item of campus-wide interest. Additionally, the college has conducted administrative retreats that were inclusive in nature, with every governance body receiving an invitation to participate.

2. **Financial Resources and Allocations**

The District should adopt the October 19, 1998, Budget Development Guidelines, should implement the principles set forth in the document over a significant period of time, and through the colleges should take strong measures to generate apportionment through FTES growth and enrollment management. (Standard 9)

Response:

The board of trustees adopted budget development guidelines on July 31, 2000. These guidelines include a reserve for economic uncertainties and a plan for the retirement of debt acquired through certificates of participation. The guidelines also address retirement incentives, deficit financing, retiree medical, dental, vision and Medicare supplement plans, and the use of basic aid funds. The colleges follow these guidelines when preparing the annual budgets. The District Resource Allocation Council (DRAC) sets FTES (Full-Time Equivalent Student) targets according to current enrollment as reported to the state. These targets include growth as agreed upon in the DRAC meetings, in accordance with state growth allocations. The table below shows an overall pattern of FTES growth for IVC over the previous six years.

FTES	resident	non-resident	total FTES
2002-03	7496.70	530.83	8027.53
2001-02	7178.59	616.98	7795.57
2000-01	6950.69	606.86	7557.55
1999-00	7031.74	596.21	7627.95
1998-99	6964.92	625.09	7590.01
1997-98	6785.91	598.84	7384.75

3. **Planning and Program Review**

The college should re-energize its planning process, implement meaningful program review processes in both instruction and student support services, increase its instructional research capability to provide meaningful data for informing the planning process, and tie budgeting, resource allocations, and future staffing priorities to these planning processes

Response

The academic senate adopted a program review process that has been successfully implemented since the 2000-2001 academic year. The program review oversight committee coordinates the process. This committee has representatives from faculty, staff, and administration. Every academic and student service program is reviewed every six years.

The oversight committee created two program review documents, one for academic programs and another for student services programs. A committee consisting of three program experts, the program administrator, and outside experts does the review. Each committee receives a program review workbook prepared by the oversight committee that contains all relevant information needed by the committee to complete the review. Following review by the oversight committee and the college president, the final document for each reviewed program is forwarded to the academic senate for approval.

At the end of each academic year, the oversight committee solicits input from the members of all the review committees and modifies the program review documents as needed to improve the review process. The academic senate approved postponing review of the programs scheduled for the 2003-2004 academic year to allow the oversight committee to align the program review documents with the new accreditation standards. The academic senate reviewed and approved the revised documents during the spring of 2004, and the review process will resume in the 2004-2005 academic year.

The program review process is discussed in more detail in this report under standard II, section A.2.e.

RECOMMENDATIONS BY STANDARD

1. **Standard 2**

It is recommended that the College and District reaffirm its commitment to diversity and non-discrimination.

Response:

Irvine Valley College is committed to equity and non-discriminatory practices. Additionally, according to its mission statement, IVC is committed to meeting the current and future learning needs of the diverse communities it serves. IVC continuously provides extensive programs and training sessions to support and inform its employees regarding issues affecting their well-being, job expectations, and performance. Through fall 2002, IVC had an equal employment opportunity officer responsible for monitoring and reporting equity and diversity practices during employment processes. Currently, the district office of human resources designates an equal employment opportunity representative to handle this responsibility for each hiring that occurs. The district has collective bargaining agreements with faculty and classified staff, personnel board policies (4000 series), student policies (5000 series), and an employee handbook regarding the treatment of administration and classified leadership on issues of equity and diversity.

2. **Standard 3**

The college should re-energize its planning process, implement meaningful program review processes in both instruction and student support services, increase its instructional research capability to provide meaningful data for informing the planning process, and tie budgeting, resource allocations, and future staffing priorities to these planning processes.

Response:

Please see above, major recommendations, 3, planning and program review.

3. **Standard 4**

A. *The 1998 accreditation team joins the 1992 team to recommend that the College develop and implement a comprehensive program review policy.*

B. *The team recommends that the administration in partnership with the Academic Senate resolve the issues of timelines and levels of involvement related to curriculum development and review process.*

Response:

Please see above, major recommendations, 3, planning and program review.

4. **Standard 5**

The College should immediately move forward with the implementation of program review of all student services, actively involving students in the process.

Response:

Please see above, major recommendations, 3, planning and program review.

5. **Standard 8**

The college should implement the action plan found in its 1996-2001 strategic plan to develop predictable funding to support, maintain, and systematically replace technology and other instructional equipment. (Standard 8.4)

Response:

An annual budget of $100,000 was established for 1999-2000 and 2000-2001 to purchase technology equipment. This budget was funded with instructional equipment funds received from the state. In the spring of 2001 the college prepared for a technology refresh, planning to fund the refresh with the instructional equipment funds received annually from the state. The annual allocation from the state was sufficient to cover the costs of the lease; however, it left few funds for other instructional equipment needs. This was acceptable since the board of trustees awarded the college $500,000 for studio and science equipment in 2000-2001. The basic aid funding satisfied many needs.

In 2001-2002, the state slashed the instructional equipment funding as a result of its budget shortfalls. IVC set aside general fund money each year thereafter to meets its refresh obligation until the lease obligation was met in 2003-2004. Over half of the refresh was funded with general fund dollars.

In 2003-2004 the financial advisory committee recommended to the president allocating $150,000 of the instructional equipment funds to technology equipment, and the remainder to the instructional counsel for instructional equipment through the bid process. This procedure will continue as long as funding from the state continues.

Instructional equipment is funded with categorical instructional equipment funds from the state. These funds had been considered a predictable part of the college's base allocation, making it a reliable annual source of revenue, until the state's recent budget shortfall. The college recognizes the need for technology and instructional equipment funding; however, allocating funds for these items becomes challenging in the difficult budgetary times we are currently experiencing.

6. **Standard 9**

The district should adopt the October 19, 1998 Budget Development Guidelines, implement the principles set forth in the document over a significant period of time, and through the colleges take strong measures to generate apportionment through FTES growth and enrollment management.

Response:

Please see above, major recommendations, 2, financial resources and allocations.

7. **Standard 10**

A. *The board should review and reevaluate board policies and processes for assessing board performance, including but not limited to the inappropriate senior executive hiring policy and the board's ethics policy, should delegate all non-policy issues to the chief executive officer, his team, and the established governance decision-making chief executive officer, his team, and the established governance decision-making processes, and should cease involvement in the direct management of the colleges and district.*

Response:

The review of board policies is now under the guidance of the vice chancellor of educational services, and the district hired a consultant to review and reevaluate all board policies. This board policy review process is presently underway with representation from all of the governance groups. (Please see standard IV, section 3.g of this report for further details). The governance decision process is established with all constituents represented (faculty senate, administrators, managers, staff, and student government), as discussed in standard IV, section 3.e of this report.

B. *District leadership should assess the issues of leadership and the relationship between faculty and staff with the administration at Irvine Valley College and should then develop appropriate steps to address theses issues.*

Response:

District leadership has reviewed the issues raised within the last accreditation report. The senior administrative team has established mechanisms to improve the relationship between faculty and staff and the administrative leaders. These efforts include college-wide meetings jointly by the college and academic senate presidents. Additionally, at IVC, both the college president and the vice president of instruction meet weekly with the president of the academic senate to review and discuss items of mutual focus. In order to improve communication between the academic senate and administration, the vice president of instruction at the invitation of the academic senate attends the bi-weekly general meetings of the academic senate. The president's council consists of the leadership from each college constituent governance group. This body meets monthly to review items for submission to the board of trustees, explore issues, air concerns, and share general information

C. *Representatives of all the formally recognized constituent groups (trustees, chief executive officer, administrators, faculty senates and union, classified senates and union, and student government) must come together soon. Their task should be to determine*

how they will reduce the hostility, mistrust, and cynicism and despair that plague the institution currently. The team feels strongly that all players need to cease their negativism and focus on constructive steps toward building a new future.

Response:

Until fall 2002, the presidents of the academic and classified senates of both colleges and representatives from all bargaining units participated in docket meetings held by the chancellor three days before publication of the board meeting agenda. The chancellor then changed this procedure so that these groups would no longer attend the chancellor's docket meetings, but meet instead with their respective college presidents during newly-instituted presidents' docket meetings held nearly two weeks prior to agenda publication. Agenda items proposed by Saddleback College or the district offices were placed in a notebook in the college president's office for review. The revised procedure was intended to provide more time for review and input from the senate and bargaining units, but these groups protested the loss of direct input into the development of the board agendas that they had previously enjoyed at the chancellor's docket meetings.

In general, the revised process has worked well as related to specific college issues. However, the change has created the concern among the presidents of the academic senate and bargaining units that opportunities to review and discuss items of common district wide significance have been diminished. The format of the chancellor's docket meetings is still being discussed.

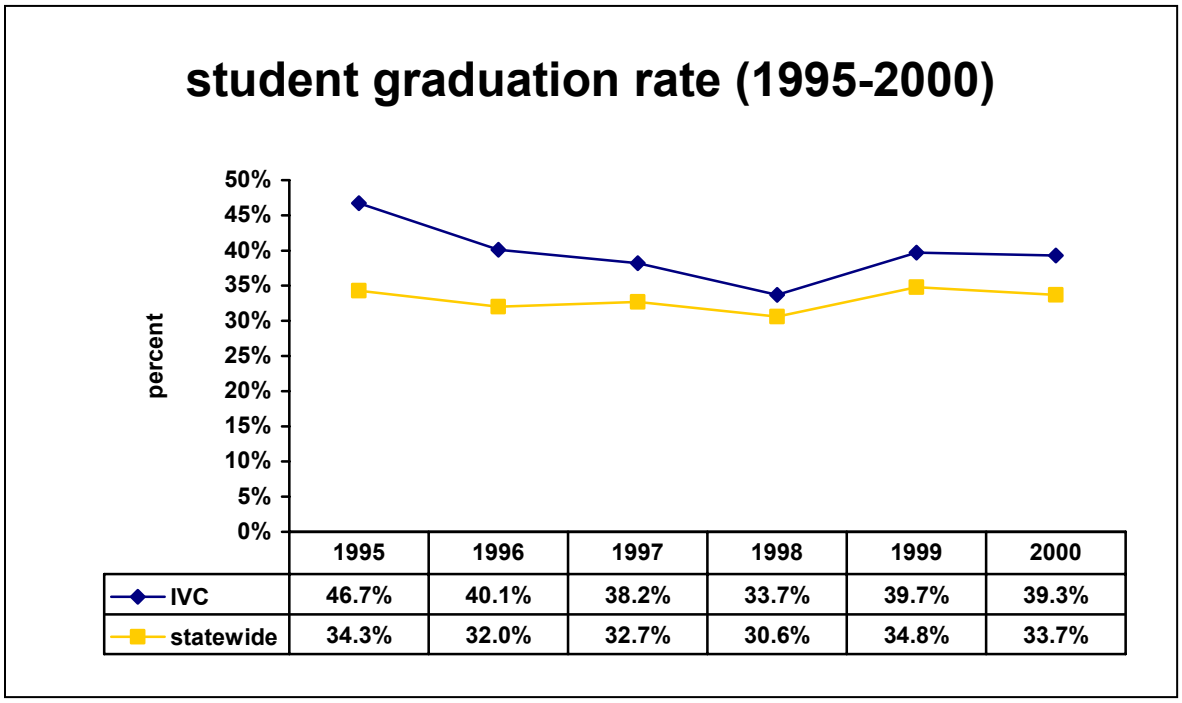
In addition, the college and academic senate presidents, and all of the governance groups have discussed and resolved issues of importance in several venues that have been established, including the presidents council, all-college meetings, college leadership council, academic senate, and executive council meetings. All constituents are making progress in resolving their differences. The use of established forums to discuss issues of importance is a process that is working for Irvine Valley College.

Longitudinal Student Achievement Data

IVC student graduation rate

The longitudinal data (1995-2000) presented below for IVC's student graduation rate is derived from the completion rate data collected and published historically through the federally mandated "Student-Right-To-Know" (SRTK) public disclosure program. The SRTK is a cohort study of a group of first-time freshmen, enrolled full-time, who are seeking a degree. The SRTK completion rate measures the number of students in the cohort who earn either a degree, a certificate, or who successfully complete a two-year equivalent transfer-preparatory program.

SRTK rates are derived and reported yearly on the IPEDS-GRS (Integrated Postsecondary Educational Data System-Graduation Rate Survey). They can be accessed online at http://www.cccco.edu/divisions/tris/mis/srtk.htm.



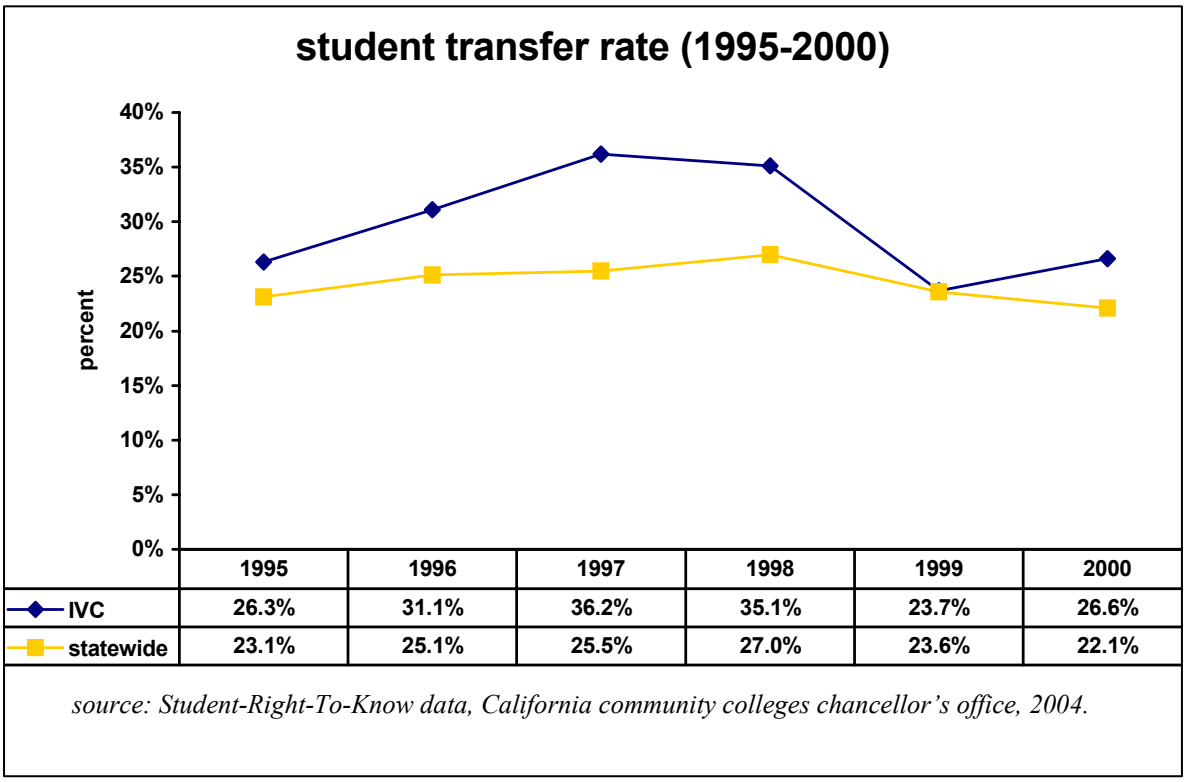
	1995	1996	1997	1998	1999	2000
IVC	46.7%	40.1%	38.2%	33.7%	39.7%	39.3%
statewide	34.3%	32.0%	32.7%	30.6%	34.8%	33.7%

source: Student-Right-To-Know data, California community colleges chancellor's office, 2004

IVC student transfer rate

Longitudinal data (1995-2000) for IVC's student transfer rate also comes from annually derived and published SRTK rates reported on the IPEDS-GRS (Integrated Postsecondary Educational Data System-Graduation Rate Survey). The transfer rate is the second component of the SRTK data, and represents the total percentage of cohort non-completers who enrolled in another institution.

California community college transfer students receive first priority over other transfer applicants to UC and CSU, including applicants from four-year colleges and intercampus transfers. Nearly 90% of all transfer students at UC and CSU started out at a California community college.



	1995	1996	1997	1998	1999	2000
IVC	26.3%	31.1%	36.2%	35.1%	23.7%	26.6%
statewide	23.1%	25.1%	25.5%	27.0%	23.6%	22.1%

source: Student-Right-To-Know data, California community colleges chancellor's office, 2004.

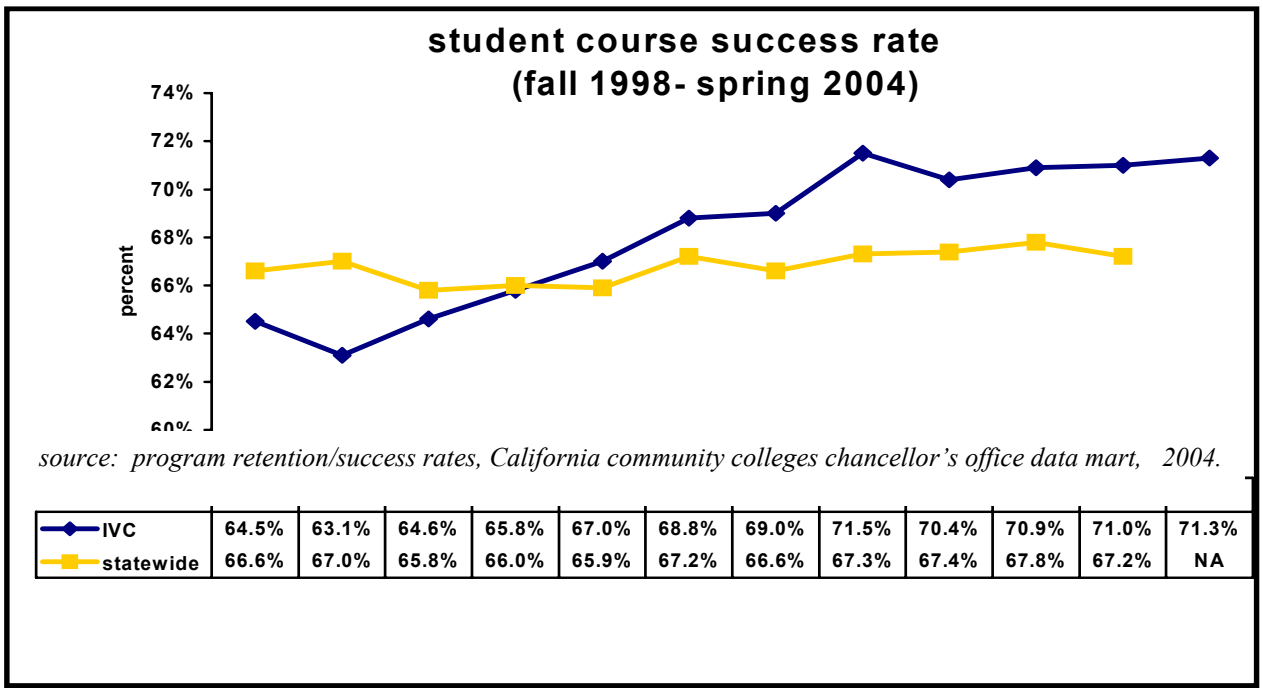
IVC student course success rate

This report presents student course *success* because it is a more relevant and significant measure of student achievement than mere course *completion*. The longitudinal data shown below (fall 1998-spring 2004) reflects the rate of student "success in a course with an A, B, C, or CR grade notation." This definition of course success comes from the RP Group (Research and Planning Group of California Community Colleges).[1]

The success rate is calculated as the percentage of the total number of students (duplicated) with A, B, C, and CR grades divided by the total number of students (duplicated) with A, B, C, D, F, CR, NC, W, and I grades.

Summer session data is also available, but has not been included due to the anomalous nature of summer enrollment trends.

This data can be found online at (http://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm).



source: program retention/success rates, California community colleges chancellor's office data mart, 2004.

	f98	s99	f99	s00	f00	s01	f01	s02	f02	s03	f03	s04
IVC	64.5%	63.1%	64.6%	65.8%	67.0%	68.8%	69.0%	71.5%	70.4%	70.9%	71.0%	71.3%
statewide	66.6%	67.0%	65.8%	66.0%	65.9%	67.2%	66.6%	67.3%	67.4%	67.8%	67.2%	NA

f = fall semester
s = spring semester

IVC retention rate

The course retention rate represents the total number of students retained in courses to the end of the term with a grade of A, B, C, D, F, CR, NC, or I. The retention rate is "the percent of students retained in courses out of total enrolled in courses."[1] It is calculated by dividing the number of students (duplicated) with A, B, C, D, F, CR, NC, or I grades by the number of students (duplicated) with A, B, C, D, F, CR, NC, W, or I grades. This data can be accessed at http://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm. Despite the availability of data for the summer sessions, it has not been included due to the anomalous nature of summer enrollment trends.

IRVINE VALLEY COLLEGE
student retention rates (percent)

program type	1998		1999		2000		2001		2002		2003		2004
	f	s	f	s	f	s	f	s	f	s	f	s	s
biological sciences	82.3	_	83.5	83.3	85.3	80.8	88.8	86.6	89.5	89.4	89.2	88.0	90.6
business and management	84.7	_	86.5	85.8	89.1	88.3	91.5	89.1	91.4	92.2	92.5	91.9	91.6
communications	77.6	_	93.8	87.8	87.9	96.9	100.0	94.7	94.1	93.9	100.0	92.9	
computer and information sciences	87.2	_	84.5	85.3	87.3	91.9	90.7	88.0	93.5	92.5	92.7	93.4	93.3
consumer education and home economics	83.7	_	87.3	95.4	93.4	92.7	94.0	97.4	95.5	95.7	93.9	96.2	95.9
education	91.6	_	91.2	92.0	93.2	91.8	93.6	93.4	93.5	96.0	95.9	94.9	96.0
engineering and related industrial technology	94.5	_	91.4	91.4	90.2	85.0	93.1	90.4	93.1	93.0	92.8	97.1	89.5
fine and applied arts	88.6	_	88.1	88.6	88.8	88.9	91.8	91.8	92.8	91.9	93.9	95.2	93.2
foreign language	77.5	_	80.4	85.9	88.3	80.5	88.2	87.9	90.6	90.5	90.9	91.3	92.7
health	96.4	_	86.1	82.4	86.2	90.3		87.7					
humanities	78.6	_	82.2	80.2	83.0	81.7	87.1	85.4	89.6	87.6	89.7	88.7	90.0
interdisciplinary studies	87.9	_	86.9	82.1	87.3	86.1	91.4	88.0	90.8	91.6	91.3	91.9	90.7
mathematics	78.4	_	78.2	78.7	79.9	78.4	87.3	82.4	86.8	86.3	84.1	83.7	85.6
physical sciences	80.0	_	83.3	83.6	82.8	83.6	83.0	86.2	87.6	89.8	91.4	88.9	90.4
psychology	75.5	_	83.6	84.8	87.5	85.3	87.6	89.7	90.7	93.2	92.9	90.3	89.9
public affairs and services	78.1	_	97.5	78.7	86.7	91.9	94.6	84.6	94.8	95.3	96.6	95.1	92.7
social sciences	80.8	_	81.9	82.6	84.2	84.6	88.0	87.6	89.7	90.0	90.6	90.2	91.5
total	**83.3**	_	**86.3**	**84.3**	**86.6**	**85.7**	**89.7**	**88.3**	**90.8**	**91.1**	**91.2**	**91.1**	**91.4**

source: program retention/success rates, California community colleges chancellor's office data mart,2004.

f = fall

s = spring

number of degrees and certificates awarded

Irvine Valley College awards both AA (Associate in Arts) and AS (Associate in Science) degrees. The college offers a choice of 37 different majors in the liberal arts and sciences for the AA degree, and 27 majors for the AS degree, as described in the college catalog.

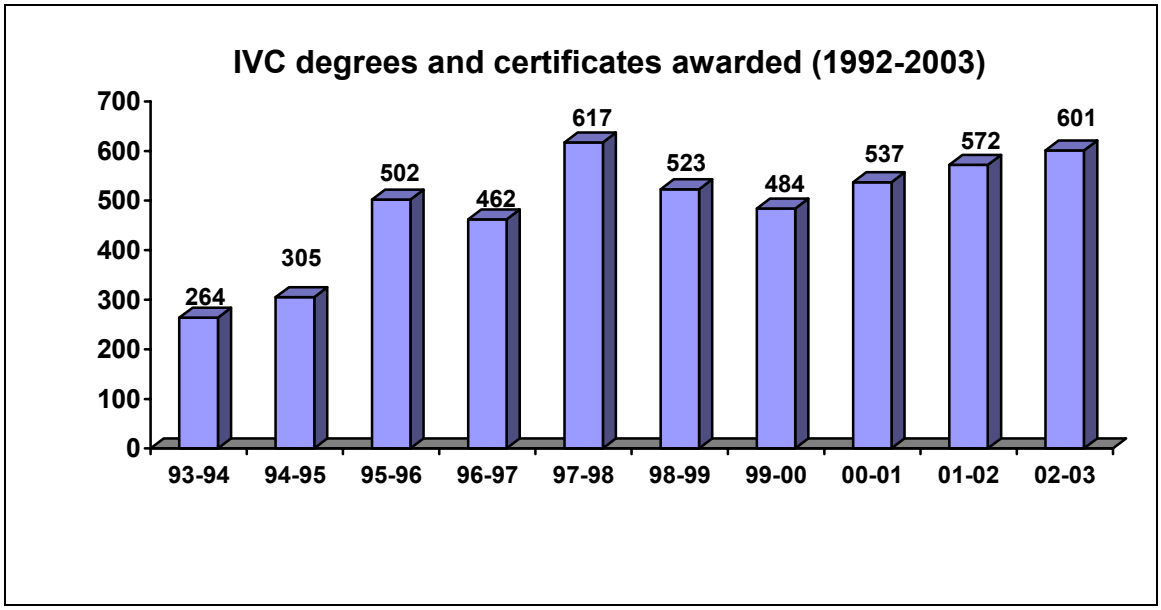
Irvine Valley College also awards certificates in the technological, applied, and business sciences to students who complete the courses specified for each program.

IVC longitudinal data (1992-2003) for numbers of degrees and certificates has been obtained from the California community colleges chancellor's website, at (http://misweb.cccco.edu/mis/onlinestat/awards.cfm). Detailed data on degrees and certificates at the program level can also be found there.

Irvine Valley College - degrees and certificates (cumulative) (1992-2003)

all programs	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
AA (Associate of Arts) degree	92	194	202	393	324	408	342	350	388	425	478
AS (Associate of Science) degree	45	70	49	59	66	77	80	58	62	83	56
6 to 18-unit certificate										1	
18 to 30-unit certificate			54	50	70	132	101	76	86	46	58
30 to 60-unit certificate					2				1	17	9
grand total	**137**	**264**	**305**	**502**	**462**	**617**	**523**	**484**	**537**	**572**	**601**

source: California community colleges chancellor's office, data mart, 2004

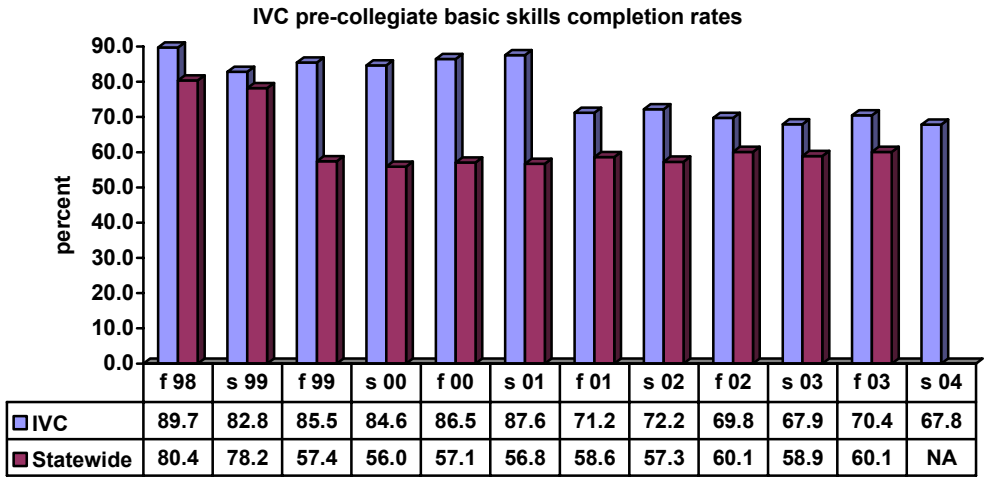


source: California community college's chancellor's office, data mart, 2004.

IVC pre-collegiate basic skills completion rates

Pre-collegiate basic skills courses are "those courses in reading, writing, computation, and English as a second language which are designated by the community college district as non-degree credit courses" pursuant to section 55002(b) of title 5 of the California code of regulations.[2]

IVC's longitudinal data (Fall 1998 – Spring 2004) for pre-collegiate basic skills completion rates can be obtained at http://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm.



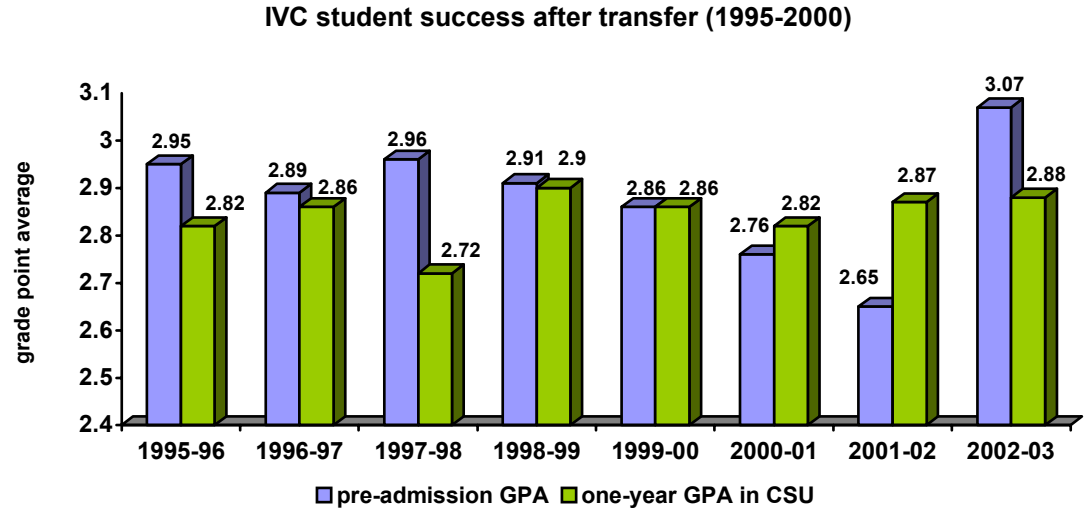
	f 98	s 99	f 99	s 00	f 00	s 01	f 01	s 02	f 02	s 03	f 03	s 04
IVC	89.7	82.8	85.5	84.6	86.5	87.6	71.2	72.2	69.8	67.9	70.4	67.8
Statewide	80.4	78.2	57.4	56.0	57.1	56.8	58.6	57.3	60.1	58.9	60.1	NA

source: program retention/success rates, California community colleges chancellor's office data mart, 2004

IVC student success after transfer

Post-transfer success data for Irvine Valley College students has been obtained from the CSU system-wide division of analytic studies. This entity collects and publishes student demographic and achievement data on each California high school and community college that sends at least five of its students on to the CSU system. The analytic studies division prepares an academic performance report for each institution, highlighting the academic performance of their students in the first year at CSU.

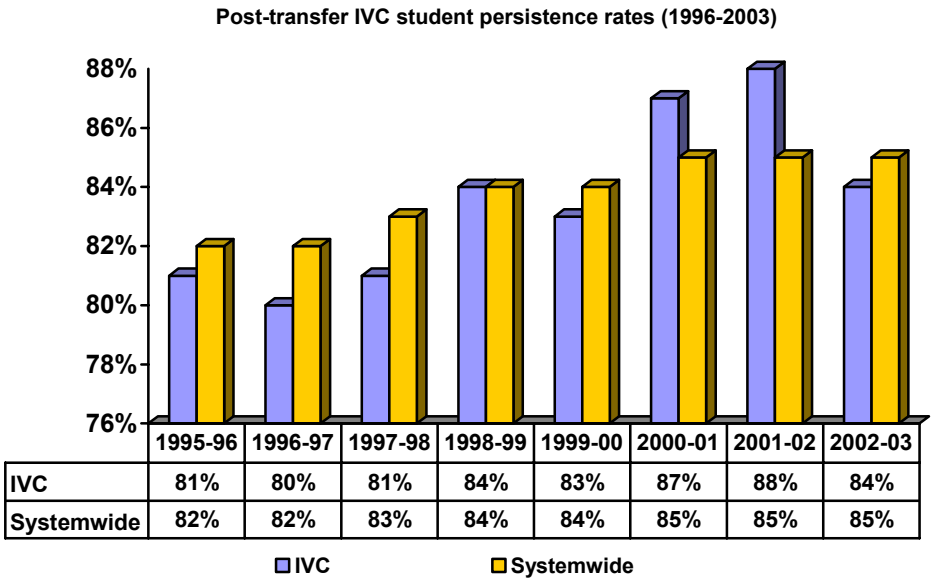
The chart below compares pre-admission and post-one year grade point averages for Irvine Valley College transfer students/graduates in the CSU system.



source: academic performance reports, CSU division of analytic studies. 2004

IVC post-transfer student persistence rates

The CSU analytic studies division also prepares data on post-transfer student persistence or continuation rates within the CSU system. Student continuation or persistence rate is defined as the percentage of a school's graduates/transfer students re-enrolling at CSU campuses in the following fall term (i.e. continuing from a previous fall term).



	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
IVC	81%	80%	81%	84%	83%	87%	88%	84%
Systemwide	82%	82%	83%	84%	84%	85%	85%	85%

source: academic performance reports, CSU division of analytic studies. 2004

Supporting Documentation
Longitudinal Student Achievement Data

[1] the research and planning group for California community colleges, operational definitions
[2] section 55002(b) of title 5 of the California code of regulations

Summary of Work on Student Learning Outcomes

As more fully explained in the self-evaluation section of this report under Standard II, Irvine Valley College has developed extensive student learning outcomes at the course level. Currently, the college does not have a fully established or fully implemented research agenda to develop and assess the achievement of student learning outcomes for the program, degree and certificate, or institutional level. Due to recent structural changes in the college's research and planning office, there has been an unavoidable delay in the planning and implementation process.

Nonetheless, since 2002, Irvine Valley College has done a significant amount of preliminary groundwork toward formulating a comprehensive institutional framework for the development, implementation, and assessment of student learning outcomes at these levels.

The college's overall commitment to this undertaking is effectively demonstrated by its active and holistic involvement in the preparatory training workshops that were sponsored by the RP Group (Research and Planning Group) of California community colleges in collaboration with a number of other statewide community college organizations.[1] In order to gain maximum benefit from this learning opportunity, several teams comprised of the college's faculty, administrators, researchers, and planners were sent to attend the student learning outcome workshops that were held at various statewide locations between fall 2002 and fall 2003.[2] These workshops were led by California community college practitioners, most of who had prior experience in the development of student learning outcomes and assessment tools. Much of the college's preliminary effort in this direction has been based on the cumulative training received in these workshops.

IVC's student learning outcomes work plan

In early 2002, the college's office of research, planning and grants developed a general blueprint (still in draft form) for the identification and development of student learning outcomes and assessment tools.[3] This draft outlines the specific role of: the institution; its various schools, divisions, and departments; faculty; administrators as well as the crucial research, planning, and grants office in the development of student learning outcomes. It identifies the general areas, in both soft and hard skills, for assessment of a student's ability to understand, perform, demonstrate capabilities, and develop a perspective.

The draft also provides a list of activities to be used as a guideline for all parties involved in this development process. Some of these include:

- the development of common definitions of student learning outcomes at all levels
- integration of learning outcomes into curricula
- establishment of new assessment methods

- articulation with other interrelated systems such as K-12, four-year colleges, other community colleges, and employers
- promotion among students of active learning models; critical, creative and reflective thinking; clear and original communication situations; interactions with diverse and complex environment
- creation of focus groups to develop learning outcomes for the course, program, and overarching college levels

IVC's pilot studies and workshops on student learning outcomes

Irvine Valley College has also conducted pilot studies and workshops on student learning outcomes. Results of the pilot studies have been shared with fellow researchers and practitioners both within the college and externally.[4] These results will also be used in the further development of student learning outcome studies at the college. Irvine Valley College has also developed a special workshop on learning outcomes assessment in student services.[5] This work has been showcased in workshops both within and outside the college. Details of some of these preliminary efforts are presented below:

1. The psychology department at Irvine Valley College began its work on the student learning outcomes study[6] in spring 2003. The initial part of the study involved a review of accreditation standard two, psychology course outlines, the college mission statement and the American Psychological Association's guidelines describing what a student having a BA in psychology ought to know and be able to do as a consequence of coursework. Of the six student learning outcomes that were initially identified through this process, the department chose to focus on the top three. These were: "upon completion of introductory psychology, the student should be able to:

- explain why psychology is a science and not a pseudo-science;
- describe the major theoretical perspectives in psychology; and
- describe the basic structure and functioning of the brain and nervous system.

These broad objectives were then used as the basis for more specificated student learning outcomes. In order to asess student learning on the basis of these specified outcomes, all instructors teaching the introductory course administered the same 30 objective questions and three short answer essay questions to their students during the final exam. In spring 2004, the results were evaluated and it was found that students performed poorly on the top learning outcome, but did fairly well on the remaining two. The questions were redesigned to improve assessment of the learning outcomes, this time including all six learning outcomes.

The learning outcomes study had a very positive impact on the overall pedagogical approach of the psychology department. Different teaching strategies were developed for teaching student learning outcome #1 in the introductory psychology course. Later

assessments of the students showed a very positive result from the new teaching strategies.

Furthermore, work on the student learning outcomes has encouraged faculty to focus on the main reason that they chose their profession – teaching *and learning.* Faculty now see the benefits of pre- and post-testing students. This is especially important because students enter a program with different levels of preparation and skills. As a consequence of identifying and assessing learning outcomes, substantive improvements in teaching and learning are beginning to occur.

2. Similarly, the Spanish department at Irvine Valley College conducted a pre- and post-survey assessment of specified student learning outcomes in Spanish I.[7] During the summer 2003 term, students enrolled in Spanish I completed surveys during the first week and the fifth week of class. The surveys asked students to respond to established learning outcomes of the course and investigated their growing involvement in use of the Spanish language. The purpose of surveying students at the start of the term was to determine their baseline achievement levels. Comparative data collected at the end of the term provided the faculty with insight on how well those learning outcomes had been achieved.

Supporting Documentation
Summary of Work on Student Learning Outcomes

[1] calendar of RP Group workshops
[2] registration materials for RP Group workshops
[3] draft strategic plan for the development of IVC student learning outcomes and assessment tools
[4] IVC workshop presentations on student learning outcomes
[5] workshop presentation on assessing learning outcomes in student services
[6] student learning outcomes study by psychology department, Irvine Valley College, 2003
[7] student learning outcomes study by Spanish department, Irvine Valley College, 2003

ABSTRACT OF THE REPORT

STANDARD I—Institutional Mission and Effectiveness

Irvine Valley College opened in 1979 as Saddleback College North, became a separate California community college in 1985, and currently serves 13,000 students in southern Orange County.

The college revised its published mission statement in February 2004 to more clearly define its intended student population: students seeking to transfer, enhance career skills, obtain a degree or certificate, or improve basic skills. The college serves its students through a wide range of learning programs and services that implement its mission. A formal mechanism for regular review of the mission statement needs to be developed.

A strategic planning process has been established involving the participation of all college personnel in the development of annual goals and action plans. These goals are reviewed for consistency with the college's mission statement, and are integrated into the institutional planning process. In 2002-2003, the goals and action plans focused on improving student learning and access to services. Progress toward the goals is evaluated through reports submitted in the middle and at the end of each year.

Through the established strategic planning process, staff development activities, curriculum review and development, program review, and academic and classified senates the college maintains an ongoing dialog about continuous improvement of student learning and institutional processes. The college communicates matters of quality assurance to the public through printed and electronic publications such as the *IVC Fact Book.* All learning programs and institutional functions undergo regular program review, with the results used for improvement.

STANDARD II—Student Learning Programs and Services

The college identifies and provides a wide range of instructional programs to meet the varied needs of its students, including basic skills, degree, certificate, and transfer programs offered in traditional and distance modes. Student learning outcomes have been developed for all courses, and are assessed through the grading process. The college plans to develop learning outcomes and competencies for all programs, degrees, certificates, and general education components, along with a research methodology for measuring their achievement and making improvements.

Compliance with established, faculty-driven curriculum processes and state regulations, and with university transfer requirements insures the quality, breadth, and academic rigor of all instructional courses and programs offered by the college. All instructional courses and programs undergo periodic review through the established curriculum and program review processes.

The college provides clear and accurate information about its transfer of credit policies through its catalog, web site, and transfer center. IVC's participation in the California

Articulation Number (CAN) System, and numerous articulation agreements with four-year institutions insure equivalent learning outcomes and smooth transfer. The IVC catalog, published and reviewed annually, provides clear and accurate information about the college's programs and policies, including policies on academic freedom and student academic honesty. The college plans to include in its publications the consequences for academic dishonesty.

IVC provides a full array of quality student support services appropriate to its mission as a comprehensive California community college, each of which is regularly evaluated through the program review process. Since the last accreditation self study, the college has implemented online application and registration, personalized online access to students' scheduling and other information through the MySite web portal, electronic student identification and convenience cards, and cafeteria renovation. Work has begun on automating the scholarship application and recommendation processes to improve student access. To provide access for its diverse student population, the college offers a wide array of financial assistance programs, a childcare center, and programs supporting disabled and under-represented students. The college plans to extend its matriculation, assessment, and orientation programs to support students taking online courses only.

IVC offers programs and services that support and enhance student understanding and appreciation of diversity, including student clubs, multicultural events, an international honors society, and an international students office. The college plans to develop an international student orientation guide.

Admissions and placement instruments are regularly evaluated for effectiveness and freedom from bias through state revalidation.

Student records are maintained securely and confidentially in accordance with district policy, state regulations, and federal law. Since the last accreditation report, the office of admissions and records has implemented a new system for converting paper documents into electronic form.

A 68,000-volume library with 100 computer workstations and 17 online databases supports the college's instructional programs. Students also have full access to the resources of the Saddleback College library. The college participates in an annual library data survey by the state chancellor of community colleges, and will incorporate this data into plans for future improvements.

IVC also maintains a peer-tutoring center, humanities learning center, computer center, math tutorial center, art gallery, digital graphics lab, and photography lab. These facilities are staffed by knowledgeable instructors who assist students.

STANDARD III—Resources

The college employs qualified personnel—112 full-time and 275 adjunct faculty, as well as 10 administrators, 15 classified leaders, and 133 classified employees—to serve its 13,200 students.

Criteria for selection of faculty are determined by state minimum qualifications and local need, and clearly published in advertised job descriptions. Employment procedures ensuring fairness and confidentiality are set forth in district policies and regulations, with applicants interviewed by representative hiring committees. Each year, the academic senate and college president collaboratively develop a prioritized list of needed faculty positions. A similar process applies to the hiring of classified employees. The academic senate and administration have developed a new formula for determining the number of librarians, counselors, and learning center faculty positions needed, to be implemented in 2005-2006.

All personnel are evaluated periodically using written criteria related to effective performance and intended to encourage improvement. The college will strive to include effectiveness in producing learning outcomes in its negotiated evaluation criteria.

The district upholds a written code of professional ethics for all its personnel as set forth in several board policies.

To ensure employment equity and diversity consistent with its mission, the college follows a district-wide equal opportunity employment plan. This plan, which contains notification and complaint procedures and a training process for all selection committees, is re-evaluated every three years. The diversity of IVC's staff fairly closely reflects that of its student population.

The college offers its employees professional development opportunities at the beginning of each of the fall and spring semesters (flex week), and throughout the year. Workshops are offered on a variety of topics including safety, computer skills, curriculum, sexual harassment, retirement, and personal health. All staff development activities are evaluated and the results used as the basis for improvement.

The college's overall strategic planning process integrates human resource planning. Goals and action plans requiring additional staff are identified and processed through the established faculty and classified hiring processes.

IVC's maintenance and operations department maintains the Irvine campus where most of the college's programs and services are offered. Instruction is offered through the emeritus program at 19 off-campus sites, which are maintained locally and regularly inspected by the IVC director of emeritus programs. The college's facilities are included in the district's five-year scheduled maintenance plan.

An integrated educational and facilities master plan guides the future development of the college through build-out of its 100-acre campus. The district five-year construction plan supports the facilities portion of the master plan, and is submitted annually for funding from state and local sources. The IVC performing arts center is the next project listed on the prioritized five-year construction plan, with completion expected in 2005-2006.

Since the last accreditation report, the college has greatly expanded its use of technology to support student learning programs and services, and to improve institutional

effectiveness. Students can now register for classes online, access information about the college through the IVC web site, take online classes, and access their class schedule and other information through MySite, a personal web site automatically created for each enrolled student. Email communication has virtually eliminated printed memoranda on campus, and an electronic accounting system has eliminated printed requisitions. An institutional technology committee plans the acquisition and distribution of equipment, and technology planning is integrated into institutional and fiscal planning.

The advanced technology department staff, including an applications specialist, an instructional designer, and an assistive technology specialist, provide quality training in the use of informational technology through workshops offered to staff and students.

Funds coming into the district are allocated among the district and college components based on the recommendations of a representative district resource allocation committee. This committee recently adjusted its allocation formula to provide IVC a more equitable share of total district funds.

IVC's financial planning is integrated with and supports institutional planning, including instructional, student services, and facilities planning. The college needs to ensure that financial estimates are included in each of the goals and actions plans developed through its annual strategic planning process.

To ensure that institutional planning is based on realistic financial assumptions, the district resource allocation and college budget committees closely monitor district attendance reports and projected state budgets. Funding received from excess local tax revenue ("Basic Aid"), in excess of normal state apportionment, is used for one-time expenditures only and not for operating budgets. College budget development considers projected changes in salaries and benefits and multiple-year commitments. The district maintains a 6.5% contingency reserve. The college has consistently maintained a positive ending balance since the 1999-2000 fiscal year.

Financial information is made available through a representative financial advisory committee. A new automated accounting system, ESCAPE, also aids in the dissemination of timely budget information.

Established district and college procedures, state reporting requirements, the automated accounting system, and an annual independent comprehensive audit help ensure effective oversight of all finances. Although the college informally evaluates and improves its financial management processes, it plans to develop a formal evaluation and improvement process.

STANDARD IV—Governance and Leadership

The college seeks to create an environment of personal empowerment, innovation, and excellence by encouraging individuals to take initiative in improving practices, programs, and services.

Faculty members have a clearly defined role through contractually-required participation in representative shared governance committees, and through the academic senate. State regulation and board policy delegate authority to the academic senate in eleven specified areas, including curriculum, degree requirements, grading policies, and program review. The senate and its standing committees develop policy recommendations in these areas. The senate president participates in the president's council, a representative body that considers college issues of general interest and reviews and approves agenda items submitted to the board of trustees. Unfortunately, the district has imposed a 2% budgetary limit on funding for faculty participation in shared governance activities, which falls more heavily on IVC as the smaller of the two colleges. The college plans to seek reconsideration of the 2% limit.

College administrators and managers serve on representative governance committees, including the president's council, the college leadership council, the president's executive council, the instruction/student services council, the instructional deans council, and the student services managers. Classified staff members participate in college governance through the representative committees and the classified senate as provided by board policy.

The Associated Student of Irvine Valley College (ASIVC) is recognized as the official voice of students in college governance, with representation on representative governance committees and a student member of the district board of trustees.

Over 24 governance committees have proliferated over the years, and the college president and vice president of instruction are collaborating with the academic senate to reduce the number and improve the effectiveness and focus of these committees.

Compared with the last accreditation report, a greater percentage of staff and students surveyed believe that they effectively share in the governance of the college.

The district is governed by a seven-member elected board of trustees serving four-year staggered terms and accountable to the voters of the district. The board has ultimate responsibility under state law for educational quality, legal matters, and financial integrity.

The board approves mission statements for the district and college, and promulgates published policies to implement these mission statements, as well as policies relating to its duties, responsibilities, and operating procedures. These board policies are regularly evaluated and revised. Since the last accreditation report, numerous board policies have been revised. The academic senates challenged the district on the process used to modify a hiring procedure (not in board policy), asserting that the change required mutual agreement between the district and senates. A court ruled that mutual agreement was not required, but stayed the new hiring policy for 90 days and ordered settlement discussions between the parties. A revised policy emerged from the discussions, and the stay was lifted. The case is currently in appeal.

The board has established development and orientation programs, and a published code of ethics. However, it lacks a published self-evaluation process. The board is informed about the accreditation process, having received draft copies of the colleges' accreditation reports at its April and May 2004 meetings.

Under district policy, the board selects the chancellor and delegates to him or her full authority and responsibility for implementing its policies. District policies and hiring procedures also include clearly defined processes for selecting and evaluating the college presidents.

The college president manages the college's administrative structure by delegating authority to operational units appropriate to the institution's mission, size, and complexity, including instruction, student services, facilities, police, and budget. The college president guides institutional improvement through the strategic planning process, president's council, enrollment management committee, research advisory committee, and bi-annual planning retreats. The president is responsible for the college budget, and compliance with laws and regulations. Since the last accreditation report, the college has hired a budget manager who reports to the president. Since 1999-2000, the college has ended each fiscal year with a positive budget balance. The president maintains contact with the community through membership in local chambers of commerce and the Irvine exchange club, and through collaboration with the Irvine, Tustin, and Laguna Beach school districts.

The district provides centralized information management, human resources, and business services to the college. Funding is allocated among the district and colleges through the DRAC process. Under board policy, the district chancellor serves as liaison between the colleges and the board of trustees. The chancellor consults with the colleges in developing the district's goals and objectives. Since the last accreditation report, the board has reviewed its policies, revising more than 50 of them, and making technical revisions to over 100 others.

ORGANIZATION FOR THE SELF STUDY

In December 2002, the college president and academic senate president collaborated to develop a process for the current self study. In accordance with this process, the college formed an oversight committee and four representative teams, each assigned a specific accreditation standard. The accreditation oversight committee, co-chaired by the vice president of instruction and a representative of the academic senate, consisted of the co-chairs of each standard committee as well as other representatives of the college community. It was charged with ensuring that the process included all college constituent groups and fostered an open and supportive environment for input from all sectors of the college. The committee placed special emphasis on requiring that the process, meetings, and all reports resulting from this process be made public and available to all of its members. Accordingly, an accreditation intranet site was established (https://intranet.ivc.edu/Accreditation/default.aspx). The college established an access button on its home page (http://www.ivc.edu) to facilitate access to this intranet site.

Included on this site is information about the accreditation commission, new accreditation standards, a letter from the Western Association of Schools and Colleges accepting IVC's 2001 midterm report, the 2001 midterm report, and the 1998 accreditation self-study report. The intranet site provided drafts of the self-study report as they became available.

In addition, drafts of each standard report were directly emailed to all members of the college community in February 2004, and also placed in convenient locations across the campus. The campus community was invited to review these documents and to submit any comments and suggestions to the co-chairs of the accreditation self-study committee. These suggestions were reviewed by the co-chairs and where determined appropriate, incorporated into the final document. The accreditation report was submitted to the chancellor for review and transmittal to the board of trustees as an informational item at the April 26, 2004 board meeting. The finalized report was submitted to the board of trustees on May 24, 2004, and approved for submission to the accreditation commission.

accreditation oversight committee	
name	**representing**
Greg Bishopp	faculty, standard I co-chair
Miriam Castroconde	faculty, standard II co-chair
Nelson Cayabyab	classified management, standard IV co-chair
Ray Chandos	faculty, self-study co-chair
Susan Corum	administration, standard II co-chair
Ann Doty	classified management, research director
Walt Floser	faculty, standard IV co-chair
Antoinette Geldun	faculty
Beth Mueller	classified management, standard III co-chair
Linda Renne	classified
Donna Sneed	classified management
Kiana Tabibzadeh	faculty, standard III co-chair
Gwen Vendley	administration, standard I co-chair
Dennis White	administration, self-study co-chair

standard I team	
name	**representing**
Dave Anderson	classified management
Greg Bishopp	faculty, co-chair
Bill Christiansen	classified management, IVC foundation
Carmelle DeJean	students
Mark Godding	classified, public information office
Vern Hodge	administration
Ellie Kato	classified
Kent Madole	faculty
Becky Thomas	classified management
Kari Tucker	faculty
Gwen Vendley	administration, co-chair

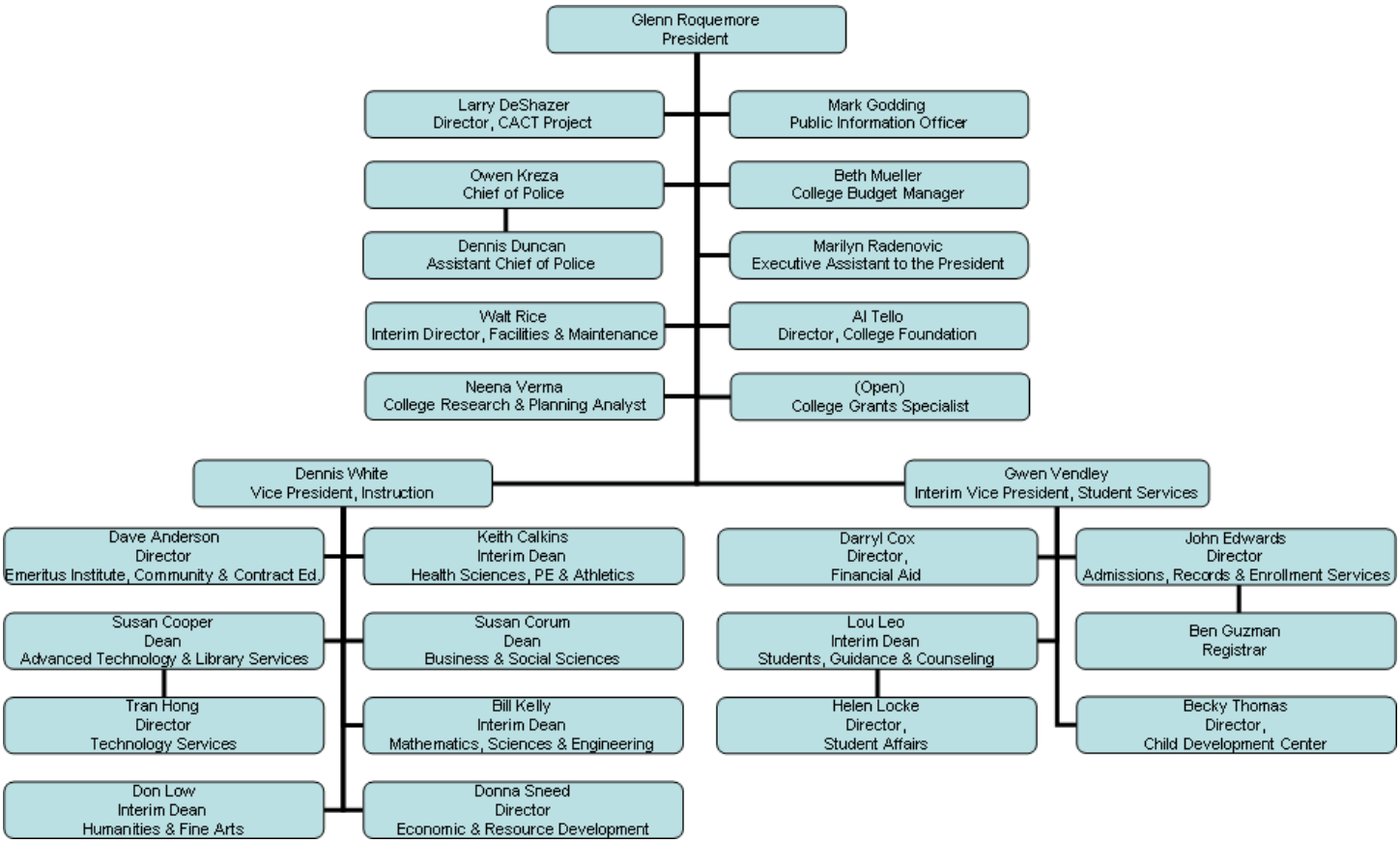
standard II team	
name	**representing**
Miriam Castroconde	faculty, standard II co-chair
Susan Corum	administration, standard II co-chair
John Edwards	classified management
Ben Guzman	classified
Erika Hernandez	classified
Ruth Jacobson	administration
Helen Locke	classified management
Delvia Logan	students
Daniel Luzko	faculty
Dottie Sherling	faculty
Jayne Sinegal	faculty

standard III team	
name	**representing**
Keith Calkins	administration
Susan Cooper	administration
Larry DeShazer	classified management
Patsy Emmert	classified
Tran Hong	classified management
Jonathan Jacobson	students
Owen Kreza	classified management
Beth Mueller	classified, co-chair
Kiana Tabibzadeh	faculty, co-chair
Edwin Tiongson	faculty
Bob Urell	faculty

standard IV team	
name	**representing**
Dale Carranza	faculty
Nelson Cayabyab	classified management, co-chair
Jamie Cayetano-Smith	classified
Darryl Cox	classified management
Walt Floser	faculty, co-chair
Lewis Long	faculty
Marilyn Radenovic	classified
Sonia Smetanova	students
Dennis White	administration, co-chair

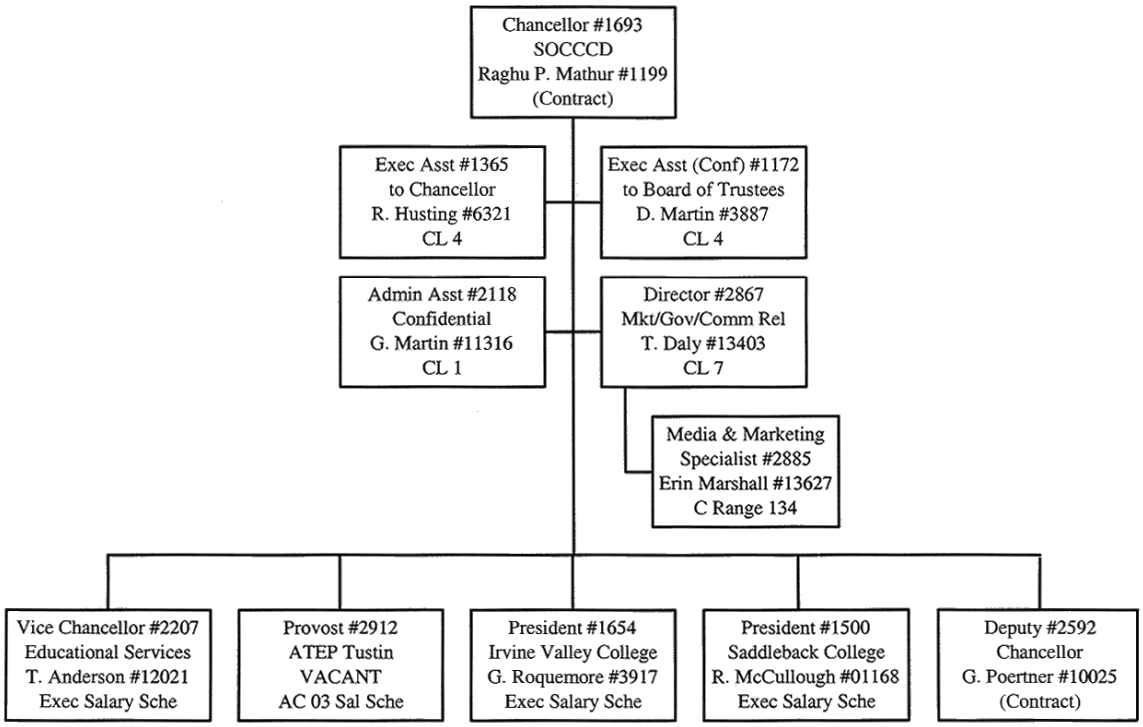
- accreditation commission liaison: Dennis White
- executive assistant to accreditation commission liaison: Jacqueline Franks
- research director: Ann Doty
- research analyst: Neena Verma
- data network support: John Gotthard
- graphic design: Elaine Rubenstein, Mark Pendry
- duplicating: John Fraustro

IRVINE VALLEY COLLEGE (Revised 9/24/2004)

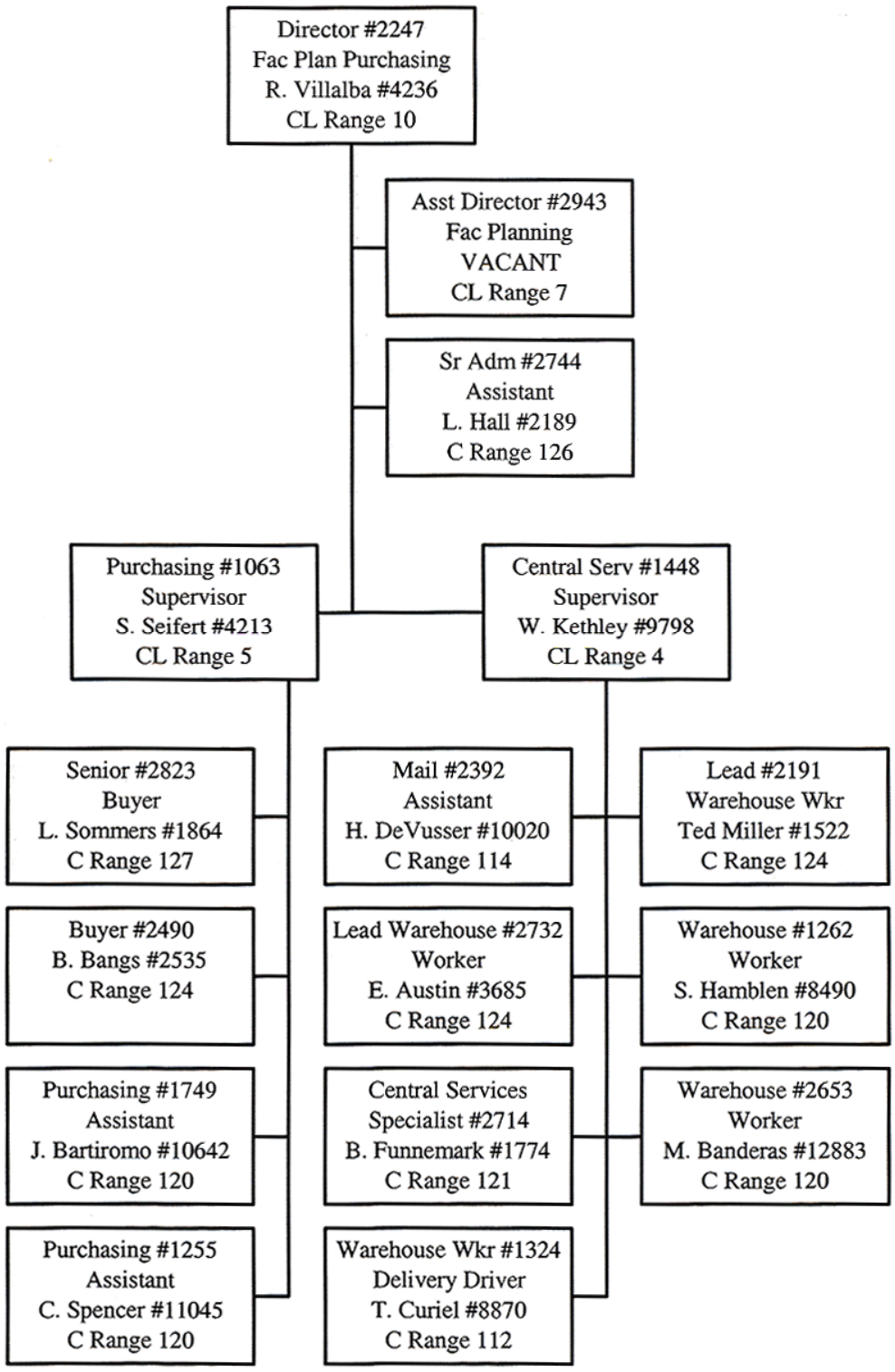


SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

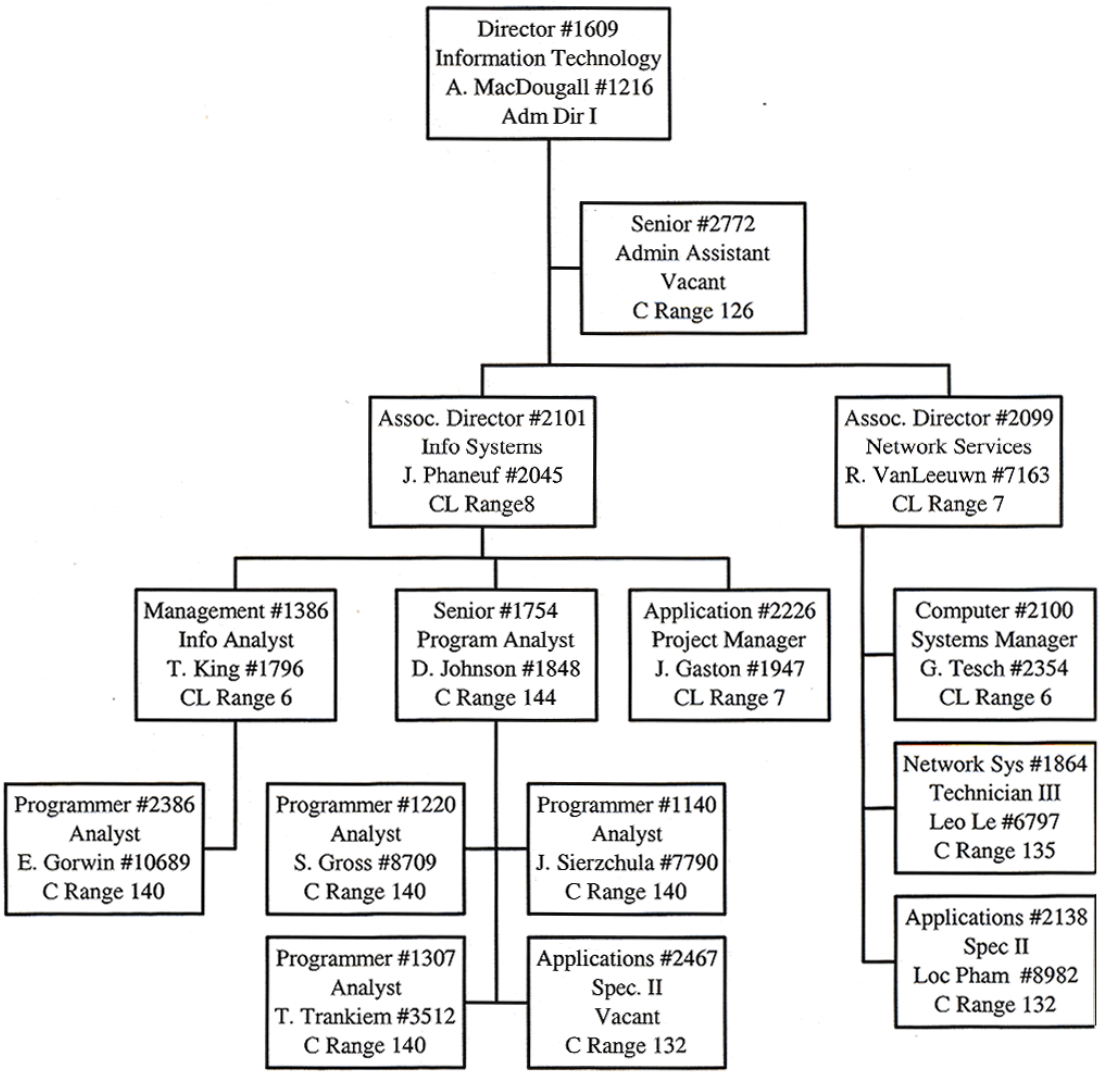
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DISTRICT
Chancellor



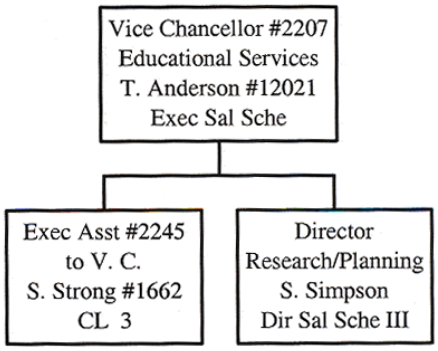
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Facilities Planning/Purchasing - DISTRICT



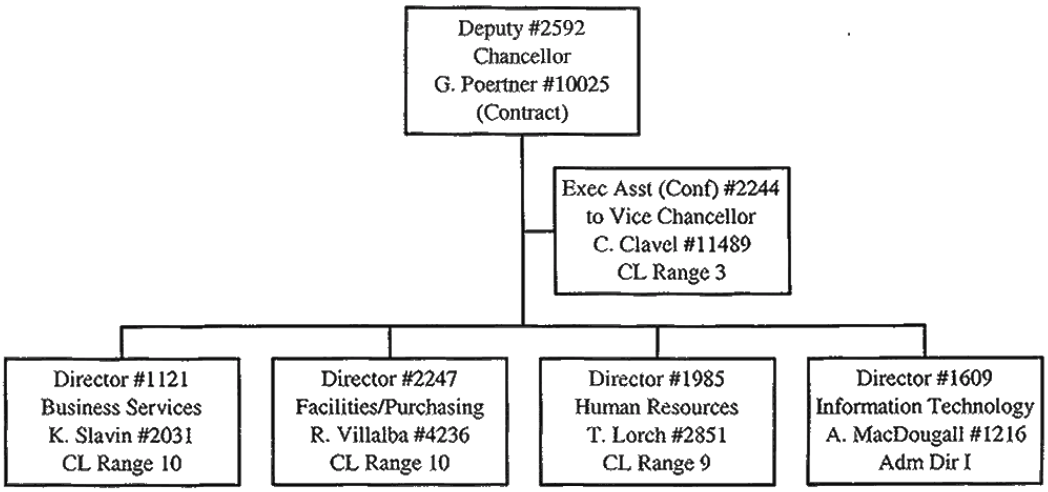
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Information Technology - DISTRICT



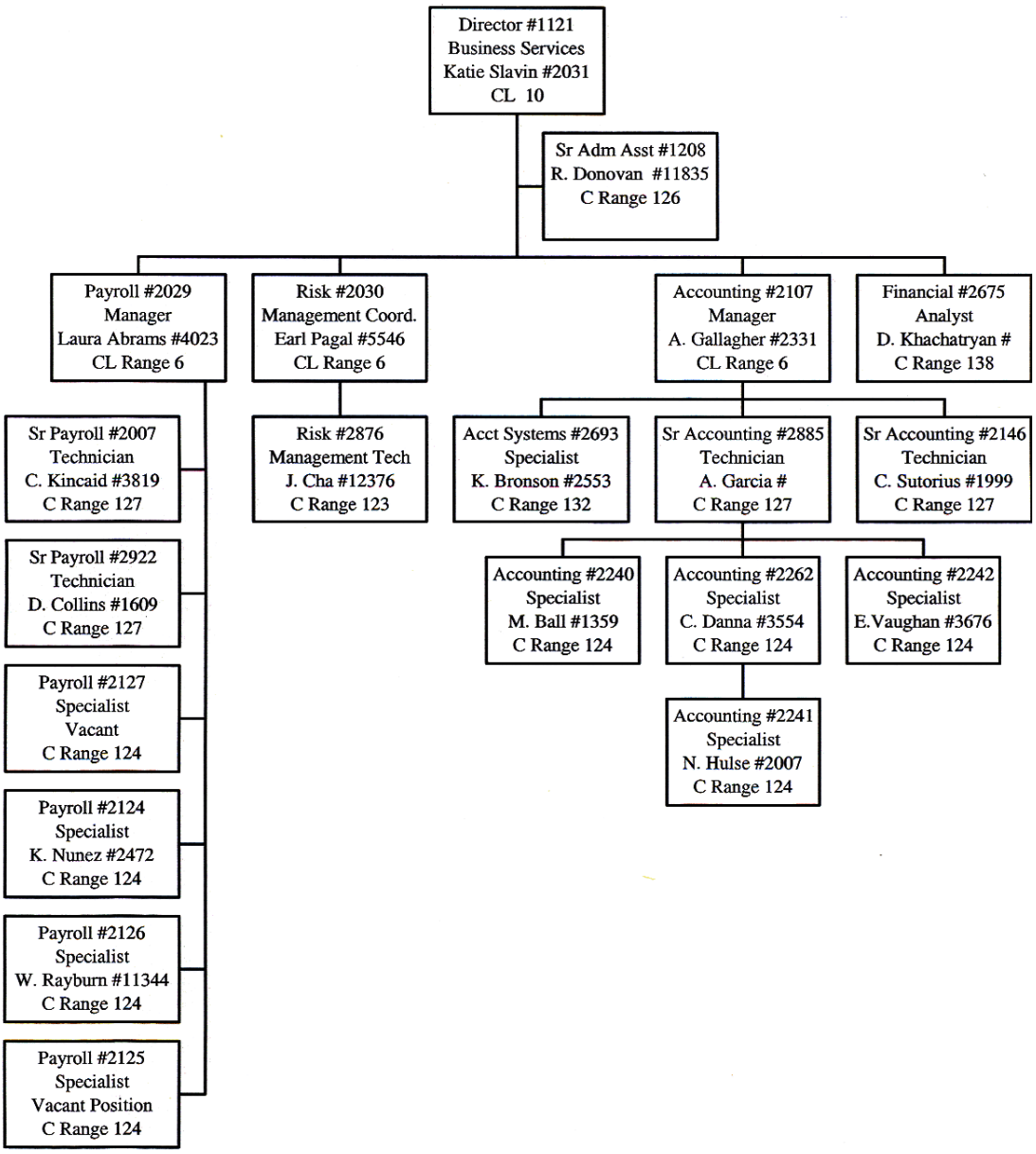
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Educational Services - DISTRICT



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DISTRICT
Deputy Chancellor's Area of Responsibility



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Business Services



CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

IVC's continued compliance with each of the 20 eligibility requirements for accreditation as listed in appendix C of the 2003 self study manual is addressed below.

1. AUTHORITY

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

In California, authorization, licensure, or approval by the appropriate statutory regulatory body is required for private institutions. If incorporated, the institution shall submit a copy of its articles of incorporation.

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

2. MISSION

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

IVC's mission statement appears in the introduction to the college catalog. Its content and approval process are fully discussed below under standard I of this report. The college's mission is appropriate to a degree-granting institution of higher education and the college's students.

3. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution.

The board of trustees of the South Orange County Community College District governs IVC. Under California education code section 70902 and board policies 101-106, the board has authority over and is responsible for the quality and integrity of IVC, and for ensuring that IVC's mission is being carried out. Comprised of seven voting members elected from the communities served by IVC, plus a student trustee, the board's membership is sufficient in

size and composition to fulfill all board responsibilities. The board functions as an independent policy-making body capable of reflecting constituent and public interest in its activities and decisions. None of the board members has any employment, family, ownership, or other personal financial interest in IVC or the district (board policy 1400).

4. CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer who is appointed by the governing board, and whose primary responsibility is to the institution.

IVC's chief executive officer is the college president, Dr. Glenn R. Roquemore, 5500 Irvine Center Drive, Irvine, California, 92618, appointed by the board of trustees in July 2002. Dr. Roquemore is a professional educator employed solely by the college and district, whose primary responsibility is to the college.

5. ADMINISTRATIVE CAPACITY

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

IVC maintains sufficient qualified staff to provide the administrative services necessary to support its mission and purpose. An organizational chart depicting IVC's administration appears above under "organization of the institution." The structure, responsibilities, and sufficiency of IVC's administration are discussed in detail below under standards II and IV of this report.

6. OPERATIONAL STATUS

The institution is operational, with students actively pursuing its degree programs.

IVC is currently operating as a California community college, with students actively pursuing its degree programs. The College's current schedule of classes appears on its web site. Enrollments at IVC have increased from approximately 8,400 in the fall semester of 1990 to over 13,000 in 2003, and over 4,500 degrees and certificates have been awarded since the founding of IVC in 1985.

7. DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

A substantial portion of IVC's educational offerings lead to degrees, as more fully described below under standard II of this report. Over 650 students received degrees in 2003-2004.

8. EDUCATIONAL PROGRAMS

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. At least one degree program must be of two academic years in length.

IVC offers a range of degree programs consistent with its mission as a comprehensive community college and based on recognized higher education fields of study. As explained below under standard II.A, IVC offers 36 different majors leading to an associate in arts degree, and 26 leading to an associate in science degree. All associate degrees require completion of at least 60 units of credit, with most required course work transferable to the University of California (UC) or California State University (CSU) system.

9. ACADEMIC CREDIT

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements should provide appropriate information regarding the award of academic credit.

IVC awards academic credits based on generally accepted practices in higher education. As explained below under standard II.A, all academic courses are regularly reviewed by the college's committee on courses for academic rigor, transferability, and compliance with state regulations. All new courses must be approved by the board of trustees and the state chancellor of community colleges.

10. EDUCATIONAL OBJECTIVES

The institution defines and publishes for each program the program's educational objectives for students.

In its catalog, IVC defines and publishes the educational objectives of each of its programs.

11. GENERAL EDUCATION

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs should be consistent with levels of quality and rigor appropriate to higher education.

Students must complete a substantial component of general education, at least 24.5 units, in order to earn an associate degree at IVC. As more fully described below in standard II.A.3, IVC's general education requirement ensures breadth of knowledge, including demonstrated

competence in writing and computational skills, through course work in eight diverse categories representing major areas of knowledge. Most general education courses required for an associate degree also transfer to the UC or CSU system.

12. FACULTY

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must exist.

IVC employs over 100 full-time faculty to support its educational programs. The college catalog lists the names and degrees of all faculty members. As discussed below under standard III, the responsibilities of faculty are set forth in the certificated employee master agreement and in board policy 4309.

13. STUDENT SERVICES

The institution provides for all of its students appropriate student services and development programs consistent with student characteristics and the institutional mission.

In support of its comprehensive mission, IVC provides appropriate student services and development programs including counseling, matriculation, orientation, financial aid, job placement and transfer assistance, career information, childcare, and support programs for disabled, low-income, and needy single-parent students. IVC's student services are discussed in detail below under standard II.

14. ADMISSIONS

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Consistent with state law and its mission as a comprehensive California community college, IVC admits anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older and shows evidence of being able to benefit from the instruction. High school juniors and seniors may also attend as special part-time students. Students in the 8th grade or under may attend with special recommendation from their school principal and approval of the college (Board Policy 5604).

15. INFORMATION AND LEARNING RESOURCES

The institution owns, or otherwise provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs.

To support its mission and educational programs, IVC provides specific long-term access to information and learning resources and services, including a 38,000-square-foot, 60,000-volume library and information network available to all students and staff. IVC's learning resources are discussed in detail below under standards II.C and III.B.

16. FINANCIAL RESOURCES

The institution documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.

As a public community college, IVC is funded through the South Orange County Community College District from state and local tax dollars based on property tax revenues and the number of full-time equivalent students. The district documents its funding base and expenditures in its tentative budget published on its web site. In consultation with the district resources allocation committee, the board of trustees determines and publishes IVC's allocation of the total district budget in August of each year. IVC's current annual budget has grown from $20 million in 1998 to approximately $34 million in 2004 in support of its mission and educational programs.

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

IVC's financial resources are discussed in detail below under standard III.D.

17. FINANCIAL ACCOUNTABILITY

The institution regularly undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit a copy of the current budget and a copy of the current audited financial statement prepared by an outside certified public accountant who has no other relationship to the institution. The audit must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants.

The current budget is published on the district's web site. Each year the college's financial records are audited by the district's independent auditor. The audit includes all funds managed by the college including general funds, categorical program funds, funds of the Associated Students of IVC (ASIVC), and the college foundation. The board of trustees publicly receives the annual audit report and publishes it on the district's web site.

18. INSTITUTIONAL PLANNING AND EVALUATION

The institution provides evidence of basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement.

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes and documentation of institutional effectiveness.

IVC provides evidence of comprehensive planning for its development, including the educational and facilities master plan and the annual goals and action plans, as described below in standard I.B. These plans integrate fiscal, personnel, facilities, and learning resources needs. IVC's six-year program review cycle provides comprehensive assessment and documentation of how well it is accomplishing its mission. In compliance with the Student Right to Know (SRTK) act, IVC documents its effectiveness as an institution by publishing its completion and transfer rates on its web site.

19. PUBLIC INFORMATION

The institution publishes in its catalog, or other appropriate places, accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, complaint and grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it.

IVC's published catalog provides accurate, current information about its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, complaint and grievance procedures, academic credentials of faculty and administrators, and other information about attending IVC and withdrawing from it. Further information about IVC's catalog appears below under standard II.B.2.

20. RELATIONS WITH THE ACCREDITING COMMISSION

The governing board provides assurance that the institution adheres to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

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

CERTIFICATION

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

_____
Glenn R. Roquemore, Ph.D., President, Irvine Valley College

_____
Donald P. Wagner, President, Board of Trustees

I. STANDARD I: Institutional Mission and Effectiveness[♣]

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

I.A. Mission

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

DESCRIPTIVE SUMMARY

Irvine Valley College's statement of mission,[1, page 6] adopted by the board of trustees in spring 2001[2,3,4] clearly captures the institution's educational purpose.

> *Irvine Valley College asserts that a high quality, accessible, and relevant education is the right of every individual. As a comprehensive college, we are dedicated to meeting the lifelong learning needs of our students and constituent communities. To these ends, the college offers and commits to the allocation of its resources in support of a variety of lower-division transfer programs, vocational and career enhancement programs, basic skills courses, community education courses, activities promoting economic development and community partnerships. These curricula and programs are offered in a variety of traditional and nontraditional modes that recognize the needs of a diverse, changing population. IVC's educational programs, supportive services, co- and extra-curricular opportunities provide an educational environment that allows students to meet both their short-term and long-term learning needs. In a time of dynamic technological change, students are encouraged to address the impact of the information systems on their academic and occupational planning. The central purpose of all programs and services offered by the college is the education of students who think critically, and who become well informed, culturally aware, competitive individuals achieving personal and professional goals.*

[♣] Throughout this report, only proper names (e.g., California) and acronyms (e.g., UC and CSU) are capitalized. This sparing use of capital letters is for readability and uniformity only, and does not indicate or imply any assessment of importance or respect on the part of Irvine Valley College or the authors of this report.

The statement of mission underscores the right of every individual to a high quality education and details the breadth of the institution's educational offerings. Because IVC is a community college, the mission explicitly mentions its commitment to addressing the needs of constituent communities.[5] However, it does not address the specific "intended student population." On the other hand, the newly adopted mission statement of February 24, 2004 clearly speaks to this concern.

> *Irvine Valley College is an accredited, comprehensive institution of higher education, dedicated to excellence and committed to meeting the current and future learning needs of the diverse communities it serves. As an educational institution within the South Orange County Community College District, the College provides a broad range of programs and courses. Student learning outcomes and student success are the measur*e *of quality for all offerings.*
>
> *The College serves students seeking to transfer, enhance career skills, obtain a degree or certificate, or improve basic skills. The College also provides student support services, community education, opportunities for lifelong learning, cultural experiences, and activities promoting economic development and partnerships with the community. The central purpose of these programs and services is the education of students to think critically and act responsibly within the global community.*
>
> *To best serve the needs of the diverse population and workforce, the College delivers its curriculum in a variety of traditional and distance learning methods. In this era of rapid change, the College commits itself to being at the forefront of instructional and administrative technologies while providing exemplary services to ensure student success.*

Both mission statements point out that the defining purpose of all its programs and services is the education of students to think critically and act responsibly.

SELF-EVALUATION

IVC's past and newly adopted mission statements are clear and succinct. They address the overall purpose of the institution and address the college's commitment to student learning. The new mission statement clearly defines its student population.

PLANNING AGENDA

IVC is currently revising its mission statement. It will reflect the specific student populations the college serves.

I.A.1. ***The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.***

DESCRIPTIVE SUMMARY

Irvine Valley College is located in the city of Irvine. The surrounding community is notable for its high per capita incomes and strong technology presence. With the University of California also located in Irvine, the area is a seat of educational activity. In response to community interests and needs, IVC has established a breadth of learning programs. Lower-division transfer programs, vocational and career enhancement programs, basic skills courses, community education courses, activities promoting economic development, and community partnerships all address the needs of the student population at IVC.[1] Additionally, the college's services (i.e., extended opportunity program and services, disabled students services, counseling, technology, library, etc.) offer specialized and personalized attention to students of all backgrounds.[6,7,8,9,10] Because of the institution's commitment to offering accessible education, classes and services are provided at various times and days of the week.[11] Additionally, the college provides distance learning through online and televised courses. The technology department offers in-service workshops on Americans with Disabilities Act, section 508. This act requires that all electronic and information technology developed, purchased, or used by public colleges must be accessible to all students. The in-service workshops explain the compliance techniques and requirements for traditional and distance learning classroom materials.[12] The mission statement directs each of these responses, but it does not define the parameters under which programs and services must be offered. However, through yearly action plans and program reviews, the college keeps pace with the curricular needs of its students.[13,14]

Currently, there are 37 majors leading to an associate of arts degree and 26 majors that lead to an associate of science degree. In addition, 34 fields provide occupational certificates. The requirements for the completion of each degree or certificate are listed in the IVC catalog and on the college's web site (www.ivc.edu). The committee on courses (IVC's curriculum committee) regularly reviews new courses and programs that are presented by the academic schools in response to the diverse needs of the student body.[15] Moreover, through the efforts of the articulation office, students are able to transfer their courses to the campuses of the California State University (CSU) and the University of California (UC), as well as to private institutions. During the 2001-2002 academic year, 171 students transferred into the UC system; 444 students transferred into the CSU system; and 1,246 students were transfer prepared (completed 56 transferable units with a grade point average of 2.00 in a six-year timeframe).[16]

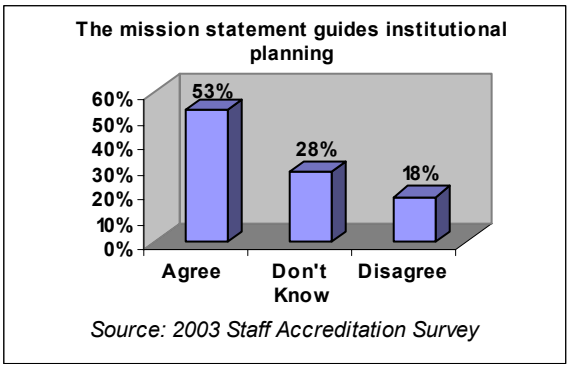
SELF-EVALUATION

Results of the student accreditation survey conducted in September 2003 indicate that students believe their academic interests and needs are being met at IVC.[17] According to the results of the survey, students believe that IVC offers appropriate services for them to

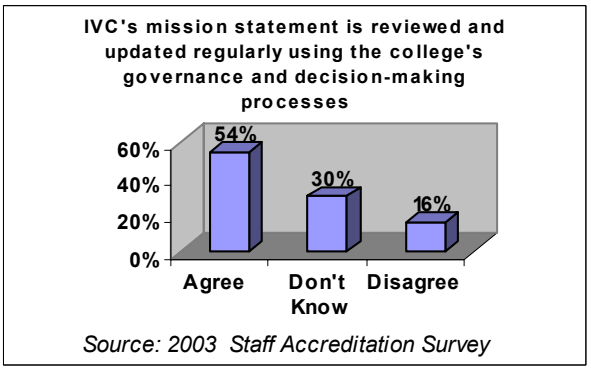
reach their academic goals. A ten-year trend analysis of student goals demonstrates a very strong transfer purpose for attending classes at IVC. Since 2001, IVC has had 7,363 transfer agreements with the UC and CSU systems. For the 2002-2003 academic year alone, IVC had 1,330 major transfer agreements with various colleges and universities. These agreements ensure that courses taken at IVC could be used to meet lower division requirements for a bachelor's degree.[16]

To make certain that services meet student needs, student services managers meet bimonthly to review support services, schedules and concerns.[6] Similarly, the instructional and student services council meets biweekly to examine classroom and budgetary concerns. Integral to the meetings is an assessment of the class current schedule compared to expressed student needs.[9] In addition to these two councils, an instructional and student services council (membership includes academic administrators, student services managers, and the academic senate president) was formed in June 2003 to address common and overlapping concerns between instruction and supportive services. All deans and instructional managers join student services managers in assessing student needs.[10] This council also meets bimonthly. Complementing these meetings are the weekly counselor meetings. These sessions focus concertedly on articulation and student success.[7]

In August 2003, faculty and staff were surveyed. The results indicated that the majority of faculty and staff believe that the mission statement guides institutional goals and planning. Further, the survey found that the majority of faculty and staff believe that the mission statement is regularly reviewed and updated using the college's governance and decision-making processes.[18]



Source: 2003 Staff Accreditation Survey



Source: 2003 Staff Accreditation Survey

PLANNING AGENDA

IVC will present to the Board for its consideration student learning programs and services on a yearly basis.

I.A.2. ***The mission statement is approved by the governing board and published.***

DESCRIPTIVE SUMMARY

The board of trustees approved the mission statement on May 18, 2001. It is published in the college catalog[1] (1.A1, page 6) and the web site (www.ivc.edu). Since IVC is part of the South Orange County Community College District (SOCCCD), its mission statement is consistent with the district mission statement[19] and goals.[20]

SELF-EVALUATION

The board of trustees approves any updates or changes to the mission statement. Such approval is noted in the board agenda and subsequent minutes. The mission statement is published in the college catalog and is available on the college's web site.

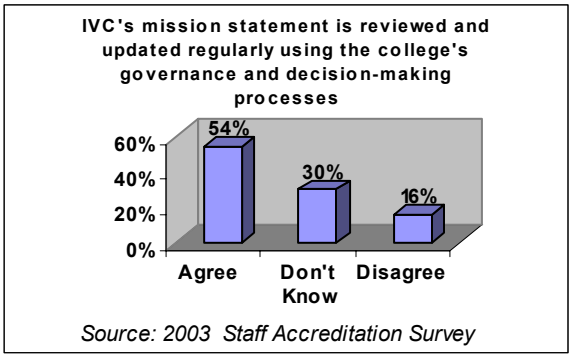
PLANNING AGENDA

IVC will submit to the board for its review, comment, and approval the mission statement when it has been updated and/or revised.

I.A.3. ***Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.***

DESCRIPTIVE SUMMARY

The college reviews its mission statement through the president's council, which includes representatives of each of the governance bodies.[3] Additionally, the executive council, which includes the vice presidents, the budget manager and the president, reviews the mission statement periodically.



Source: 2003 Staff Accreditation Survey

This process is understood by the college community as evidenced by the faculty and staff accreditation survey* of August 2003. Fifty-four percent of the respondents noted that they believe the mission statement is

* As part of the accreditation self-study, the 2003 staff accreditation survey was distributed to all the faculty and staff of Irvine Valley College in August, 2003. A total of 120 responses were received. In addition, 687 students responded to the 2003 student accreditation survey. The data from these surveys has been incorporated throughout this report.

reviewed and updated regularly using the college's governance and decision-making processes. Sixteen percent of the respondents disagreed with this position.[18]

SELF-EVALUATION

The mission statement was written in 1998 and since that time, it has been reviewed periodically. Though mechanisms are in place for all stakeholders to be involved in the process, more effort could be directed to ensuring that that is indeed the case. In November 2001, for instance, the college community was asked to help define a set of core values as reflected in the mission statement.[21] Such attempts reach a broad number of constituents, and all constituents have an opportunity to contribute to the process. The college community is presently re-writing the mission statement.

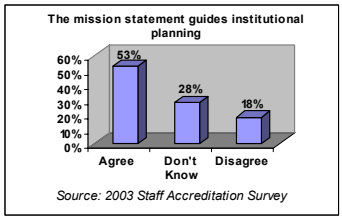
PLANNING AGENDA

IVC will develop a system to review the mission statement regularly. All the major stakeholders will be involved in the process of review/revision through the existing councils and governance bodies.

I.A.4. *The institution's mission is central to institutional planning and decision-making.*

DESCRIPTIVE SUMMARY

IVC's mission statement is comprehensive and inclusive. Because it is written clearly and concisely, it is easy for all constituents to understand and apply in their activities. It identifies the broad-based educational objectives of the institution. These objectives are core to discussions of instructional and student services planning, facilities and maintenance planning, and strategic planning.[22]



Source: 2003 Staff Accreditation Survey

Each year the president's council and the executive council review the goals of the strategic plan to make certain that they are consistent with the college's mission statement.[23,24] When the IVC community was surveyed about the centrality of its mission statement to institutional planning and decision-making, 53% of the respondents agreed, while 18% disagreed.[18]

SELF-EVALUATION

The mission statement offers general guidance to the overall functioning of the college. The lack of specificity permits creative problem solving and encourages innovative thinking.

PLANNING AGENDA

The college will highlight the mission statement in its council and governance meetings by including the statement in its documents and by setting up a regular review process.

The councils and governance bodies will review their yearly achievements in light of the mission statement.

I.B. Improving Institutional Effectiveness

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

I.B.1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

DESCRIPTIVE SUMMARY

Irvine Valley College has developed several processes for maintaining continuous dialogue about issues relating to student learning and institutional processes.

The strategic planning process involves the annual development of goals and objectives based on comprehensive input from all college personnel, including faculty, staff, and administrators. These annual goals and objectives have become the ongoing strategic planning mechanism for each college and the district office. The college president initiates the process by requesting that each representative governance body assist in developing the annual goals and objectives for the institution.[25] These governance groups consist of the academic senate, classified senate, and classified management as well as each administrative unit supporting the college. In this manner, each of the college's governance units is afforded the opportunity to provide input into both the district and college goals and objectives.[26] Both the district and college goals and objectives are consolidated, reviewed and refined over a period of months and finalized after several revisions.[27] The goals and objectives are submitted to the college leadership council and the president's council for ratification.[28]

This strategic planning process has yielded a number of public documents delineating the goals and action plans of various components of the campus community. These documents include college-wide action plans,[13] encompassing the foundation strategic plan, distance education plan, and action plans for student services, advanced technology,

business services, facilities, and the foundation. For each of these action plans, personnel were asked to review, discuss, and prioritize goals (or areas for improvement), the potential costs to the institution, and then to provide recommendations or strategies for implementation of these goals. Several goals in the final 2002-2003 action plan[13] specifically targeted and offered strategies for the improvement of student learning and services, institutional process, and dialogue among the college community.

In accordance with these goals, IVC has organized or provided several opportunities for the college community to learn about and assist in the improvement of student learning and institutional processes. For example, the staff development program schedule[29] provides faculty, staff, and administrators with professional development activities that aim to promote student learning. The flex calendar is a facet of this program and offers opportunities for broad-based participation from the college community toward enhanced learning experiences for the students, and to facilitate communication among faculty, staff, and administrators.

Other avenues for broad-based participation and dialogue regarding the enhancement of student learning and institutional processes include the college's committee on courses and the technical review committee. The committee on courses maintains a regular meeting schedule (i.e., these meetings are held on alternate Thursdays) to review, approve, or decline the implementation of new and revised courses and programs. A primary goal of this committee is to analyze course content to ensure that the issues of writing and critical thinking are being incorporated and maintained in new and existing courses. Faculty members are responsible for submitting new and revised curriculum as well as for recommending the deletion of curriculum if necessary. The committee on courses meetings are attended by the wider college community, including the vice president of instruction, the articulation officer, and representatives from vocational education, business science, fine arts, health sciences, physical education, athletics, humanities and languages, life sciences, social and behavioral sciences, guidance and counseling, math, CIS, engineering, physical sciences, library sciences, publications, a student representative, as well as other classified staff members. Minutes from the committee on courses are kept and are available to the college community.[15] The technical review committee also aids in the process of refining the technical aspects of new and revised courses and programs. This committee meets on a regular basis (i.e., these meetings are held on alternate Tuesdays), and is also attended by the broad-based college community.

In addition to the committee structure, the academic senate and college leadership council (membership includes the president, the budget manager, academic leadership, and student services managers) are additional vehicles for maintaining dialogue among the faculty, administration, and classified staff on the quality of instructional courses and programs, and support for student achievements and educational objectives. The initial responsibility for establishing, evaluating, and approving educational programs at Irvine Valley College resides with the academic senate. The academic senate is a faculty-based organization responsible for the content, scope, standards, development, articulation, and review of instructional courses and programs. It is also is involved in institutional

planning and oversees a multitude of other institutional processes. Minutes of these meetings are broadly disseminated.[30]

A representative of the academic senate is responsible for maintaining the flow of communication with the president's council. As a regular part of these meetings, the president's council receives updates from the academic senate, as well as from other college constituencies such as academic deans, and members from economic and resource development; emeritus, community and contract education; admissions and records; research, planning, and grants; and the center for applied competitive technologies (http://www.irvinecact.com/). Minutes from the college leadership council meetings are available to the college community.[3]

SELF-EVALUATION

Irvine Valley College has made significant progress continuing and refining its planning and evaluation processes. The strategic plan[13] is being implemented[31] in a number of areas including a review of the institutional planning process. All college personnel were asked for their input on an institutional planning survey,[32] and then further invited to review, discuss, and prioritize previous responses. In addressing students' needs in particular, the vice president of instruction has sought feedback on the job assignments of all college personnel, and on ways to improve student access, success and the quality of educational programs and services.[33] Irvine Valley College's strategic plan[13] also includes a strategy for aligning the college's educational programs and services with community goals. This includes conducting needs and feasibility studies for new programs, increased numbers of distance education courses provided through television and the internet, developing weekend courses and programs, and increasing courses on-site courses.

The 2002-2003 action plan[13] specifically targets improvement of student learning and access to services. Specific goals include developing and maintaining a technology and service infrastructure for distributed learning; hiring a campus webmaster to establish a web presence for campus, school, and administrative programs and services; enhancing services for persons with disabilities (by installing assistive workstations in all student computer labs and purchasing and implementing video teleprompter with captioning for television and video production to meet or exceed minimum compliance standards); and creating an honors program to stimulate motivated and top-performing students. Each of these goals has been met and is followed with continued discussions for improvement.

PLANNING AGENDA

IVC will ensure that institutional members are made aware of the goals and objectives of the college, and work collaboratively toward their achievement through the representative bodies.

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

DESCRIPTIVE SUMMARY

Irvine Valley College is committed to high standards of effectiveness in the classroom as well as in every aspect of the college's operations. To achieve this success, the campus community reflects on the growing or continuing needs of the students, faculty members, institution, and surrounding community in its planning and evaluation processes. In an ongoing mutual exchange between the faculty, staff, and administration, various processes are involved in creating, communicating, and evaluating stated goals, strategic action plans, as well as reviewing the prioritization of needs or concerns of the administration, classified staff, and faculty. These processes include regular meetings, communications via email, and flex activities during bi-annual staff development programs for the administrators, classified staff, and faculty.

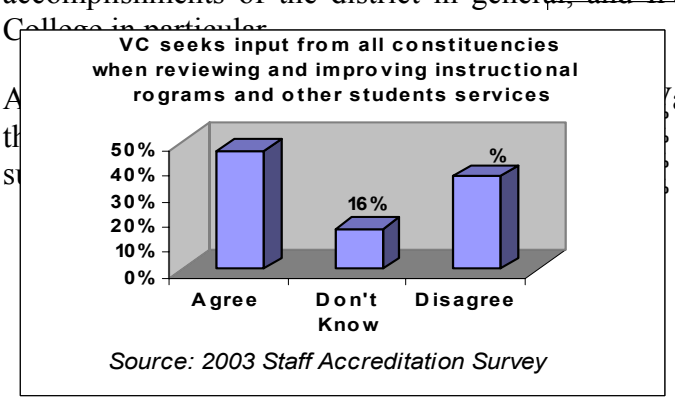
SELF-EVALUATION

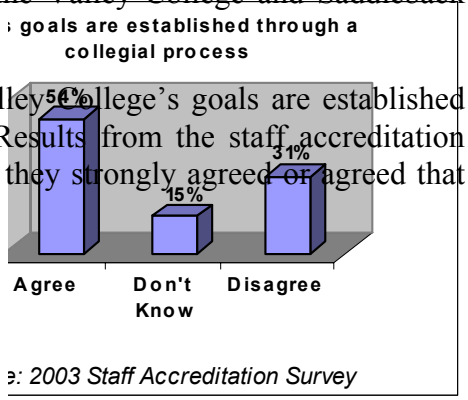
Each year, a list of goals and strategic plans for achieving these goals are created for the college in general,[22] as well as specific areas such as advanced technology, business services, facilities, student services, and instruction. Action plans for 2001-2002 and 2002-2003 were also created for the capital campaign for the new performing arts center that is expected to be completed in 2005. Action plans for each of these areas include overarching stated goals, related activities toward the attainment of each goal, and measurable objectives and strategies for implementation.

In the planning process, one avenue for mutual exchange between the administration, faculty, and staff regarding the identification of various priorities is email. The director of research, planning, and grants works closely with the president to compile a list of top priorities from the faculty, staff, and other administrators,[34] and to construct a list of measurable outcomes.[35] Once a list of goals is identified for the respective areas, the administration, faculty, staff, and ASIVC leadership are asked to provide additional feedback on the development and implementation of the stated goals.[36]

In addition to email, faculty, staff, and administrators have other opportunities during scheduled flex activities to learn about, discuss, and offer feedback about the top priorities of the various components of the college community.

During the fall and spring staff development programs,[29] the chancellor and college presidents give updates to faculty, classified staff, and administrators on the progress and accomplishments of the district in general, and Irvine Valley College and Saddleback College in particular.





A alley College's goals are established th Results from the staff accreditation su t they strongly agreed or agreed that

Irvine Valley College's goals are established through a collegial process, while 31% of the respondents disagreed or strongly disagreed.

When asked whether Irvine Valley College seeks input from all constituencies when reviewing and improving instructional programs and other student services, almost half (47%) reported that they strongly agreed or agreed, while 37% of the respondents disagreed or strongly disagreed.

PLANNING AGENDA

IVC will use the results of its program review, the student survey in particular, to improve student opportunities for learning.

I.B.3. ***The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.***

DESCRIPTIVE SUMMARY

IVC has initiated a process of assessment in achieving its goals and objectives that involves all levels of the college community. The process includes assessing individual goals and objectives by each manager, the individual academic schools, departments, and programs, as well as the college in general. This process includes the establishment of the initial goals and objectives and progress reports through the course of each year. The institution assesses progress through a review and evaluation process that incorporates all members of the college community.

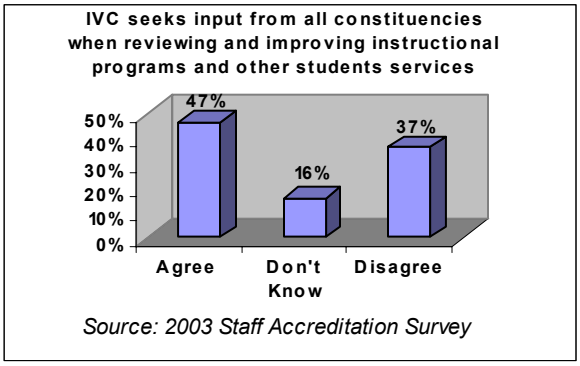
SELF-EVALUATION

The college has initiated several committees that are comprised of various college personnel including administrators, managers, faculty, and staff. These committees meet to gather and review pertinent information regarding specific goals and objectives and evaluate the associated progress. The minutes to these meetings are widely disseminated to the general college community.

The president's council meets regularly to re-evaluate and assess the effectiveness of the institution's progress toward its goals and objectives in relation to the strategic plan as well as specific goals and objectives within the various college action plans.[3,13,23,24] The college leadership council is in regular communication with various college constituencies regarding the effectiveness of specified objectives and quality of programs, courses, and educational goals.[30,31]

In addition, the academic senate reviews outlined goals and objectives and evaluates the specific progress for those goals.[22] The instructional and student services council meets

bimonthly to assess and evaluate their specified objectives relative to meeting student needs.[10] The student survey, distributed in September 2003, gave college leadership a quantified evaluation regarding student needs and academic interest. The survey demonstrated that students, in fact, do feel that IVC is meeting their needs and academic interests.[17] The committee on courses regularly reviews and evaluates new courses and programs to assess the effectiveness of those courses and programs.[15] The college receives its budget through recommendations from the district resource allocation committee (DRAC). The financial advisory committee is the IVC budget review committee that determines the priorities for specific college expenditures. This committee determines and allocates specific resources to support the goals of the various college constituencies.



Source: 2003 Staff Accreditation Survey

The staff development programs offered twice a year provides college administration and staff an opportunity to review and evaluate college goals and to qualitatively assess progress toward those goals.[29] This interaction is an excellent tool for evaluating the effectiveness of the institution's goals and objectives. The staff accreditation survey sought quantitative information from college personnel on a variety of issues. In response to the survey, 47% either strongly agreed or agreed that IVC seeks input from all college constituencies concerning improving and/or reviewing instructional programs and other student services.[18]

PLANNING AGENDA

IVC will continue existing practice in this area.

I.B.4. ***The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.***

DESCRIPTIVE SUMMARY

The college has made significant efforts toward involving all segments of its community in the planning process, and has several mechanisms in place that reflect its ongoing, broad-based, systematic commitment to this process. Comprehensive input from the general college community is included when the strategic planning process is developed. Public documents are disseminated widely to outline and modify action plans and annual goals for the college in general, as well as for specific divisions and departments. This

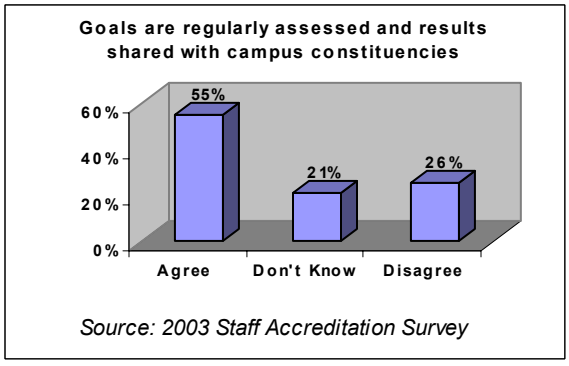
gives the college community an opportunity to review and prioritize specific goals, note areas of improvement, and devise strategies to implement the goals specified.

SELF-EVALUATION

Specific avenues of input and communication within the college include the various previously mentioned committees and councils, such as the college leadership council, the instructional and student services council, the academic senate, the classified senate, the student services managers, the committee on courses, the financial advisory committee, as well as faculty and staff meetings within the individual units of the college (academic schools, departments, and programs). These governance groups provide broad-based collegial dialogue regarding strategies and feedback on the various planning processes as well as improving institutional effectiveness.[15,22,30,31]

The staff development programs in the fall and spring of each year also offer broad-based participation in the planning process. At this time, college personnel are made aware of the proposed planning processes for the district and each college as the relevant information is presented by the chancellor and each college president. During this time, the college community is encouraged to learn about and give input and feedback toward the improvement of the institutional planning processes. The flex workshop calendar provides professional development and facilitates communication and interaction among administrators, faculty, and staff.[29]

Several surveys have provided opportunities for feedback from the broad college community. These include the student accreditation survey in September of 2003,[17] the staff accreditation survey in August of 2003,[18] the college personnel "top priorities" surveys in April 2000 and again in May 2001,[34] as well as the college personnel and ASIVC leadership goal development and implementation survey in August 1999.[36] Specifically, the faculty and staff accreditation survey of August 2003 indicated that 54%



Source: 2003 Staff Accreditation Survey

agree that IVC goals are established through the collegial process, 55% agree that goals are regularly assessed and results shared with campus constituencies, and 51% agree that the planning processes are reviewed to identify needed areas of improvement.[18]

IVC has focused on increasing the broad base of input from all of the appropriate

constituencies from the college community. The college continues to offer opportunities for input in terms of both the planning processes and the overall goal of improving institutional effectiveness.

PLANNING AGENDA

IVC will continue existing practice in this area.

I.B.5. ***The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.***

DESCRIPTIVE SUMMARY

Irvine Valley College assures that it is offering a quality education through (1) student success (transfer readiness, degrees and certificates awarded, professional educational goals achieved); and (2) institutional success (class enrollments, student growth, budget management, professional achievements and recognition received by faculty and staff).

The college uses documented assessment results to keep its stakeholders informed. Typical distribution of information is through the college web site (http://www.ivc.edu), press releases, college-wide announcements through the president's office, and through formal and informal meetings with faculty, staff, students, and the public at large. Specific examples of IVC's quality assurance outreach are the 2002 business survey, the campus technology use survey, the partnership for excellence update report, and the distance education program four-year trend analysis report.

The 2002 business survey is designed to reach out to the local business community and elicit feedback regarding employee education needs. To supplement the mailed out survey, a team from IVC visited ten businesses in order to gain a more in-depth understanding of how businesses perceive IVC and the role business would like IVC to play in the development and growth of the business community.

The objective of the campus technology use survey is twofold: 1) to determine and align the technology training needs of campus employees, and 2) to identify the extent of campus computer and support services used by IVC employees. Survey results are used for budget allocation and resource planning.

The Partnership for Excellence (PFE) update report is used to reflect how well IVC is doing in meeting the five PFE goals (transfer, degrees and certificates, course completion, workforce development, and basic skills).

The distance education program four-year trend analysis report was initiated by the vice president of instruction in concert with the college's technology division. The result of the distance education report is a trend analysis that reflects enrollment, retention, and success of distance education by department. This information is used to develop

appropriate scheduling, refine the "classroom" experience of the students, and encourage development of new distance education courses.

Information regarding educational quality issues is gathered from students, faculty, and staff through annual evaluations and bi-annual surveys. Results from these instruments are tabulated, reviewed, and acted upon as needed. The data are maintained in databases managed by the IVC office of research, planning, and grants, or the district office of information technology.

The college publishes a number of "at-a-glance" documents that provide a quick summary of the quality of education at IVC. For example, the office of research, planning, and grants produces the *Irvine Valley College Fact Book*[37] and the campus safety department produces, as required by law, the *Student's Guide to Awareness and Campus Safety*.[38] Both of these documents are included on the IVC web site (http://www.ivc.edu/rpg) and (http://www.ivc.edu/police/student_guide.aspx).

Information regarding documented assessment of IVC is consistently presented at workshops during flex week,[39] at school meetings and other workshops such as the April 3, 2003 student learning outcomes training session,[40] through articles in the *Irvine World News*,[41] through the chancellor's coordinating council, and through student enrollment and outcomes data reported to local high school representatives.

SELF-EVALUATION

IVC takes pride in its many educational accomplishments. The *Irvine Valley College Fact Book*[37] contains data on student outcomes and awards (page 20), special programs (page 27), enrollment trends (page 14) and budget data (page 40), among other items, and serves as a vehicle to communicate matters of quality assurance to the public. Approximately 2,000 copies of the 2003-2004 edition were distributed.

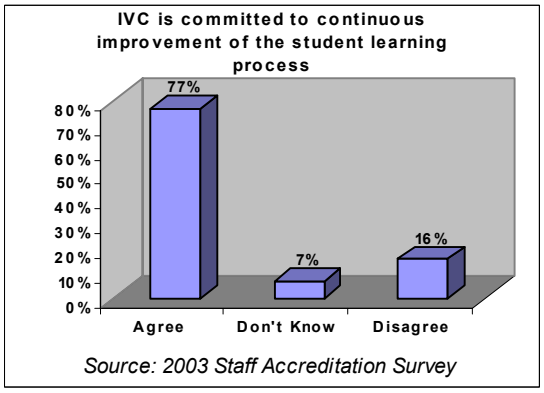
Another avenue used by the college to publicize its statistics on student achievement and student learning to the larger community is the research, planning, and grants web site http://www.ivc.edu/rpg. The *Fact Book* can be found there as well as research results including program reviews, student and staff surveys and more. The site also includes the college's action plans and yearly goals. For those interested in pursuing a grant, the site lists upcoming possibilities.

IVC also focuses on assessment results at the president's council, the college leadership council, and regular faculty and staff meetings. Moreover, quality assurance in terms of student and institutional success is consistently addressed during flex week at the beginning of the semester. At the chancellor's coordinating council, college deans and vice presidents present assessment results to the superintendents of district high schools.[42]

The college assesses whether the above avenues are effective in communicating information about institutional quality to the public by scrutinizing IVC enrollments,[43]

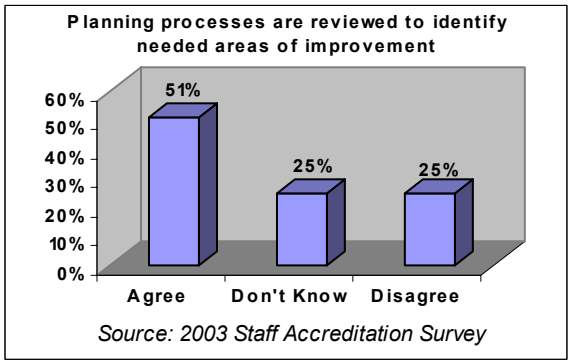
follow-up surveys measuring student satisfaction with the IVC experience,[44] feedback from and involvement with the Irvine, Tustin and Laguna Beach chambers of commerce, rotary clubs and exchange clubs, and staff participation in local foundations and committees.

Over the past four years, there has been a notable improvement in communicating matters related to quality assurance. For instance, the 1998 faculty and staff accreditation survey indicated that 67% of the 113 respondents did not believe the institution "uses information from its evaluation and planning activities to communicate matters of quality assurance to the public."[45]

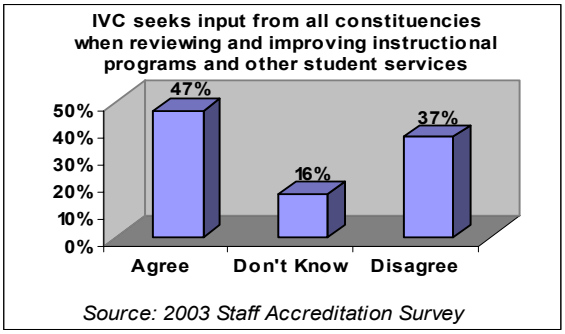


Source: 2003 Staff Accreditation Survey

In contrast, the faculty and staff accreditation survey of August 2003 indicated that 77% of the respondents agree that IVC is committed to continuous improvement of the student learning process, 54% agree that the IVC goals are established through the collegial process, 69% agree that faculty and staff work towards the achievement of goals, 55% agree that goals are regularly assessed and results shared with campus constituencies, 51% agree that planning processes are reviewed to identify needed areas of improvement, and 47% agree that IVC seeks input from all constituencies when reviewing and improving instructional programs and other student services.[18]



Source: 2003 Staff Accreditation Survey



Source: 2003 Staff Accreditation Survey

PLANNING AGENDA

IVC will continue existing practice in this area.

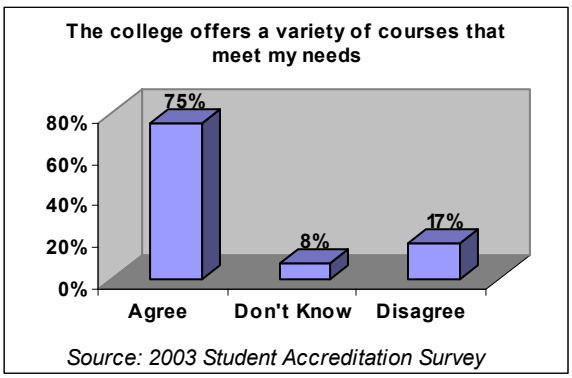
I.B.6. ***The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.***

DESCRIPTIVE SUMMARY

Irvine Valley College has numerous mechanisms in place to assure the effectiveness of planning and resource allocation. In addition to the mission statement[1] and the strategic plan,[13] the college actively pursues program review,[46] carries out ongoing internal research,[37] and holds multiple administrative meetings to disseminate information and receive information from various stakeholders (president's council, college leadership council, student services managers, instructional and student services council, deans' council, and the academic senate). The office of institutional research, planning and grants has done an outstanding job assisting program review providing school deans, faculty and administrative staff with accurate and up to date information. The district resource allocation committee meets each spring to negotiate the allocation of operational and instructional funds to the colleges.[47] The college finance committee evaluates programmatic needs and makes recommendations for the support of instructional, student services and operational needs.[48] Using annual administrative retreats, flex activities, academic senate efforts and the ongoing efforts of the office of institutional research, planning and grants, the college is routinely apprised of its status. Modifications and adjustments to fluctuations in budget and enrollment are incorporated into the minutes of all governance groups.

SELF-EVALUATION

Although planning and resource allocation processes are well known within the administration and faculty leadership through various committee structures, there remains a communication gap with faculty and staff employees, generally. In part, this can be attributed to the college's historical routine of budget distribution and scheduling.



Source: 2003 Student Accreditation Survey

Students' perception of institutional processes is generally good with over 75% of respondents to the student accreditation survey agreeing that the variety of courses offered meets their needs.[17] From a different perspective, the same survey indicates that only 33% of students have actually filled out in-

class surveys polling their particular interests and attitudes.

Responses to the faculty and staff accreditation survey also indicate a need for better communication strategies. While 54% of faculty and staff agree that goals are established collegially, only 47% agree that the college seeks input from all constituencies when reviewing and improving instructional programs and other student services.[18] The college is currently contemplating the centralization of the research function of the office of research, planning, and grants. The impact of such a move is not yet known. Concern has been expressed over the impact of this personnel change with respect to program review and other important local functions.

PLANNING AGENDA

IVC will streamline its committee structures and information distribution protocols.

I.B.7. ***The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, students support services, and library and other learning support services.***

DESCRIPTIVE SUMMARY

The primary mechanism used by Irvine Valley College for ongoing evaluation of all programs and services is the program review process[49] jointly overseen by the academic senate and administration. Daily statistical reports prepared by the district information technology office also allow real-time adjustments to class offerings and resource allocation. Program review is now working in its third year and has developed evaluation instruments for all facets of institutional effectiveness. Committees are now in place to integrate program review with the current accreditation standards. The office of research planning and grants undertakes routine surveys assisting this effort. The academic senate is currently addressing a process for the evaluation of instructional programs for their appropriate alignment within the curriculum matrix, as well as identifying criteria for discontinuing or revising existing programs. The library and student services have recently joined the academic senate to identify an objective mechanism for the appropriate hiring of all non-classroom faculty.[30]

SELF-EVALUATION

In general, Irvine Valley College has sufficient resources assigned to the survey and evaluation of all its programs and services. Routine data collection in the offices of instruction and student services meets the need for capable and effective decision-making. Student surveys, program review, and the student learning outcomes data are routinely collected by the office of research, planning, and grants and are made available to all groups seeking data. The survey instruments are regularly refined within a college-wide planning process. Community needs surveys are probably not as rigorous as desirable. Through the efforts of the office of the emeritus institute and community and

contract education, courses for the public have shown notable growth.[50] With the possible reorganization of the office of institutional research, planning, and grants, there will be a need to monitor the ongoing efforts and quality of this function.

PLANNING AGENDA

IVC will continue existing practice in this area.

Supporting Documentation
Standard I

[1] 2003-2004 IVC catalog
[2] meeting minutes of the board of trustees of May 18, 2001
[3] minutes of the meeting of the president's council of March 20, 2001
[4] IVC focused accreditation midterm report, November 1, 2001, page 10
[5] district population by zip code
[6] sample meeting minutes of the student services managers
[7] sample meeting minutes of the school of guidance and counseling
[8] sample meeting minutes of the library staff
[9] sample meeting minutes of the instructional council
[10] sample meeting minutes of the instructional and student services council
[11] IVC schedule of classes, fall 2003 and spring 2004 semesters
[12] handout from flex week (August 2003) workshop on designing an accessible web site
[13] 2003-2004 action plans for IVC, schools, and departments
[14] chancellor's email of September 2, 2003 to all district employees, with attached accomplishments and action plans
[15] meeting minutes of the committee on courses
[16] summary of transfer course agreements and articulation agreements
[17] 2003 student accreditation survey
[18] 2003 staff accreditation survey
[19] board policy 12 ("mission, philosophy, and functions")
[20] board policy 14 ("goals of the district")
[21] November 6, 2001 email from research, planning and grants soliciting input on defining core values
[22] academic senate strategic planning process, amended January 4, 2001
[23] minutes of the April 3, 2001 meeting of the president's council
[24] minutes of the September 4, 2001 meeting of the president's council
[25] communications from the college president, vice presidents, managers, and deans; meeting minutes of the president's council, instruction/student services council, and classified leadership council relating to development of the strategic plan
[26] meeting minutes of the academic and classified senates relating to development of the strategic plan
[27] revisions of the district and college goals and objectives
[28] meeting minutes of the college leadership council and the president's council regarding ratification of the college goals and objectives
[29] staff development program schedule
[30] meeting minutes of the academic senate documenting work on mechanism for hiring non-classroom faculty
[31] meeting minutes of the college leadership council
[32] college personnel strategic planning email survey, October 19, 1998
[33] college personnel job assignment feedback and improving student access survey, September 8, 1998

[34] college personnel "top priorities" surveys, April 12, 2000 and May 2, 2001
[35] president's council measurable outcomes survey, August 10, 2001
[36] college personnel and ASIVC leadership goal development and implementation survey, August 31, 1999
[37] Irvine Valley College fact book
[38] a student's guide to awareness and campus safety
[39] flex week workshop listings
[40] student learning outcomes training session
[41] *Irvine World News*
[42] meeting minutes of the chancellor's coordinating council
[43] enrollment data for the previous three years
[44] sample results of the graduate follow-up survey
[45] 1998 faculty and staff accreditation survey
[46] program reviews
[47] sample minutes of the meeting of the district resource allocation committee
[48] sample minutes of the meeting of the IVC finance committee
[49] program review instructions and templates
[50] reports of the office of the emeritus institute, community and contract education

II. Standard II: Student Learning Programs and Services[♣]

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

II.A. Instructional Programs

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

II.A.1. ***The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.***

[♣] Throughout this report, only proper names (e.g., California) and acronyms (e.g., UC and CSU) are capitalized. This sparing use of capital letters is for readability and uniformity only, and does not indicate or imply any assessment of importance or respect on the part of Irvine Valley College or the authors of this report.

II.A.1.a. ***The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.***

DESCRIPTIVE SUMMARY

Irvine Valley College (IVC) is one of the two colleges of the South Orange County Community College District (SOCCCD). The college is in the city of Irvine. Irvine is one of the nation's largest planned urban communities. It is located in the southern part of Orange County, California. One of the campuses of the University of California (UC) is also located in Irvine. The city is growing fast and has a strong presence of high technology businesses and a school district that consistently ranks among the finest educational systems in the nation. IVC's service area has a population with per capita income above the state's average and a large part of its adult population has some level of higher education (http://www.cityofirvine.org). IVC is a community college that also attracts international students (http://www.socccd.org/ref/almanac/demographics/ivcstudcharspr.asp).

IVC offers high-quality classes, degrees, and certificate programs. The college is committed to providing the students with the finest education possible even when extensive cost-saving measures need to be implemented. The commitment to high-quality education is a central part of IVC's mission statement (http://www.ivc.edu/about/mission.aspx) and it is reflected in the catalog.1

The curriculum and programs are reviewed regularly. A program review process is now in place and has been successfully implemented since the 2000-2001 academic year.[2] All courses are part of a review cycle coordinated by the committee on courses.[3] Courses and programs are modified appropriately to meet the needs of the students and surrounding community and to meet either state certification requirements or requirements specified by the University of California (UC) or California State University (CSU) systems. The committee on courses reviews and approves any modifications to existing courses and any new courses.[3] The 2003-2004 catalog (page 56) lists 36 majors leading to an associate degree in arts and 24 majors leading to an associate degree in science.[1] In addition, 26 fields provide vocational certificates and seven provide certificates of competency (page 60). The requirements for the completion of each degree or certificate are listed in the catalog on pages 54-60.

In order to meet the needs of IVC's increasingly diverse student population, new courses and programs may be developed each year by the academic schools and then submitted for review and approval by the committee on courses.[3] Before a new course or program is implemented, an analysis is conducted. The analysis may include a review of the demographics of the community, the projected occupational trends, feedback from

advisory committees (when applicable), articulation with four-year institutions, and student need. Assessment of student need has been based on informal feedback from instructors and on wait lists for specific courses.[3,4] Starting in spring 2004, wait lists were replaced with rolling enrollment and "request lists," which reflect attempts of students to enroll in a particular course. These "request lists" are used when determining student need from that point on.

IVC has transfer agreements with various colleges and universities (college catalog pages 61-72) so courses taken at IVC can be used to meet lower division requirements for a bachelor's degree at those institutions. These transfer agreements are put in place through the college's articulation office. IVC's faculty members regularly participate in projects like the intersegmental major preparation articulated curriculum (IMPAC) that give them the opportunity to learn the needs of the transfer institutions.[5] The knowledge acquired is then used to make sure that the courses offered at IVC meet the needs of the transfer students. Through the transfer center, IVC helps prepare students to transfer to the four-year college or university of their choice (http://www.ivc.edu/transfer/).

In the 2001-2002 academic year, IVC renewed the honors program that had not been offered in a few years. That academic year was spent reestablishing the necessary credentials with the appropriate organizations and identifying the classes that could be offered in the program. The honors program is designed to meet the unique needs of academically talented and highly motivated students (http://www.ivc.edu/honors/). During the fall semester of 2003, the following honors classes were offered:

course number	course title
BIO 1	principles of biology
BIO 19	marine biology
BIO 19L	marine biology lab
ECON 1	principles of economics
GEOL 1	physical geology
MATH 3A	beginning calculus
PSYC 1	introduction to psychology
SPAN 1	beginning Spanish 1
SPAN 2	beginning Spanish 2
WR 1	college writing 1

The college awards vocational certificates in the technological, applied, and business sciences. Also, certificates of competency are granted for the completion of a specified program, or specified courses, for which the total requirement is less than 18 units. These locally approved certificates are designed to acknowledge basic workplace competencies and job readiness for students who are entering the workforce or upgrading their job skills. IVC's faculty, in cooperation with advisory committees comprised of business and industry representatives, develop the curriculum for these certificates. (Please see page 1 of the college catalog[1]).

IVC offers a variety of courses for students with basic skill limitations. Among these courses are: math 351 – arithmetic review and pre-algebra mathematics and writing 280 – college spelling skills. The college offers a variety of support services to help students meet their different needs. These services are listed and described on pages 44-48 of the catalog, on the college's web site (http://www.ivc.edu/), and in the student handbook.[6]

The college's emeritus institute offers courses for older adults. These courses are developed to stimulate participants' intellectual and personal growth and to benefit them personally, socially, culturally, economically, and environmentally. While these courses meet the college's academic standards, they are not degree applicable. The emeritus institute serves nearly 3,000 students and offers over 150 classes yearly (most of them free) at various community sites. Most of these are zero-unit classes, so they are cost free for the students (http://www.ivc.edu/emeritus/).

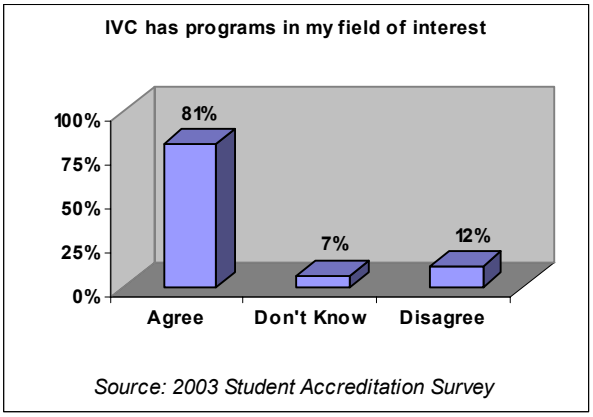
Community education at Irvine Valley College, a self sustaining program, offers classes both online and in person to all persons in the community for career and professional growth as well as personal interest (http://www.ivccommunityed.com/). Community education classes fulfill the need of individuals in the community to gain knowledge and expertise in a short period of time and who do not need or desire academic credit. Other community programs at IVC are offered through the center for applied competitive technologies (CACT), the child development center, and the authorized testing center. CACT is a non-profit outreach program of the California community college system that facilitates training and assistance for small and medium-sized manufacturers (http://www.irvinecact.com/). The IVC child development center is an accredited childcare program that provides quality childcare for children ages 2-5 (http://www.ivc.edu/cdc/). The testing center offers individuals the opportunity to increase their marketability by becoming certified professionals in different fields (http://www.ivc.edu/testing/).

High technology programs and courses have been developed to meet the needs of the population and businesses of the community. Examples include the new certificate programs under development in design, model making, and rapid prototyping. The growth of digital technology opened up many new areas of development in the representation and construction of models, digital simulation, and rapid prototyping. The new certificates in industrial, commercial and transportation design are intended to prepare students with the skills necessary to design products and build models using both traditional and emerging technologies. (Please see pages 187-188 of the college catalog[1]). Through contract education, vocational education, and technical preparation agreements with local high schools (http://www.ivc.edu/careered/techprep.aspx), the college meets specific educational needs of business and industry.

SELF-EVALUATION

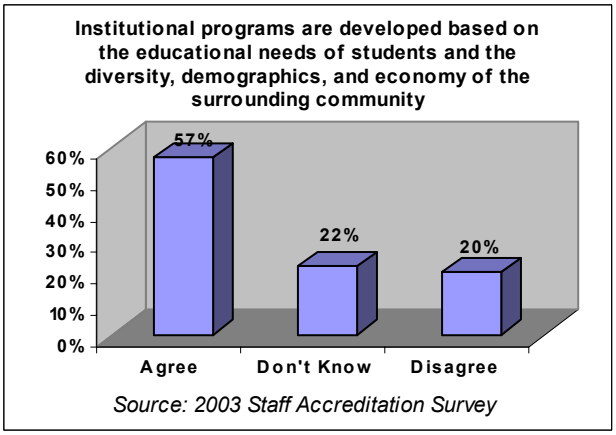
Irvine Valley College's commitment to provide transfer, vocational and career enhancement programs, basic skills courses, and community education courses to all the members of its community is clear from the descriptive summary. Of the 687 students

responding to the student accreditation survey,[7] 81% agreed with the statement "IVC has programs in my field of interest."



Source: 2003 Student Accreditation Survey

Of the 120 staff and faculty responding to the staff accreditation survey, [8] * 57% agreed that "…instructional programs are developed based on the educational needs of the students and the diversity, demographics, and economy of the surrounding communities" while 20% disagreed.



Source: 2003 Staff Accreditation Survey

However, IVC falls short in the use of research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. Assessment of student need has been based on informal feedback from instructors and on wait lists of specific courses. Student learning outcomes are identified at the course level only. Currently, the college has not fully developed a research methodology to assess the achievement of learning outcomes for programs, degrees, and certificates.

PLANNING AGENDA

The college will continue to take the necessary steps to fulfill its commitment to provide high-quality transfer, vocational and career enhancement programs, basic skills courses, and community education courses.

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* As part of the accreditation self-study, the 2003 staff accreditation survey was distributed to all the faculty and staff of Irvine Valley College in August, 2003. A total of 120 responses were received. In addition, 687 students responded to the 2003 student accreditation survey. The data from these surveys has been incorporated throughout this report.

Each school will identify student learning goals and competencies for programs, degrees, and certificates.

The college, which is in the initial stages of developing research methodologies to assess the achievement of student learning outcomes, will continue this effort.

II.A.1.b. ***The institution uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.***

DESCRIPTIVE SUMMARY

The mission of IVC is to serve its students and constituent communities by providing instructional programs that make education accessible. Toward this end, the college's curricula and programs are offered in a variety of traditional and nontraditional modes that recognize the needs of a diverse, changing population (http://www.ivc.edu/about/mission.aspx). IVC affirms its commitment to open access for all prospective students, including those who wish to obtain an associate degree (http://www.ivc.edu/transfer/requirements.pdf), transfer to a four-year institution (http://www.ivc.edu/transfer/), or qualify for vocational certification (http://www.ivc.edu/careered/), or achieve/maintain lifelong learning skills (http://www.ivccommunityed.com/), (http://www.ivc.edu/emeritus/), (http://www.ivc.edu/careered/techprep.aspx). Because of these unique and diverse student needs, IVC has found it desirable to provide a multitude of pedagogical delivery systems. No longer is the community college a short stopover for undecided majors; instead it is the first step for many seeking an undergraduate education or new job training skills.

IVC's curriculum and programs are tailored to accommodate many different schedules. Courses and programs are offered both day and night, seven days a week (http://www1.socccd.cc.ca.us/SmartSchedule/ClassIndex.asp?siteID=C&termID=20043). Courses are modified on an ongoing basis for program acceleration and/or condensation, based on student needs.[9] Some are offered in the traditional semester, others in mid-semester or late semester. In addition, IVC offers non-credit programs, transfer courses, and contract education (http://www.ivc.edu/academics/) through customized programs in order to meet current and projected industry needs.

As an innovative learning institution, IVC affirms that present and evolving technologies will not only enhance the learning experience on the college campus but will provide additional access to student learners utilizing new educational methodologies. Television (http://www.ivc.edu/de/tele.aspx) and online distance education via the internet (http://www.ivc.edu/de/Inet.aspx) along with limited on-campus lectures have been offered to students on a regular basis.

In an effort to serve a greater number of students, IVC began a distance education program in spring 1998. These courses are taught in one of three formats:[10]

telecourses – Students meet for an initial class orientation. Instruction is provided via Cox cable channel 33. The broadcasting studio, also called a smart classroom, has been in operation for telecourses since 1998.

Note: Due to current funding constraints, telecourses are not being offered this academic year. However, this does not discount our recent work in cultivating this aspect of the distance education program.

online – Instruction is conducted exclusively through the internet.

live-interactive – Instruction is broadcast on Cox cable channel 33 in Irvine. Students view course lectures at home and ask questions of the instructor by telephone. Students who are outside of the Irvine viewing area may attend class in the IVC multimedia studio (LIB 213). Lectures are taped or made available in the college library, should students miss a lecture (http://www.ivc.edu/de/live.aspx). These classes are closed-captioned for persons with hearing disabilities.

IVC's distance education program hosts courses through the schools of business science, social sciences, math, CIS and engineering, humanities, and fine arts. Such courses are offered to further the growth of non-traditional programs as well as to accelerate students' completion of courses. Faculty are always encouraged to look for ways to incorporate technology into the delivery of instruction.[11]

IVC currently offers a growing variety of online/internet courses, including:

ACCT 1A	financial accounting
ACCT 1B	managerial accounting
ACCT 114	business mathematics
ACCT 212.1A	spreadsheet I
ART 20	art appreciation
ART 25	survey of art history: ancient worlds to gothic
ART 26	survey of art history: renaissance to modern
CIM 101.4A	DOS for technical support professionals
CIM 212.1A	spreadsheet I
CIM 221.1A	image editing I
CIM 221.2A	image editing techniques
CIM 240.1A	introduction to the internet
CIM 241.1A	creating a web page I
CIM 242.1A	2D animation I
CIM 243.1A	web authoring I
CIM 243.2A	web authoring II
CIM 255L	CIM lab
CIM 260.1A	networking I
CIS 1	introduction to computer systems
CIS 50L	CIS lab
CIS 55A	HTML programming

ECON 1	principles of economics—micro
LIT 45	women in literature
LIT 47	fable and folktale
MATH 180	mathematics tutorial laboratory
MATH 251	elementary algebra
MATH 253	intermediate algebra
MATH 280	mathematics tutorial laboratory
MATH 351	arithmetic review & pre-algebra mathematics
MGT 1	introduction to business
MGT 12A	the legal environment of business
MGT 135	introduction to marketing
MGT 160	introduction to small business management
MGT 268	introduction to international business
MUS 1	the basics of music
MUS 20	music appreciation
MUS 21	world music
PS1	American government
PSYC 1	introduction to psychology
PSYC10	statistical methods in the behavioral sciences
SOC 1	introduction to sociology
SPAN 4	intermediate Spanish

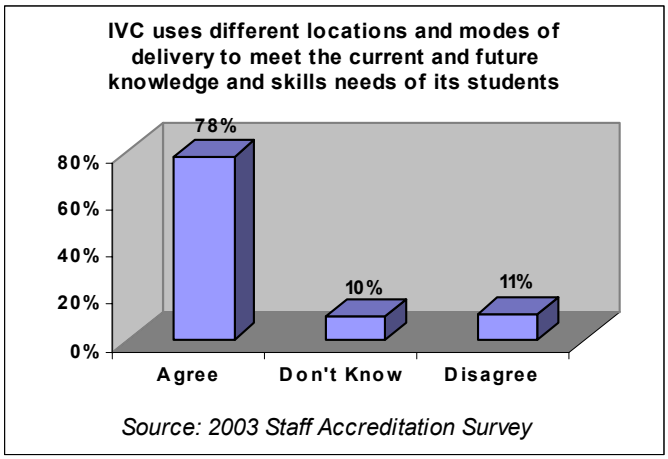
(Please see the fall 2003 schedule of classes, page 15.)

IVC has increased the number of internet course offerings by 12% between fall 2003 and spring 2004 semesters to serve its growing distance learning population.[9,10] Blackboard, a web-based integrated system, is used by Irvine Valley College as a tool for online/internet instruction. This infrastructure has led to an instructional presence on the worldwide web (http://www.ivc.edu/) including course outlines, study guides, course syllabi, PowerPoint presentations, message/discussion boards, and instructors' e-mail.

Workshops in Blackboard software are offered to faculty throughout the semester and during flex in-service week through IVC's school of advanced technology to support distance learning and other non-traditional methods of instructional delivery. Downloadable, Blackboard "e-training" videos are also made available by advanced technology via IVC's website (http://www.ivc.edu/de/sbc/) to assist students in using Blackboard for their online classes. A technology resource center has been established in the library. This space is expressly dedicated to faculty use for class preparation.

SELF-EVALUATION

IVC is committed to making education accessible to its students and to meet their lifelong learning needs. To these ends, different delivery systems and modes of instruction are now in place. Courses are scheduled at different times during the week, the semester, and the year. The college offers courses that are taught in a variety of traditional and nontraditional modes. (Please see the fall 2003 course schedule,[9] page 15, and pages 19-48.) All of this is done to provide each student the opportunity to develop a study program and prepare for a successful future. Of the 120 respondents to the staff accreditation survey, 78% agreed that IVC uses different locations and modes of delivery to meet the current and future needs of its students.



Source: 2003 Staff Accreditation Survey

The academic senate, through its committee on courses, makes sure that the delivery systems and modes of instruction are compatible with the objectives of each course.[3] Before a course can be offered through distance education, the committee on courses reviews the distance education form[12] submitted by the program. On this form, the program provides the necessary information that allows the committee on courses to determine if it is appropriate to offer the course in a different mode.

PLANNING AGENDA

IVC will continue to work towards expanding its distance education program through the development of online curriculum. The college will also strive to reestablish its telecourse and live interactive modes of instruction as soon as funding becomes available.

II.A.1.c. ***The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.***

DESCRIPTIVE SUMMARY

Irvine Valley College does not have in place a process to assess the achievement of learning outcomes for programs, degrees, and certificates. Student learning outcomes are identified at the course level only. All faculty members are required to distribute a course syllabus at the beginning of each session.[13] The syllabus states the course requirements, the content of the course, the grading guidelines, and all other relevant

information. Each instructor then evaluates at the end of the session the achievement of the stated learning outcomes for that course. It is up to each instructor to use the results gathered to improve the teaching of the particular course.

SELF-EVALUATION

This area needs significant development. Each school should identify student learning goals and competencies for the programs, degrees, and certificates it offers. It would be desirable to have in place a process to gather the results obtained by individual instructors teaching the same course in a given semester and use these results to improve how a course is taught. At the college level, a process or method to assess achievement of learning outcomes is needed. This process should include multiple measures, a mechanism for reporting results, and a mechanism to evaluate how the results are being used for improvement.

PLANNING AGENDA

Each school will identify student learning goals and competencies for programs, degrees, and certificates.

The college is in the initial stages of developing research methodologies to assess the achievement of student learning outcomes, and it will continue this effort.

> **II.A.2.** ***The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.***
>
> > **II.A.2.a.** ***The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.***

DESCRIPTIVE SUMMARY

The faculty, who are responsible for identifying appropriate student learning outcomes, develop the courses. The curriculum manual, workshops, and staff development activities provide guidelines for faculty authoring or revising curriculum.[3] The school dean, the vice president of instruction, the technical review committee, the committee on courses, the academic senate, and the board of trustees review the courses. All courses are submitted to the chancellor's office of the California community colleges for approval as prescribed by title 5 of the California code of regulations. If necessary, the appropriate

school reviews the courses taught by community education, or, if there is a conflict with courses for credit. Where appropriate, contract education courses are discussed with the corresponding school's dean and faculty for input and participation. All courses are reviewed every six years for currency and technical edits, and are resubmitted for approval.[14]

The ongoing program review process ensures that all programs are continually reviewed and updated for relevancy.[14] Each program is reviewed every six years. A committee consisting of three program experts, the program administrator, and outside experts conducts the review. Each committee receives a program review workbook[2] that contains all relevant information needed by the committee to complete the review. This information is also available online (http://www.ivc.edu/rpg/program_review.aspx). The final document from each program is reviewed by the program review oversight committee and the college president, and then approved by the academic senate.

In the past six years, significant strides have been made to strengthen and solidify the composition of and the participation in the committee on courses. Each school has a representative to the committee, which is chaired by faculty members appointed by the academic senate. The director of economic and resource development and the dean of advanced technology participate on the committee, as does a representative from publications and the curriculum coordinator from the office of instruction. Meetings are held bi-weekly at a set time and location. The curriculum development forms have been revised in the past two years for clarity and local and state requirements. Last year and this year during staff development week, a series of workshops were scheduled to assist faculty as they revised or developed new curriculum (http://www.ivc.edu/staffdev/schedules/fall2003.htm). The co-chairs are available, too, to meet and help individual faculty or schools. Inputting information directly to the computer has simplified and streamlined the process of writing and revising curriculum. Drafts and documents are sent, saved, and disseminated electronically.

The course outlines[15] of all courses include course objectives that, in most cases, are synonymous with learning outcomes. Steps are being taken to be more precise in writing curriculum to match objectives to course assignments, student learning outcomes, and evaluation methods. The disciplines of psychology, Spanish, speech, English, CIM, and math are focusing efforts through meetings of colleagues to develop more specific student learning outcomes in the programs. Other programs are expected to follow suit this year.

SELF EVALUATION

IVC has established procedures for designing, approving, and evaluating courses and programs. Of the 120 respondents to the staff accreditation survey, 63%

agreed with the statement that instructional programs are assessed, reviewed, and modified regularly, while 18% disagreed. In the same survey, 80% of the respondents agreed with the statement that faculty members play a central role in all of these procedures. The chairs of both the committee on courses and the program review oversight committee are faculty appointed by the academic senate. Each school has a representative on the committee on courses. Faculty is also represented in the program review oversight committee. The procedures used in all processes are described in the curriculum manual[3] and in the program review workbook.[2] The academic senate approves all new courses and programs, following the review and recommendation of the committee on courses. The senate also has the final approval of all program review reports. A gap occurs in the curriculum development process at the course and program levels, where measurable student learning outcomes still need to be determined.

PLANNING AGENDA

The college will incorporate the definition of specific and measurable student learning outcomes in the curriculum development process at the course and program levels.

II.A.2.b. ***The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.***

DESCRIPTIVE SUMMARY

The academic senate is responsible for establishing, evaluating, and approving educational programs at IVC. The committee on courses has prepared a curriculum manual[3] that contains clear descriptions of all the processes available to develop courses or programs and to evaluate courses. The program review oversight committee developed a program review workbook[2] containing all the relevant guidelines needed to evaluate an existing program. Faculty are responsible for revising existing curriculum and programs as well as for recommending deletion of courses or programs.

For vocational programs, faculty in cooperation with advisory committees comprised of business and industry representatives develop the curriculum. The description of vocational programs includes objectives that list the main competencies students will have achieved that fulfill the needs of that occupation (http://www.ivc.edu/careered/etech.aspx). The faculty develops program objectives with input from the program's advisory committee.[16,17] New programs are reviewed and approved by Irvine Valley College (same process and approval steps as indicated for course approval), by the Los Angeles/Orange County regional consortium and by the state chancellor's office (http://www.cccco.edu). In accordance with state law, each occupational program has an advisory committee that meets annually to review the industry standards of performance as related to the program's curriculum. Some IVC

programs have joint advisory meetings. For example, last year (2003) the school of business sciences had one large advisory meeting broken into smaller program groups: accounting, real estate, management, computer information management (which includes digital media and web authoring, office administration and local area networking).[16] Advisory committees are formed in different ways. Faculty and deans invite business contacts in their fields to participate on the committees. Examples of IVC programs with advisory committees are laser, electronics, drafting technology and engineering, administration of justice, early childhood development, fitness specialist, and digital graphic design.

The college awards certificates and degrees to students who complete the courses specified for each program. The requirements for each certificate or degree have been reviewed by the committee on courses and approved by the academic senate. Description of all graduation requirements can be found on pages 54-56 of the college catalog.[1]

SELF-EVALUATION

Faculty members play a central role in the development, review, and evaluation of courses and programs at IVC. The curriculum manual[3] and the program review workbook[2] contain all relevant information needed to accomplish those tasks. One of the overriding gaps in this process is the lack of measurable learning outcomes/competencies for the programs including certificates, degrees, and majors.

PLANNING AGENDA

The college will develop a process to assess the achievement of learning outcomes/competencies for its programs in order to award certificates, degrees, and majors.

II.A.2.c. ***High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.***

DESCRIPTIVE SUMMARY

The quality of instruction at IVC includes many aspects that contribute to the educational effectiveness and excellence of the institution. These factors include the quality of the programs, the excellent faculty, and the available support for the educational courses and programs. All faculty-generated programs are reviewed and approved by the committee on courses, which ensures high-quality content and addresses rigor as well as appropriate breadth and depth.[3] The transferability of each course and its appropriateness as a degree or program certificate designation are also reviewed.

Assessment tests are given for various disciplines to ensure that students meet the desired prerequisites to help ensure their success in the appropriate courses. The catalog[1] and the schedule of classes[9] have clear descriptions of the assessment process. The use of

assessment tests in a program like mathematics is an important tool for all the programs that have mathematics courses as prerequisites. Placement in the appropriate prerequisite course helps students complete the courses in the program of their choice in a timely fashion. To guide students when planning their coursework, a two-year program plan[18] was developed in spring 2003. All state approved programs were formatted into a matrix,[19] so that each course within an academic program would be offered at least once in a two-year cycle. All stand-alone courses that do not reside within a program would be offered at least once in every academic year. By following the guidelines of this plan students should be able to sequence their courses correctly. Also, students who are trying to complete a major for a degree or an occupational certificate will be afforded the opportunity to do so within a reasonable period.

Through the ongoing program review process as detailed in the program review workbook, all academic programs are carefully and thoroughly examined for depth, breadth, and quality of the educational experience offered to the student. Collected data provides information that assists with the evaluation and long-range planning of the program.

Occupational programs have advisory committees consisting of business and industry personnel. These committees review the program regularly and their advice strengthens the validity, rigor, and appropriateness of curriculum offerings within occupational certificates.[20] This provides excellent partnerships with the extended community and introduces students to business and industry contacts.

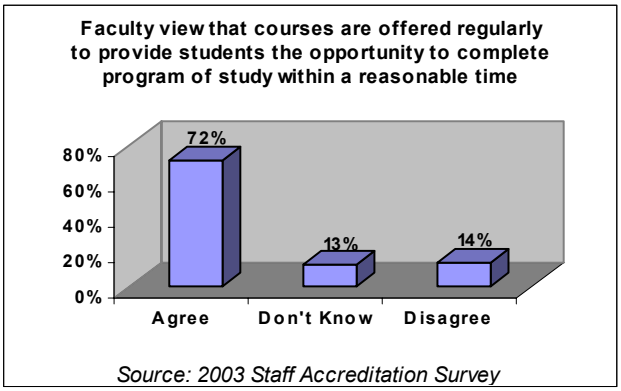
Over the last few years, IVC has generated a collective effort to improve the organization of the committee on courses, streamline its operation, and increase the college-wide participation of faculty. Reviewing the technical aspects of curriculum at the technical review committee level has improved overall efficiency by allowing the committee on courses to focus on the rigor, breadth, depth, and quality of the curriculum.[3]

The quality and excellence of the full-time and adjunct faculty in each program continues to be monitored and observed on a regular basis through classroom faculty evaluations. The instructional deans and academic chairs perform these evaluations as outlined in the faculty contract.[21] All courses in a program have a course description that has been approved by the committee on courses. To ensure course consistency, full-time and adjunct faculty members receive copies of these course descriptions and each faculty member is required to provide their school office with a copy of their syllabus[22] for each course as stated in the faculty manual.[13]

SELF-EVALUATION

The college is committed to providing high-quality instruction. 78% of the 687 respondents to the student accreditation survey[7] agreed with the statement that “IVC is committed to

academic excellence" and only 6% disagreed. 79% of the students also agreed with the statement "Instruction in my program is excellent." Processes are in place that review courses and programs on a regular basis to ensure appropriate breath, depth, rigor, and sequencing. These processes are described in the curriculum manual and the program review workbook. By developing the two-year program plan, the college provides students a guideline for planning their coursework and the opportunity to finish a program in a timely fashion.



Source: 2003 Staff Accreditation Survey

Of the 120 respondents to the staff accreditation survey, 72% agreed that courses are offered regularly to provide students the opportunity to complete their program of study within a reasonable time. Of the respondents to the student accreditation survey,[7] 71% agreed with the corresponding statement.

PLANNING AGENDA

Irvine Valley College will implement the new two-year program plan developed in spring 2003 across the curriculum, so that all courses in a state-approved program will be offered once in two years. All stand-alone courses will be offered once every year.

II.A.2.d. ***The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.***

DESCRIPTIVE SUMMARY

The college offers the curricula and programs in a variety of traditional and nontraditional delivery modes that recognize the needs and different learning styles of its students. At the course level student learning can be assessed through multiple ways. For example collaborative learning, physical demonstrations, performances, tests, essays, projects, group presentations, and internships, are incorporated in the teaching of many courses.[23] As reflected in the schedule of classes,[9] laboratory instruction with current technologies to meet the needs of students is offered in biology (page 21), chemistry (page 22), geology (page 32), physics (page 42), astronomy (page 21), and other courses. Tutorial labs are available in mathematics (page 37), humanities (page 49), and in economics (page 28). A computer lab is offered for co-requisite requirements in computer information science and computer information management, and for drop-in use for other disciplines (page 26).

The college is committed to providing full access to students with disabilities. Students with physical challenges are offered assistance in the classroom through the disabled students programs and services. These services are listed in the program's web site (http://www.ivc.edu/dsps/#Services). The college web site underwent a significant redesign in fall 2002. Now the site has javascript rollover menus at the top of each page (http://www.ivc.edu/). To maintain compliance with section 508 of the U.S rehabilitation act (http://www.dol.gov/oasam/regs/statutes/sec504.htm), "text-only" pages were added for each page. Many faculty members have web sites to facilitate student interaction (http://faculty.ivc.edu/iwhite). Information about how to design an accessible web page is available in the "all about accessibility" web page (http://www.ivc.edu/technology/). This web page also has guidelines to help IVC's instructors who teach online courses to make material accessible to the college's disabled and ESL students. Assistive workstations are available in the library and all academic computing labs.

The curriculum and programs accommodate the diversity of needs. Courses are offered in the mornings, afternoons, evenings, and weekends. Many are offered in a traditional 16-week semester, others are offered in eight-week or condensed blocks throughout the semester, and a few are offered on Saturday and Sunday.[9] Additionally, IVC offers non-credit programs, such as the emeritus program and community education, and contract education through customized programs to meet community and industry needs.[24,25]

Distance education classes via the internet or a combination of internet and on-campus sessions provide flexibility to students at remote locations, as indicated on page 15 of the fall 2003 schedule of classes.[9] IVC has increased the offering of online distance education courses over the past six years.[26] The college has an instructional designer on staff to work with faculty in the development of courses for the Blackboard platform and to train staff in the use of technology. In fact, technology training has become an integral component of the staff development program during flex week and throughout the year. A training schedule is published online (http://www.ivc.edu/staffdev/) and in print.[27] Customized workshops on any technology-related area for specific departments or individuals are available upon request. Through these workshops instructors learn basic components of how to create, organize and upload course content to the web, how to grade and assess coursework, and a myriad of other tools for communicating, interacting with, and delivering course materials to students.

SELF-EVALUATION

The college offers its courses and programs using a variety of delivery modes and teaching methodologies. Courses are taught in traditional and nontraditional ways. The use of technology has been incorporated where appropriate to enhance the learning experience of the students. A technology needs survey was completed in November 2002.[28] The institutional technology committee is using the results of the survey for future planning (http://www.ivc.edu/technology/itc/). Learning centers, described on page 49 of the fall 2003 schedule of classes,[9] offer instructional support in subjects like mathematics, reading, writing, and computer and business courses. A four-year trend analysis of distance education programs was completed in February 2002.[11]

The number of distance education classes offered in the schedule of classes[9] (page 15) has increased in the past few years and the college is working toward increasing the number of courses offered in this mode of delivery.

To make sure that all disabled and ESL students have full access to courses offered through distance education, the college's web site has been modified and faculty and staff have access to information, videos, and workshops to learn how to make material accessible. Closed captioning is provided for all television and video programming created at IVC.

IVC schedules courses to meet the needs of as many students as possible. Courses are offered mornings, afternoons, evenings, and weekends. Some programs offer the same course once a week, twice a week, or three times a week (please see page 37 of the fall 2003 schedule of classes[9]) to give students the opportunity to complete their coursework as soon as possible. Due to the reduction in the budget, programs might not be able to schedule as many sections for the same course.

PLANNING AGENDA

The college will continue to take steps to develop curriculum to increase distance education opportunities and to train faculty to implement course work in this mode of delivery.

Schools will continue to schedule classes to meet students' needs and demands and to maximize resources and course offerings.

II.A.2.e. ***The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.***

DESCRIPTIVE SUMMARY

The academic senate has the responsibility for establishing, evaluating, and approving educational programs at the college. Its committee on courses has standard processes to evaluate and to make recommendations on all matters related to the credit and non-credit curriculum.[3] The curriculum evaluation process of all academic programs is done in a six-year cycle.[14] This cycle provides each program the opportunity to review the relevance, appropriateness, and currency of its courses on a regular basis. The curriculum manual,[3] made available to all faculty members, states the guidelines for submission of new and revised curriculum as well as curriculum to be deleted. The committee on courses offers curriculum workshops on a regular basis. These workshops have been designed to assist faculty with course outline development for new or revised courses, introduce the new forms, and provide an update on changes to the curriculum processes (http://www.ivc.edu/instruction/coc.aspx).

In order to make the curriculum review process more efficient, the committee on courses has prepared specific forms for each of the aspects of the review process. On these forms the reviewer(s) of a course must identify if the course is a core option for new or existing programs; if the course is cross-listed, its applicability to the IGETC (Intersegmental General Education Transfer Curriculum) or CSU (California State University) general education requirements; and the cost estimate of teaching the course. One of the forms also requires a faculty review of the appropriateness of the proposed topics for the course, the proposed learning objectives of the course, and how the topics and assignments provide students the opportunity to fulfill the objectives. Also, the reviewer needs to explain how the suggested assignments promote critical thinking skills by students and how those skills are reflected in the proposed methods of evaluation. The reviewer(s) also need to explain how the suggested textbook and other suggested materials for the course are current, relevant, and adequate for students to accomplish stated learning objectives.[29]

If a course has a prerequisite or corequisite, the reviewer(s) need to complete the prerequisite, corequisite, advisory proposal form.[3] This form has three validation levels. In level I the reviewer(s) must provide a content review of both prerequisites and corequisites, and the advisory or recommended preparation prior to taking the course. In Level II at least three UC or CSU comparable courses must be listed. Level III must be completed only if a research study is needed, in which case the reviewer(s) must list the proposed methodology and the timeline of the study. The study must be completed within two years of course approval. Once all forms are submitted to the chair(s) of the committee on courses, review of the proposal is placed in the agenda of the appropriate meeting (http://www.ivc.edu/instruction/coc.aspx). The committee has representatives from all the schools. Each representative receives a copy of the proposal before the meeting so its review can be done efficiently. By reviewing all the information provided in the forms, the committee on courses can determine the relevance, appropriateness, and currency of the course, and how well the proposed learning outcomes can be achieved.

Program review is a systematic process defined by the collection, analysis, and interpretation of data concerning a program and its curriculum. The major objective of the process is to improve the quality of education at IVC. A program review process is now in place and has been successfully implemented since the 2000-2001 academic year.[2] Each program is reviewed every six years.[30] The program review oversight committee created two program review documents, one for academic programs and another for student services programs.[2] A committee formed by three program experts, the program administrator, and outside experts does the review. Each committee receives a program review workbook that contains all relevant information needed by the committee to complete the review. This information is also available online (http://www.ivc.edu/rpg/program_review.aspx).

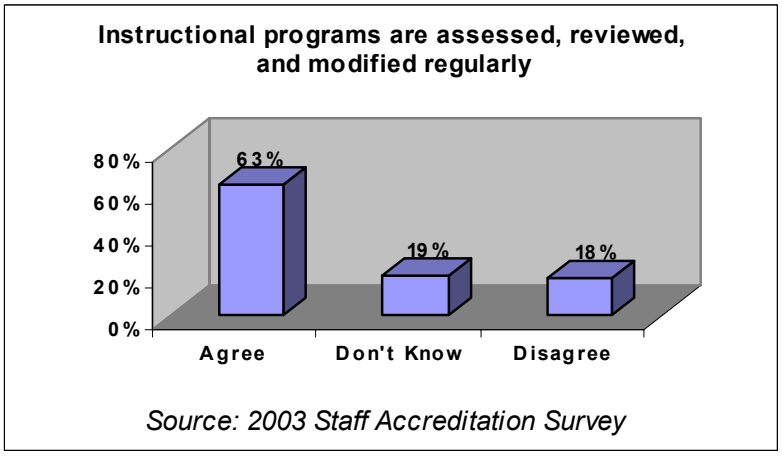
The committee reviewing a program must provide responses to the different sections in the program review document. The document is divided into eight sections: student access, student success, staff diversity; effective shared governance; community leadership and partnership; efficient use of resources; resource development; and

program and instructional excellence. Each year the program review oversight committee prepares a timetable to guide the review committees. This timetable is included in the program review workbook.[2] The oversight committee reviews a first draft for each program under review and returns it to the review committee with comments where necessary. Members of the oversight committee meet with the chairs of the review committees as needed. The final document is reviewed by the oversight committee and the college president, and then forwarded to the academic senate for approval. The evaluation of a program through this process allows the faculty in the program to determine if the different components of the program are relevant, current, and appropriate, and also to use the results obtained for long-range planning.[31]

At the end of each academic year, the oversight committee solicits input from the members of all the review committees and modifies the documents as needed to improve the review process. Program review provides each program the opportunity to analyze the courses and services it provides and to make plans. This year, the academic senate approved the postponement of the review of the programs scheduled for this year to allow the oversight committee to modify the two program review documents to align them with the new accreditation standards.[32]

SELF-EVALUATION

IVC evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, and currency using the mechanisms provided by the committee on courses and program review.



Source: 2003 Staff Accreditation Survey

Of the 120 respondents to the staff accreditation survey 63% expressed agreement with the statement that instructional programs are assessed, reviewed and modified regularly. At this time, the college has started to develop a process to assess achievement of learning outcomes at the program level. Studies have been done for Spanish and psychology**,** and there are plans for evaluating forensics, French, and English in the near future. An annual survey of graduates[33] is now in place. The survey is used to assess their experiences and application of their education to their careers.

PLANNING AGENDA

The college will continue to evaluate all courses and programs using the processes established by the committee on courses and by program review.

The college will continue the development of a research process to assess the achievement of learning outcomes.

> **II.A.2.f.** ***The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.***

DESCRIPTIVE SUMMARY

Irvine Valley College assumes the responsibility to evaluate currency and the stated achievement of its student learning outcomes, for credit and non-credit courses, through the academic senate's subcommittee of the committee on courses. All new and revised courses and programs must be reviewed and approved by this body to ensure that the courses support the definition as it relates to the college's mission statement and follow the guidelines in the curriculum manual.[3] An ongoing, systematic evaluation of all discipline courses occurs as the result of a college established six-year curriculum review cycle. With this integrated planning, existing courses are reviewed and revised by faculty once in six years in order to ensure currency, relevancy, and excellence.

All courses, certificates, programs including general and vocational education, and degrees are designed to meet the comprehensive mission[48] of the college. Vocational programs are required to hold annual advisory committee meetings in order to identify competency levels and measurable student learning outcomes for courses, certificates, programs, and degrees. IVC relies on faculty expertise as well as business and industry representatives to provide input that reflects the current state of the industry.[34,35]

Irvine Valley College has established guidelines for evaluating all of its instructional programs by engaging in a comprehensive program review process on a systematic basis. This ongoing process involves faculty experts from within the discipline and faculty outside of the discipline, as well as the academic deans. The purpose of the review is to (a) provide the institution with information on how well the program functions in relation to its objectives, its stated student learning outcomes, the college mission, and community needs; (b) to assist in planning; and (c) to improve the program. To ensure that no program is overlooked, a program review timeline has been established through the program review cycle.[30]

SELF –EVALUATION

Irvine Valley College is performing effectively in terms of integrated planning and the systematic evaluation of courses, certificates, general and vocational education programs, and degrees. Through the ongoing work of the committee on courses, the six-year curriculum review cycle, and the scheduled program review process, all instructional courses and programs are examined and reviewed for currency and stated student learning outcomes. Currently, there is no process in place to measure the achievement of stated student learning outcomes for courses and programs, but the college has started the development of such a process by evaluating Spanish and psychology.[36] Efforts should be made to improve the dissemination of data available to delineate the achievement of learning outcomes.

PLANNING AGENDA

IVC will continue to use planning and to evaluate courses, certificates, programs, and degrees through the ongoing institutional processes of program review, the six-year curriculum review, and the committee on courses.

The college will develop, implement, and evaluate a means of assessing and measuring the achievement of stated student learning outcomes.

The college will improve the dissemination of data available to delineate the achievement of learning outcomes.

II.A.2.g. ***If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.***

DESCRIPTIVE SUMMARY

Irvine Valley College has no departmental course and/or program examinations.

II.A.2.h. ***The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.***

DESCRIPTIVE SUMMARY

At Irvine Valley College, faculty members are expected to provide students with a syllabus specifying course objectives, student performance standards, and grading policies, as per board policy 4309, paragraph I.A.8.[37,23] These documents are on file in each school office. Credit is awarded to students based on each course's learning outcomes, which are addressed in each course outline and syllabus.

IVC instructional schools incorporate the importance of syllabi into the orientation program for new full-time and adjunct faculty.[38] The course syllabus is designed and based on the course outline that is in agreement with the articulation policies and approved by the committee on courses.[39]

IVC awards units of credit consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, and are consistent with title 5 of the California code of regulations. It should be stated that one credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, credit is assigned proportionately.

SELF-EVALUATION

The amount of credits earned in each lecture or lab course depends on how many total "hours" the course requires. For purposes of classroom or laboratory time, an "hour" is defined by title 5 regulations, section 58023[40] as 50 minutes. However, for out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

The essence of the relationship expressed in this section is that each unit of credit requires approximately 48 hours of student learning time. As a matter of standard higher education practice (but not as a matter of law), in traditional academic disciplines (such as English, history, mathematics, etc.), it is expected that one third of these hours will occur in the classroom ("recitation" or lecture), and two-thirds of them will occur outside the classroom ("study" or homework). Thus, for a one-unit academic course, the following hours would normally be expected:

16 hours of classroom time + 32 hours of homework = 48 hours total student learning time

An example of a one-unit course at IVC appears below:

ENGR 21: introduction to engineering and technology
Friday - 8:30a.m.- 9:30a.m.[9]
1 hour lecture per week (16.6 weeks per semester)
which equals
16.6 hours of classroom time
32 hours of homework
48.6 hours total student learning time

Many traditional academic courses award three units. The number of hours expected for such a course would be:

48 hours of classroom time
96 hours of homework
144 hours total student learning time

An example of a three-unit course at IVC appears below:

ART 4: introduction to art theory
Monday - 1:00 p.m. – 4:00 p.m.
3 hrs. lecture per week (16.6 weeks per semester)
49.8 hours of classroom time
96 hours of homework
145.8 hours total student learning time

PLANNING AGENDA

IVC will continue to evaluate student performance based upon explicitly and consistently stated learning objectives and outcomes.

All courses will continue to comply with "unit of credit" and "hour" accepted norms or equivalencies in higher education.

II.A.2.i. ***The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.***

DESCRIPTIVE SUMMARY

Irvine Valley College students may graduate with an associate in arts or associate in science degree. The institution awards degrees in 37 different majors for students seeking the associate in arts and 27 for an associate in science. The institution also offers flexibility to obtain multiple majors, second degrees, some alternatives to degree requirements, and double counting of courses, as described on page 55 of the college catalog.[1] A complete list of associate degree majors appears on page 56 of the catalog. The district board of trustees confers degrees and certificates upon the recommendation of the faculty of Irvine Valley College and upon completion of strict requirements, including successful completion of at least 60 units of credit, scholarship, residency, general education, major requirement, competency, and continuous attendance, as described on page 54 of the college catalog.

In order to earn a degree, a student must complete the required total units of credit. Students may apply only one English or ESL course below transferable freshman composition toward the associate in arts or science degree. A minimum of 12 units of the required 60 units must be completed in residence at IVC (college catalog,[1] page 54). All students seeking a degree must complete a set of required general education courses designed to ensure that graduating students have received comprehensive education (college catalog, page 57). Students may satisfy both the general education and major requirements for the associate in arts degree by completing the coursework necessary to obtain California state university general education certification or intersegmental general education transfer curriculum certification (college catalog, page 55). A student must demonstrate completion of writing 1 and mathematics 251 (elementary algebra) or a

higher-level course in mathematics with a grade of "C" or better. Also, he or she must maintain continuous attendance in at least one course in the academic year in order to graduate (college catalog, page 54).

SELF-EVALUATION

At this time the college does not have a process in place to assess achievement of learning outcomes at the program level. Steps have been taken to start developing such a process. Studies have been conducted for Spanish and psychology[36] and there are plans for evaluating forensics, French, and English in the near future. Each school needs to identify student learning goals and competencies for the programs, degrees, and certificates it offers.

PLANNING AGENDA

Each school will identify student learning outcomes and competencies for programs, degrees, and certificates.

The college will develop a research format to assess the achievement of learning outcomes at the program level.

> **II.A.3.** ***The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:***
>
> > **II.A.3.a.** ***An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.***

DESCRIPTIVE SUMMARY

Irvine Valley College requires that all students seeking an associate in arts or an associate in science degree complete general education requirements. These requirements are published in the college's catalog[1] (page 57), the schedule of classes[9] (page 53), and on the college's web page **(**http://www.ivc.edu/students/transfer/requirements.pdf). These requirements are based on a carefully considered "philosophy of general education," which is published in the catalog (page 58), and that also can be found on the college's web page **(**http://www.ivc.edu/schedule/catalog2003/degrees.pdf**).** The philosophy underlying a "general education" is that no discipline is an isolated endeavor; instead,

each relies upon and informs a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception.

The academic senate has the responsibility for establishing, evaluating, and approving educational programs at the college. Its committee on courses has standard processes to evaluate and to make recommendations on all matters related to the curriculum.[3] The description of each course approved by the committee on courses contains a section on learning objectives for that course. These learning objectives are the learning outcomes of the course. By reviewing the stated learning outcomes of each course, the faculty determine its appropriateness for inclusion in the general education curriculum. The courses listed in the requirements were chosen to support the belief that students graduating with a degree should be liberally as well as specifically educated (college catalog,[1] page 58). To obtain an associate degree, a student must complete general education coursework in the areas of humanities and fine arts, natural sciences, social sciences, language and rationality (reading and writing, speaking, critical thinking, and mathematics), American institutions, cultural diversity, foreign languages, and lifelong health and personal development (college catalog, pages 58-59). General education requirements for the associate in science degrees are not the same as those for the associate in arts degrees, but still include courses in the major areas of knowledge.

SELF-EVALUATION

At this time, the description of each course approved by the committee on courses contains a section on learning objectives for the course. These learning objectives are the learning outcomes of the course. At the program level, student learning outcomes need to be defined and refined to be measurable. Each school must identify student learning outcomes and competencies for the programs, degrees, and certificates it offers.

PLANNING AGENDA

The college will define comprehensive general education learning outcomes.

> **II.A.3.b.** ***A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.***

DESCRIPTIVE SUMMARY

The college's graduation requirements (college catalog,[1] page 54) include competency in reading, writing, and mathematics: for the associate in science degree, completion of writing 1 and mathematics 251 (elementary algebra); for the associate in arts degree, completion of writing 1 and mathematics 253 (intermediate algebra). The general education requirements also include completion of either management 102 or speech 1

with a grade of "C" or better. Successful completion of these courses gives students skills in oral and written communication and quantitative reasoning.

The college's general education requirements (college catalog, page 57) include completion of a course in the critical thinking category: philosophy 3; psychology 2; reading 174; speech 2 or 3; or writing 2. This course provides practical instruction in reaching conclusions based on critical analysis and reasoning.

The general education requirements also include completion of a course in the natural sciences and a course in the social sciences. The course in the natural sciences introduces the student to the scientific method and provides examples of scientific reasoning. The course in the social sciences provides examples of how to use both the scientific and the empirical methods. Successful completion of these two courses gives the student skills that can be used to make responsible decisions in many areas of everyday life.

The college's mission statement asserts that the central purpose of its programs and services "is the education of students who think critically and act responsibly in the global community."[48] Irvine Valley College strives to provide its students with as many opportunities as possible to help them acquire lifelong learning skills and to become capable of using their knowledge productively.

SELF-EVALUATION

At this time, the college's graduation requirements do not include a requirement for computer literacy. The inclusion of this requirement is something the college needs to consider in view of the role that computers now have in everyday life. Also, the college needs to define comprehensive general education learning outcomes.

PLANNING AGENDA

The college will consider the possibility of including a computer literacy requirement as part of its graduation requirements.

The college will define comprehensive general education learning outcomes.

> **II.A.3.c.** ***A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.***

DESCRIPTIVE SUMMARY

The college faculty believes that a student graduating with a degree from Irvine Valley College should have a rounded education. The general education requirement reflects the

belief that no discipline is an isolated endeavor. A well-educated student should be able to "imagine, evaluate, and respond in a wide variety of ways and in a plurality of contexts" (college catalog,[1] page 58). Each of the general education categories plays an important role in the education process of the individual.

In the language and rationality category, students are required to take a course in each of the following subcategories: reading and writing, speaking, and critical thinking (college catalog, page 57). In the writing course students learn to write clearly and effectively.[36] In the reading course students learn to apply critical thinking skills to the interpretation and analysis of ideas encountered in academic, professional, and personal readings. They also learn to determine clarity, infer factual or judgmental conclusions, predict outcomes, and generalize about ideas encountered in written language. The course in the speaking category teaches students to listen critically and to express a position reasonably. One of the learning objectives of speech 2 is to teach students to identify and understand the ethical responsibilities inherent in persuasion. All these courses prepare the individual to be able to understand and communicate ideas in a variety of settings, enabling students to receive information and analyze it to reach conclusions. After successfully completing such courses, a student will have the tools necessary to develop a better appreciation of ethical principles.

Courses in the mathematics category train students in quantitative skills essential not only to other disciplines but also to everyday living. The knowledge obtained in the courses of these two categories helps the student function effectively in different roles: citizen, student, parent, employee, etc.

Courses in the American institutions category provide a basic education in the nation's history and political system. One of the learning outcomes of several history courses is to explain the process of historical continuity to determine the connection between the past and the present.[36] This knowledge is very important in the formation of a national identity and value system, both needed if the individual is to become a citizen willing to assume civic, political, and social responsibilities.

Courses in the social sciences category "explore the nature of individual and collective human behavior; the political, economic, social, and psychological structures/institutions of human beings; and the challenges of developing and sustaining interpersonal and intercultural relationships" (college catalog, page 59). In these courses, students learn the skills required to make political, social, ethical, and moral decisions, and to develop interpersonal skills.

In the natural sciences category, students choose a course from the areas of astronomy, biology, chemistry, earth sciences, geology, marine science, and physics (college catalog, page 57). These courses help students integrate the methods and concerns of the empirical sciences with technology and their applications to daily life. Understanding the methods of scientific reasoning enhances the ability to make political, moral, and social decisions.

The category of cultural diversity lists a variety of courses (college catalog, page 57) that provide the student with intellectual tools needed to understand and appreciate an increasingly diverse local, national, and global context. For example, one of the learning objectives of geography 2 is to examine the historic and current causes of human migration and the present distribution of refugees, and in anthropology 2 students analyze the spatial variation and cultural diversity which exist between world regions.[36] The knowledge obtained in these courses helps students understand the importance of respect for cultural diversity.

Courses in the humanities and fine arts categories introduce students to the methods and values of humanistic study and engage students in the discovery and appreciation of the fine arts, providing sensitivity to the aesthetic**.** In a course like fine arts 27, students learn to apply various methods of criticism in order to evaluate the visual and performing arts.[36] In Music 20, students analyze and discuss several of the important components of a piece of music.[36] The possibility of learning a foreign language opens the door to a better understanding of the culture of the peoples whose language is being studied. For example, in Spanish 1B, students study different aspects of Hispanic daily life.[36] Hence learning a foreign language provides the individual the opportunity to appreciate cultural diversity.

Students also need to take at least one course in any two of the three subcategories of the lifelong health and personal development category (college catalog, page 57). These courses encourage lifelong personal health and personal development. Health 1 teaches students to identify and evaluate health practices in order to establish a plan for change.[36] Personal health and personal development are key factors for an individual to be effective in the different roles played through the different stages of life.

SELF-EVALUATION

The general education requirements closely mirror those of the CSU and UC systems, and stress the importance of general education's interdisciplinary nature. Through a carefully reviewed list of course options, the college gives students the opportunity to develop intellectual skills, effective and creative capabilities, social attitudes, an appreciation for cultural diversity, and recognition of what it means to be an ethical human being and effective citizen. At this time there is no process to evaluate the achievement of learning outcomes at the program level. Each course listed in the general education requirements table (college catalog, page 57) has identified specific learning outcomes that are only measured at the course level. The college needs to define comprehensive general education learning outcomes and needs to develop a research format to assess the achievement of learning outcomes at the program level.

PLANNING AGENDA

The college will define comprehensive general education learning outcomes.

The college will develop a process to assess the achievement of learning outcomes at the program level.

II.A.4. ***All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.***

DESCRIPTIVE SUMMARY

All students seeking an associate degree from IVC must complete a minimum of 60 units of credit (college catalog,[1] page 54). Those students who declare a major are required to complete at least 18 units of credit in a single subject or related discipline as part of this 60 unit requirement. A minimum of 24.5 units must be completed in general education courses. The general education requirements are listed on page 57 of the catalog.

The college offers students seeking an associate in arts degree the choice of 37 different majors in liberal arts and sciences (college catalog, page 56). For the major requirement, a student can complete any of the following options (college catalog, page 54):

- Completion of an associate in arts degree major, as described by each program. (See example below).
- Completion of at least 20 units including the lower division requirements designated as preparation for a specific transfer major.
- Completion of at least 20 units in a single subject or related discipline.

As an example, these are the requirements for an associate in arts degree with a mathematics major:

Complete the following courses

MATH 3A	analytic geometry and calculus I	5 units
MATH 3B	analytic geometry and calculus II	5 units
MATH 4A	analytic geometry and calculus III	5 units
MATH 24	elementary differential equations	4 units
MATH 26	introduction to linear algebra	4 units

Select one of the following

PHYS 4A	general physics	4 units
CIS 36	C programming	3 units
CIS 37	C++ programming	3 units

total units: 26-27

Students may satisfy both the general education and major requirements for the associate in arts degree by completing the coursework necessary to obtain either a California state university general education certification or the intersegmental general education transfer curriculum certification (college catalog, page 55).

IVC also offers 27 different majors in the technological, applied, and business sciences for students seeking an associate in sciences degree (college catalog, page 56). For the major requirement, a student can complete either of the following options (college catalog, page 54):

- Completion of an associate in sciences degree major or certificate program of 18 units or more.
- Completion of at least 18 units in a single subject or related discipline.

As an example, these are the requirements for an associate in science major in computer-aided manufacturing.

Complete the following courses

DR 100	fundamentals of mechanical drafting	3 units
ENGR 23	engineering graphics and descriptive geometry	3 units
ENGR 183	computer-aided design techniques	3 units
ENGT 130	industrial automation	3 units
ENGT 140	manufacturing process-systems introduction	3 units
MATH 124	trigonometry	3 units
MGT 103	business English	3 units
	total units:	21

SELF-EVALUATION

All degree programs at IVC require the completion of units in a single subject area or related disciplines to provide students with a focused objective. The requirements for each degree program can be found in the catalog and on the college's web site. Requirements for the different degree programs are reviewed as needed to reflect current needs. Instructional schools seek academic consistency with four-year colleges and universities for articulation purposes. Currently the degree structure for the associate in arts in general studies and in liberal arts and sciences is under review.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.5. ***Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.***

DESCRIPTIVE SUMMARY

Irvine Valley College offers all students the opportunity to pursue an occupational certificate, as well as an associate degree. The college awards certificates in the technological, applied, and business sciences to students who complete the courses specified for each program. Vocational programs prepare students through theory and practical applications. Many of the courses incorporate performance-based examinations, in addition to objective tests, to determine proficiency.

At IVC, the curriculum has been generated by faculty utilizing the standards of title 5 of the California code of regulations standards[41] and includes information gained through the program review process[14] as well as industry and business advisory committee recommendations.[17,20]

SELF-EVALUATION

The Irvine Valley College catalog[1] lists specific course requirements for each certificate, along with program descriptions. In many instances, the courses that comprise the certificate program are the same as those that comprise the major for the associate in science degree.

A certificate of competency is awarded for the completion of a specified program, or set of courses, whose total requirement is less than 18 units. These certificates are locally developed and approved in order to acknowledge basic workplace competencies and job preparedness for students who are upgrading their employment skills or pursuing entry into the workforce. The catalog provides the specific course requirements.

A graduate follow-up survey[33] was completed in spring 2001 in order to provide accountability data to the California community college chancellor's office and to compare Irvine Valley College to community colleges nationwide. The IVC office of research, planning, and grants conducted the survey. The purpose was to collect and analyze the responses of recent graduates, to identify areas of strength or areas in need of improvement to best serve the students.

One hundred and twenty one graduates completed the survey. For 45% of the respondents, the primary objective for attending IVC had been to accumulate transfer credits, and 37% attended the college to obtain an AA degree. Some of the responses received when asked to evaluate the quality of the skills acquired at IVC appear below:

skill	excellent	well	total
writing	39%	45%	84%
reading	31%	50%	81%
speaking	35%	44%	79%
mathematics	41%	42%	83%
technology	25%	40%	65%

Of the 121 respondents, 80% felt that they had been prepared very well (36%) or well (44%) at IVC to be able to continue their college studies at another institution. When asked to rate the quality of the education received at IVC in relation to their major, 91% replied either very good (47%) or good (44%). In terms of employment, 44% of the respondents were working full time and 32% part time. Of the respondents employed, 16% had a job directly related to the program completed at IVC, 29% had a job indirectly related to the program, and 54% had a job not related to the program completed at the college. Of the employed respondents, 46% had been working at the same job prior to enrolling at IVC. When asked how a program completed at IVC helped students in their occupational area, 52% answered that it had helped their performance on the present job, 14% said it had helped advancement on the present job, and 20% responded that it had helped them to obtain the job.

The Irvine Valley College economic and resource development office, which coordinates vocational efforts, along with the office of research, planning, and grants, generated useful data for vocational programs. The data included Vocational and Technical Education Act (VTEA) core indicators of performance by vocational taxonomy of programs code.[42] This database allowed the analysis and comparison of programs at IVC, district, and statewide for all colleges. It also provided information on various demographics in relation to the core indicators of performance by program.

All of this vital information has allowed Irvine Valley College to review how well the students completing vocational and occupational certificates and degrees have demonstrated professional and technical competencies in meeting appropriate employment and other standards.

Technical and professional competencies have been identified for all courses that have been reviewed and approved by the committee on courses.[14] The need remains to develop concrete and specific program outcomes and competencies that are explicit and can be measured and evaluated. These outcomes and competencies need to reflect the strengths and unique characteristics of each program. Separate objectives should be developed for options and emphases.

PLANNING AGENDA

The college will develop concrete and specific program outcomes and competencies that are explicit and can be measured and evaluated. These outcomes and competencies will reflect the strengths and unique characteristics of each program.

II.A.6. ***The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.***

II.A.6.a. ***The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.***

DESCRIPTIVE SUMMARY

In accord with its mission[48] to serve "students seeking to transfer," Irvine Valley College provides its students whose ultimate objective is to obtain a four-year college or university degree with clearly stated, transfer-of-credit policies (http://www.ivc.edu/transfer/requirements.pdf). These policies reflect the state's most current requirements for students to transfer Irvine Valley College courses to either or both of the UC and the CSU systems.

IVC is a participating campus in the California Articulation Number (CAN) System.[43] The CAN System is a course identification system for common core lower-division transferable, major preparation courses commonly taught on community college and California state university campuses. Colleges and universities that accept courses through articulation agreements can qualify courses for CAN designations. Articulated courses are considered comparable, which means that the content is such that similar learning outcomes are assured. To qualify a course to use a California articulation number, the college needs to negotiate written, faculty approved articulation agreements with four California public four-year institutions. CAN descriptions are reviewed by four-year institutions regularly to insure currency and appropriateness of courses for major preparation (http://www.cansystem.org). Participating campuses in the CAN system agree to accept the identically numbered courses and use them in the same way their own CAN-qualified courses are used. The CAN system eliminates the need for each campus to negotiate articulation agreements with each other campus (http://www.can.csus.edu/CAN_Guide.pdf). Through CAN articulation, IVC helps transfer students to make a smooth transition to the four-year institution of their choice.

Irvine Valley College currently hosts three explicit general education transfer of credit plans/options, each of which is briefly described below:

CSU – Students planning to graduate from any CSU campus must complete 48 units in general education, 39 of which may be completed at IVC prior to transfer. Nine semester units of upper-division coursework in general education must be completed *after* transfer at the campus awarding the degree. Students select courses in several subject areas from a CSU general education certification list appearing at page 66 of the college catalog.[1]

UC – This is a transfer course agreement between the UC system and Irvine Valley College (updated 2003-2004). Most IVC courses numbered 1-99 will transfer to UC; however, there are some exceptions. The UC course list (college catalog,[1] page 71) notes all IVC courses that transfer to UC, as well as an explanation of UC credit provisions.

Intersegmental General Education Transfer Curriculum (IGETC) – Irvine Valley College transfer students may fulfill the lower-division general education requirements for both UC and CSU by completing the IGETC certification (college catalog,[1] page 69).

The above information is provided to students through a variety of sources, including the college catalog, the schedule of classes[9] (pages 53-56), on the college web site, as noted above, IVC's on-campus transfer center (http://www.ivc.edu/transfer/), and the office of guidance and counseling.

IVC's transfer center also offers a series of transfer advisement sheets by major (http://www.ivc.edu/transfer/majors/). All transfer advisement sheets are based upon university course articulation and catalog information at the time of publication.

As of fall semester 2003, Irvine Valley College offers the following courses that have earned a CAN number (printed by each IVC course number in each semester schedule and annual catalog), and thus have officially satisfied the expected learning outcomes of other four-year institutions:

CAN catalog detail*

college code	term	CAN course	course identification
IRVINE	F92	CAN AJ 2	AJ 2
IRVINE	S93	CAN AJ 4	AJ 4
IRVINE	F93	CAN AJ 8	AJ 105
IRVINE	S89	CAN ANTH 2	ANTH 1
IRVINE	S89	CAN ANTH 4	ANTH 2
IRVINE	S92	CAN ANTH 6	ANTH 9
IRVINE	S89	CAN ART 2	ART 25
IRVINE	S89	CAN ART 4	ART 26

*© 2003 California Articulation Number System. "CAN" is the official mark of the California Articulation Number System *(www.can.csus.edu/catalog_Information.asp)*

college code	term	CAN course	course identification
IRVINE	F01	CAN ART 8	ART 80
IRVINE	S89-S95	CAN ART 8	ART 80
IRVINE	F02	CAN ART 10	ART 50
IRVINE	S96	CAN ART 14	ART 40
IRVINE	S93-S94	CAN ART 14	ART 40
IRVINE	S96	CAN ART 16	ART 41
IRVINE	S98	CAN ART SEQ A	ART 25+26
IRVINE	S96	CAN BIOL 2	BIO 6+6L
IRVINE	S96	CAN BIOL 4	BIO 5
IRVINE	S93-S95	CAN BIOL 4	BIO 5
IRVINE	S93	CAN BIOL 6	BIO 2
IRVINE	F93	CAN BIOL 10	BIO 11
IRVINE	S93	CAN BIOL 12	BIO 12+12L
IRVINE	S93	CAN BIOL 14	BIO 15
IRVINE	S98	CAN BIOL SEQ A	BIO 6+6L+5+2
IRVINE	S98	CAN BIOL SEQ B	BIO 11+12+12L
IRVINE	F90	CAN BUS 2	ACCT 1A
IRVINE	S91	CAN BUS 4	ACCT 1B
IRVINE	S91-F92	CAN BUS 8	MGT 12A
IRVINE	S95	CAN BUS 12	MGT 12A
IRVINE	S98	CAN BUS SEQ A	ACCT 1A+1B
IRVINE	F90	CAN CHEM 2	CHEM 1A
IRVINE	S89	CAN CHEM 4	CHEM 1B
IRVINE	F92-S94	CAN CHEM 6	CHEM 2A
IRVINE	F92-S95	CAN CHEM 12	CHEM 5A
IRVINE	S98	CAN CHEM SEQ A	CHEM 1A+1B
IRVINE	S96-S98	CAN CSCI 4	CIS 33+50L
IRVINE	S96-S98	CAN CSCI 12	CIS 34+50L
IRVINE	S92	CAN DRAM 8	TA 1
IRVINE	S89	CAN ECON 2	ECON 2
IRVINE	S89	CAN ECON 4	ECON 1
IRVINE	S89	CAN ENGL 2	WR 1
IRVINE	F01	CAN ENGL 4	WR 2
IRVINE	S96	CAN ENGL 6	WR 10
IRVINE	S94	CAN ENGL 8	LIT 20
IRVINE	S94	CAN ENGL 10	LIT 21
IRVINE	S96	CAN ENGL 14	LIT 22
IRVINE	S96	CAN ENGL 16	LIT 23
IRVINE	S96	CAN ENGL 22	LIT 33
IRVINE	S98	CAN ENGL SEQ B	LIT 20+21
IRVINE	S98	CAN ENGL SEQ C	LIT 22+23
IRVINE	S97	CAN FREN 2	FR 1

college code	term	CAN course	course identification
IRVINE	S97	CAN FREN 4	FR 2
IRVINE	S98	CAN FREN SEQ A	FR 1+2
IRVINE	F91	CAN GEOG 2	GEOG 1
IRVINE	F91	CAN GEOG 4	GEOG 2
IRVINE	F01	CAN GEOL 2	GEOL 1
IRVINE	F91-S97	CAN GEOL 2	GEOL 1
IRVINE	S96	CAN GEOL 4	GEOL 2
IRVINE	S92-S95	CAN GEOL 4	GEOL 2
IRVINE	S91	CAN GOVT 2	PS 1
IRVINE	S89	CAN HIST 2	HIST 10
IRVINE	S89	CAN HIST 4	HIST 11
IRVINE	S89	CAN HIST 8	HIST 20
IRVINE	S89	CAN HIST 10	HIST 21
IRVINE	S98	CAN HIST SEQ A	HIST 10+11
IRVINE	S98	CAN HIST SEQ B	HIST 20+21
IRVINE	S97	CAN MATH 2	MATH 105
IRVINE	S97	CAN MATH 16	MATH 2
IRVINE	S93	CAN MATH 18	MATH 3A
IRVINE	F90	CAN MATH 20	MATH 3B
IRVINE	F90	CAN MATH 22	MATH 4A
IRVINE	S97	CAN MATH 24	MATH 24
IRVINE	S96	CAN MATH 26	MATH 26
IRVINE	S94-S98	CAN MATH 34	MATH 11
IRVINE	S98	CAN MATH SEQ B	MATH 3A+3B
IRVINE	S98	CAN MATH SEQ C	MATH 3A+3B+4A
IRVINE	S96	CAN PHIL 2	PHIL 1
IRVINE	S96	CAN PHIL 4	PHIL 2
IRVINE	F02	CAN PHYS 2	PHYS 2A
IRVINE	S91-S02	CAN PHYS 2	PHYS 2A
IRVINE	S91	CAN PHYS 4	PHYS 2B
IRVINE	S98	CAN PHYS 8	PHYS 4A
IRVINE	S91-S97	CAN PHYS 8	PHYS 4A
IRVINE	S98	CAN PHYS 12	PHYS 4B
IRVINE	S91-S97	CAN PHYS 12	PHYS 4B
IRVINE	S97	CAN PHYS 14	PHYS 4C
IRVINE	S98	CAN PHYS SEQ A	PHYS 2A+2B
IRVINE	S98	CAN PHYS SEQ B	PHYS 4A+4B+4C
IRVINE	F90	CAN PSY 2	PSYC 1
IRVINE	S89	CAN SOC 2	SOC 1
IRVINE	S92	CAN SOC 4	SOC 2
IRVINE	S98	CAN SPAN 2	SPAN 1
IRVINE	F02	CAN SPAN 4	SPAN 2

college code	term	CAN course	course identification
IRVINE	S96	CAN SPAN 8	SPAN 3
IRVINE	S97	CAN SPAN 10	SPAN 4
IRVINE	S98	CAN SPAN SEQ B	SPAN 3+4
IRVINE	S96	CAN SPCH 4	SP 1
IRVINE	F92	CAN SPCH 6	SP 3
IRVINE	S94	CAN STAT 2	MATH 10

IVC has extensive articulation agreements with all of the UC and CSU campuses. To obtain the most current articulation agreements, students may visit http://www.assist.org. ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is the official source for California articulation and student transfer information.

Samples of IVC's most current articulation agreements appear below:

UC transferable courses

	title	IGETC area	semester units	UC area
ART 4	introduction to art theory	3A	3	UC-H
ART 20	art appreciation	3B	3	UC-H
ART 21	women in art		3	UC-H
ART 22	survey of Asian art	3A	3	
ART 25	survey of art history: ancient worlds to Gothic	3B	3	UC-H
ART 26	survey of art history: Renaissance to modern	3B	3	UC-H
ART 28	contemporary art	3B	3	UC-H
ART 40	2-D design and color		3	
ART 41	three-dimensional design		3	
* ART 50	beginning painting		3 ea	
* ART 51	intermediate painting		3 ea	
ART 52	advanced painting		3 ea	
ART 58	painting—beginning watercolor		3 ea	
ART 59	painting—advanced watercolor		3 ea	
ART 80	drawing fundamentals		3 ea	
ART 81	representational drawing		3 ea	
ART 82	advanced drawing		3 ea	
+ ART 85	life drawing I		3 ea	
+ ART 86	advanced life drawing		3 ea	

* 50, 51 and 52 combined: maximum credit, four courses (per catalog)

+ 85 and 86 combined: maximum credit, four courses (per catalog)

CSU Transferable Courses

	title	IGETC area	semester units	CSU GE area
ART 4	introduction to art theory	3A	3	C1
ART 20	art appreciation	3B	3	C2
ART 21	women in art		3	C2, D4
ART 22	survey of Asian art	3A	3	C1
ART 25	survey of art history: ancient worlds to Gothic	3B	3	C2
ART 26	survey of art history: Renaissance to modern	3B	3	C2
ART 28	contemporary art	3B	3	C2
ART 40	2-D design and color		3	C1
ART 41	three-dimensional design		3	
ART 50	beginning painting		3	
ART 51	intermediate painting		3	
ART 52	advanced painting		3	
ART 58	painting—beginning watercolor		3	
ART 59	painting—advanced watercolor		3	
ART 80	drawing fundamentals		3	C1
ART 81	representational drawing		3	
ART 82	advanced drawing		3	
ART 85	life drawing I		3	
ART 86	advanced life drawing		3	
ART 144	gallery design		1.5	

IGETC (area 3: arts and humanities)

At least three courses, with at least one course from the arts and one course from the humanities. Nine semester, 12-15 quarter units.

course	title	semester units	other area	date approved	date removed
ART 4	introduction to art theory	3		F91	
ART 22	survey of Asian art	3		F03	
DNCE 77	dance history: twentieth century	3		F99	
FA27	introduction to fine arts	3		F91	
MUS 1	the basics of music	3		F91	
MUS 17	world music	3		F94	F02
MUS 18	women in music	3		F94	F96
MUS 20	music appreciation	3		F91	
MUS 21	world music (formerly MUS 17 prior to F02)	3		F02	
MUS 25	history of Euro-western music to Mozart	3		F01	F03
MUS 26	history of Euro-western music since Mozart	3		F01	F03
MUS 27	history of jazz	3		F01 F91	F96
MUS 28	history of rock	3		F91	
PHOT 1	history of photography	3		F94	
TA 20	theatre appreciation: classical overview	3		F91	
TA 21	theatre appreciation: contemporary	3		F91	
TA 25	great plays: primitive to renaissance	3		F92	
TA 26	great plays: renaissance to contemporary	3		F92	

Irvine Valley College/CSU Long Beach (2002-2003)

CSU Long Beach			Irvine Valley College		
course	title	units	course	title	units
AH 115B	foundation art history II	3	ART 25	survey of art history: ancient worlds to gothic	3

CSU Long Beach			Irvine Valley College		
course	**title**	**units**	**course**	**title**	**units**
AH 115C	foundation art history III	3	ART 26	survey of art history: Renaissance to modern	3
ART 131	foundation three dimensional	3	ART 41	three-dimensional design	3
ART 181	foundation drawing	3	ART 80	drawing fundamentals	3
ART 184	foundation life drawing	3	ART 85	life drawing I	3
ART 187	foundation painting	3	ART 50	beginning painting	3

SELF-EVALUATION

Irvine Valley College publishes all relevant information for transfer students in the catalog and in the schedule of classes. By participating in the CAN system, the college assures equivalent learning outcomes for CAN-qualified courses.

PLANNING AGENDA

The college will continue tracking student enrollment and transfer patterns to develop articulation agreements with four-year institutions as needed.

II.A.6.b. ***When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

DESCRIPTIVE SUMMARY

In the last number of years very few programs have been phased out at Irvine Valley College. If program elimination occurs or there are major changes in program requirements, the students are given appropriate opportunities to complete the required course work. Catalog rights ensure that students in continuous enrollment can complete requirements specified in the catalog in effect at the time the student began continuous enrollment. Such a practice can assist students in planning their programs of instruction. When a program changes significantly or when catalog rights cannot be substantiated by

a counselor or evaluator, the student can fill the void of a class no longer offered by completing a petition available in the office of admissions and records.[44] The petition may allow the student to substitute another equivalent course or may allow the student to waive a course if approved by faculty, counselor, or dean. Academic schools may allow a student to complete a course through independent study.

SELF-EVALUATION

Students complete their education in a timely fashion and with a minimum amount of disruption regarding major program changes. The current policy of permitting students to complete their programs under the requirements in effect at the time of their college admission, as well as opportunities to fill course voids with equivalent course substitution, a course waiver, or an independent study help to expedite program completion by the student.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.6.c. ***The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.***

DESCRIPTIVE SUMMARY

Students, the public, and the college's personnel can find all relevant information about Irvine Valley College in the catalog,[1] the schedule of classes,[9] and the college web site (http://www.ivc.edu/).

The catalog is published annually. It contains all the necessary information about admissions and registration, financial aid, policies and regulations, services available, graduation requirements, degrees, certificates, transfer planning, programs, majors, and courses. The catalog also has a "who is who" section in which information about all the college's personnel can be found.

Each academic year three schedules of classes are published, one each for the fall and spring semesters, and one for the summer sessions. In addition to the classes offered each term, the schedules of classes contain information about admissions and registration, certificates and degrees, general education requirements, transferring, IGETC and CSU certification, residency, matriculation, fee payment, adding and dropping classes, services and programs available, parking, academic honesty and

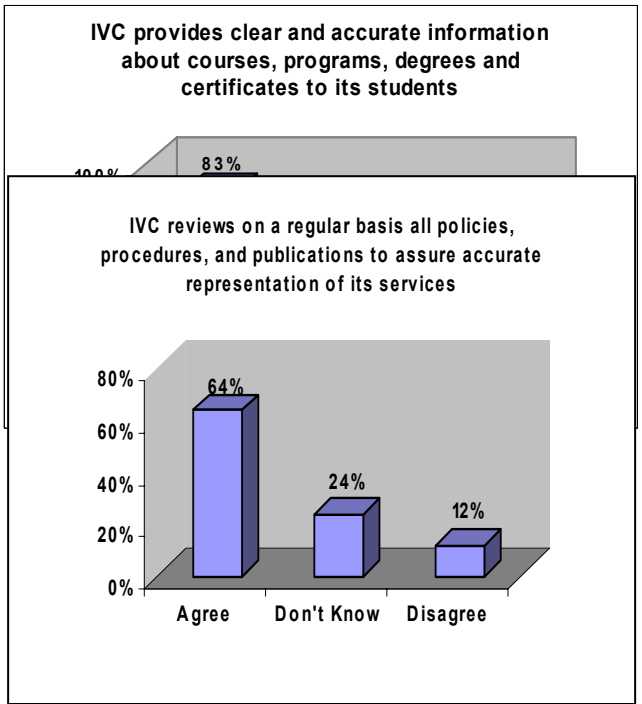
dishonesty, academic policies, rules and regulations, a final exam schedule for the term, and a campus map.

The college web site contains basically all the information contained in the catalog and schedules of classes, but it is updated as needed during the year, so it contains the most current information about scheduling of classes, location of activities, athletic and academic events, etc. It also contains links to web pages developed by some departments or programs (for example, http://www.ivc.edu/math), or by individual instructors (for example, http://faculty.ivc.edu/rzucker). IVC's web page also contains links to services provided by the district. One such link is to the MySite portal. Access to MySite is restricted to students, faculty and staff of the district, but through the portal, students, faculty and staff can assess services like KnowledgeBase, a search system that can be used to quickly and easily find answers to questions related to topics in the district's database (https://www1.socccd.cc.ca.us/mysite/).

The institution strives to provide accurate information in these publications. The publications office contacts the deans, academic chairs, directors of programs and services, and all the appropriate offices before each publication is printed to request that all information printed in the previous issue of the catalog or the schedule be reviewed and that any revisions be submitted prior to a deadline.[45] The committee on courses reviews all changes related to courses, degree or certificate requirements. Anything posted on the college web site is approved by the college's webmaster who is responsible for the ivc.edu domain. Programs and offices have a designated contact person[46] who communicates to the webmaster the changes or additions to the posted information.

The college, in concert with the district, regularly reviews and updates board policies, administrative regulations, and administrative manuals to ensure that the policies and practices of the institution are consistent with its educational mission, programs, and services.[47]

SELF-EVALUATION



The college represents itself clearly, accurately, and consistently, reviewing and revising as necessary to insure accuracy and integrity.

Of the 120 respondents to the staff accreditation survey, 83% agreed that IVC provides clear and accurate information about courses, programs, degrees, and certificates to its students. Most respondents (64%) agreed that IVC reviews on a regular

basis all policies, procedures, and publications to assure accurate representation of its services, and 59% agreed that counselors and instructors work together to make sure that students receive accurate information about courses and programs.

PLANNING AGENDA

IVC will continue existing practice in this area.

2003 Staff Accreditation Survey

II.A.7. ***In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.***

II.A.7.a. ***Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.***

DESCRIPTIVE SUMMARY

According to the college's mission statement, the central purpose of all programs offered by the college is the education of students who think critically and act responsibly within the global community.[48] Toward this end, and in accordance with board policy 6120 ("academic freedom")[49] and the academic freedom statement of the IVC academic senate,[50] college faculty are afforded discretion as to how data and information are communicated in their classrooms.

Using faculty evaluations, administrative approval of guest speakers and new textbooks, and student grievance procedures, the college attempts to ensure that all material is presented fairly and objectively.

Board policy 6120 states: "The South Orange County Community College District Board of Trustees seeks to encourage and protect academic freedom and responsibility (Title 5, Calif. Code of Regulations, Section 51023).[51] The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process (Accreditation Standard 2.2). The SOCCCD Board of Trustees, faculty, administration, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution." This commitment protects the free inquiry of all members of the academic community in the pursuit of knowledge, understanding, and truth.

The continuous effort to ensure unbiased, fair, and objective instruction may be evidenced in the following:

faculty evaluations: Every faculty member's academic chair or academic dean conducts in-class evaluations, every three calendar years for full-time, and every fourth semester for adjunct faculty.[52] After the in-class evaluation, the must complete the instructor's evaluation report,[53] a form on which the evaluator is asked to check either "satisfactory or better" or "needs improvement" for the following areas: academic achievement, attitudes of learning, knowledge of subject area, planning, teaching techniques, attitude to students, attitude to college, attitude to teaching, attitude to community, records, and attendance. There is space for comments from both the evaluator and the instructor, but there is no specific question asking whether the instructor distinguishes between personal conviction and professionally accepted views in the discipline. It is expected that faculty in all disciplines will present data and information in their courses fairly and objectively, making the distinction between personal conviction and professionally accepted views.

guest speakers: All in-class or "college" speakers must be approved by the administrative or school dean, the vice president of instruction, and the college president, and are subject to district rules and regulations making reasonable provisions for time, place, and manner of expression. In accordance with board policy and state law, expression which is obscene, libelous or slanderous according to legal standards, or which so incites audiences as to create a clear and present danger of the commission of unlawful acts on community college premises or the violation of lawful community college regulations or the substantial disruption of the orderly operation of the community college is prohibited.[54,55]

classroom texts: The district has a textbook adoption policy. Textbooks and other instructional materials should be recommended for adoption by full-time faculty to their academic dean and the vice president of instruction before classroom use. The criteria used in considering textbooks for adoption should include the nature of the course objectives as written into the approved curriculum for the course, specific requirements set forth in the course outline, and the proposed methods of instruction.[56] Instructors are encouraged to abide by each approved text to some extent, but may deviate from it, as they deem necessary, and according to the course syllabus.

student grievance procedures: Should any instructor present material or data in the classroom in a manner which a student may construe as "unfair" or "not objective," this may be addressed through the instructional grievance process. Published annually in the catalog[1] (page 42), the instructional grievance procedure includes two stages:

- stage 1 – Prior to filing a grievance, an attempt must be made to solve the problem. The student is expected to contact the instructor directly to discuss their differences, during the semester in which the problem has occurred. This contact should be conducted in the privacy of the instructor's office whenever possible, and the pertinent issues should be well defined, so that they may be discussed as objectively as possible.

- stage 2 – If there is no resolution through stage 1, the student can submit a written request for a meeting with the instructor's school administrator to resolve the

grievance. If no other school or program policy exists, the mediation committee will consist of the following: (1) the school administrator or designee (committee chair); (2) the student lodging the grievance, and an on-campus representative designated by him/her; (3) the faculty member involved and/or an on-campus representative designated by him/her.

SELF-EVALUATION

Irvine Valley College's full-time and adjunct faculty are recognized as discipline experts at the time of hire or appointment. It is expected that faculty in all disciplines will present data and information in their courses fairly and objectively, making the distinction between personal conviction and professionally accepted views.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.7.b. ***The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.***

DESCRIPTIVE SUMMARY

"Irvine Valley College actively promotes academic and institutional honesty. Academic dishonesty runs counter to a healthy intellectual environment, and tarnishes the educational opportunities offered." This statement, describing the responsibilities and definitions for students of academic honesty and dishonesty, is the opening paragraph on page 28 of the catalog.[1] Falsification of official documents, plagiarism, cheating, and fabrication are defined. A code of conduct (college catalog, page 29) lists causes for which students may be disciplined.

SELF-EVALUATION

The expectations concerning the principles of academic honesty are clear and unambiguous. Students and faculty refer to the catalog, the schedule of classes, and the most recent student handbook[6] for definitions and guidelines. However, the consequences for dishonesty do not appear in the college's publications.

PLANNING AGENDA

Irvine Valley College will include in its publications the consequences for academic dishonesty.

II.A.7.c. ***Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior***

notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

Guidelines for student conduct are set forth in the California education code, title 5 of the California code of Regulations, policies of the board of trustees, and all civil and criminal codes. A general code of conduct for students is published in the catalog[1] (page 29) and the schedule of classes[9] (page 58), and is supported by board policy 5401.[57] As stated in the catalog and schedule, the students at IVC "are expected to conduct themselves in a manner compatible with the function of the college as an educational institution and to respect and obey all civil and criminal laws." Board Policy 5401 states: "Students shall be held responsible for observing rules and regulations for student conduct promulgated under the authority of this policy by the Board of Trustees or the district's administration." The catalog (page 29) also sets forth the specific regulations governing student behavior based on the California education code.

Other board policies seek to regulate the conduct of district employees: 4000.3[58] ("workplace violence"), 4000.5[59] ("policy prohibiting discrimination and harassment"), 4016[60] ("drug-free workplace"), 4054[61] ("political activities"), and 4309[62] ("duties and responsibilities of the faculty"). All district employees are subject to the requirements of the California education code. Other conduct-related issues are relegated to the collective bargaining contract.

Irvine Valley College does not seek to instill specific beliefs or world views. The college's mission states that the central purpose of its programs and services is "the education of students who think critically, and act responsibly within the global community."[48]

SELF-EVALUATION

Both the catalog and the schedule of classes contain a section with rules and regulations, academic policies, and academic honesty and dishonesty to make sure that all students and personnel are aware of the behavior expected on campus. The college encourages a balanced perspective of beliefs and world views, both in and out of the classroom. The many student clubs that are active on campus (schedule of classes,[9] page 51) and the variety of courses offered every semester reflect this fact (schedule of classes, pages 19-46).

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.8. ***Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.***

DESCRIPTIVE SUMMARY

Irvine Valley College does not offer curricula in foreign locations.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. ***The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.***

DESCRIPTIVE SUMMARY

IVC now enrolls approximately 13,200 students each semester. The college is once again experiencing increases in enrollment on a fall-to-fall basis. The increases are measured and recorded in the district almanac for all enrollment managers to access. The data is available at the district-maintained web site (http://www.socccd.org/ref/almanac/almanac.asp).

Students have identified specific needs and feedback of information and/or service requirements primarily in surveys conducted as a part of the program review process for each subdivision of student services.[63] Counselors also conduct surveys of students as part of the assessment process during orientations.[64] Finally, the student services managers council meets bi-monthly to discuss and address any issues or problems identified by students or staff. This council actively addresses the challenges that range from specific student needs or programs all the way to fulfilling needs that arose during the recent state budget crisis.

IVC has programs that reflect the philosophy of the college and better serve the needs of IVC students. These programs and services include: the office of admissions and records; the bookstore; the cafeteria; the career and job placement center; the child development center; the school of guidance and counseling; the multicultural program; the disabled students programs and services; the Extended Opportunity Programs and Services (EOPS); the financial aid office; the international students office; matriculation;

the re-entry and women's center, which merged with the career and job placement center starting in fall 2003; student development; the health and wellness center; and the transfer center. Descriptions of these programs can be found on the college web site (http://www.ivc.edu/students/).

Many innovations have been realized in the area of student services since the last accreditation visit in 1998. The first few items discussed will be updates of projects underway at that time. The remaining items have their genesis in the program review process that has proven to be an effective and ongoing part of how the college stays on track, develops new opportunities, and supports all aspects of the educational process.

A student identification card system that was begun during summer 1998 and discussed in the last accreditation report has been fully implemented. The ID cards are multiuse vehicles that assist with library checkout of materials and access to computer labs as well as the life fitness center. The card is also used by the associated students of IVC to allow access to and use of student funds and program support.

The counselor orientation discussed in the last report has also been greatly enhanced. A complete revision of the student orientation guide was completed in 2002-2003, offering a greatly improved product available to students to ensure that they start on the right track as they enter IVC, and 2,926 students participated in the program that year. The student handbook[6] has also been revised and in 2000-2001 was placed online. All new students are encouraged to enroll in an orientation to college life and planning, applied psychology 1 (college catalog[1], page 83)**,** during their first semester. The course entitled academic planning not only helps guide students succeed while at IVC, but also helps them start the planning process for success at the next level of their educational careers.

The office of admissions and records must provide support in a student environment that is rapidly changing, with the students served becoming increasingly familiar with online services. In the fall 1999 semester, the online application process was launched and 11% of the students enrolled using that method. In spring 2003, 53% used the online application process. Online registration was debuted in fall 2001, with only 0.5% of students using the system during the active beta testing period. That figure rose to 45.9% in spring 2003. In addition, grade collection was moved to an online format. Faculty have embraced the process, which has reduced staff time and errors by eliminating the need to convert data from paper to electronic form. The process was used college-wide during the fall 2002 semester.

Disabled Students Programs and Services (DSPS) is on the move, now providing a large, attached testing and support center following a facility move in spring 2003. Updates to two Braille stations and the hiring of a faculty technical support staff member have increased accessibility to both students and faculty. The captioning of videos and other instructional materials has allowed broader classroom use. The DSPS advisory committee includes a broad range of off-campus expertise including representatives of the department of rehabilitation, the Dayle MacIntosh center, Goodwill industries, and local high schools and universities.

Financial aid has been a very active element within student services, providing outreach to the community through professional quality workshops in demand even outside of the district. In 2001-2002, this office put on 13 workshops that ranged in attendance from 50 to well over a 1,000 parents and students. A combined effort with the office of admissions and records enabled the implementation of an imaging system for the maintenance of records. This effort led to a student services information management hub with the design of a network and the purchase of a server exclusively for student services.

Noteworthy above is a move to build online processes to support the student admissions process. The next two phases of that process will need to include online assessment and orientation so that the total distance education student will be able to go through the entire matriculation process without coming on campus. The online assessment component is in the exploratory phase as of spring 2003. It is hoped that by the end of 2003-2004 this option will be available to students.

The financial aid office has also identified the need for automating the scholarship application process. Following exploratory efforts in 2002-2003, work began on the first phase, the online application process, with completion expected in November 2003. The second phase, involving the recommendations required by faculty, staff and administrators, and the automatic separation by scholarship criteria, is targeted for completion in January 2004. This streamlined process will provide students with easier access to scholarship opportunities.

The office of admissions and records in concert with the school of guidance and counseling has identified a need to restructure the evaluation process for the awarding of degrees and certificates because of growth in the student population. Budget constraints have made counselors less available to students, so the dean of students, guidance, and counseling has reestablished staffing within the admissions office so that the evaluation process can be effectively moved to the registrar's element by December 2003.

The institution evaluates, designs, and maintains counseling and/or academic programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

- Evaluates: Each academic cycle (fall, spring, summer) the dean analyzes and presents to faculty the appointment usage statistics. These statistics are readily available to those with access to the SARS (Scheduling and Reporting System) grid. The SARS report outlines how many students made appointments by time and day.

- Designs: Based upon the above findings, the counseling/advising schedule is created.

- Maintains: Counseling/advising is maintained by appropriate allocation of the counseling functions—clinical, crisis management, and advising—and guided by updates from the CSU and UC systems.

SELF-EVALUATION

The college and student services are always assessing how services are delivered to the students, how to improve support through new delivery methods and new hours, and how new technologies can add to the success of our students. In its outreach efforts, the college provides information to all students who have an interest in our institution, and to at-risk and underrepresented groups. The services provided through the different student services programs are all based upon student success.

EOPS assists students with academic planning, tutoring, book loans, counseling, references to outside organizations, childcare, and other services to promote student success. EOPS works with the faculty to monitor the academic progress of students in the program, and provides Early Alerts to students when tutoring or counseling may be necessary. Students who use the services of the EOPS office tend to complete their degree, certificate, and transfer programs at a high rate of success,

The CARE program combines with EOPS to fill any gaps in service to students who do not meet the criteria of either program.

The financial aid program provides financial assistance through grants and loans (state and federal), and work-study opportunities for students seeking higher education but lacking the necessary resources without assistance from programs such as these. Scholarships are awarded to students who meet a variety of criteria based upon need, grade point average, major, and transfer requirements. Students are able to use scholarship funds for the next semester to offset enrollment and living expenses.

With more students using computers, the college now offers online access to registration, adding and dropping classes, requests for general and academic information, forms, and individual schedules and transcripts. The admissions and records office has also provided a more user-friendly online application process for students and the ability to elect the credit/no credit option for a class. Faculty may now submit grades and request forms online. These changes have provided students more time to devote to studies and class preparation. All students receive the same information, follow the same instructions, and have the same opportunities for success.

Matriculation assesses students for appropriate placement in English, ESL (English as a Second Language), and mathematics classes. Students provide writing samples and attempt mathematical problems (at different levels) to determine proper placement and promote success. Matriculation is of all incoming students who have not been assessed or have not met the assessment requirements at another institution. Matriculation includes an orientation session conducted by a college counselor. During the session, students are introduced to the programs, services, policies, and expectations of the college. They also receive the results from their assessment session and their recommended class placements. Counselors help students formulate an educational plan to ensure that they begin their college studies in an orderly manner and with the expectation of success. Students also have the opportunity to enroll in applied

psychology 100, which covers development of an academic plan, note-taking techniques, and use of the catalog, library, and other campus services.

The school of guidance and counseling provides students with academic counseling to insure accurate program selection information for degree, certificate, and transfer. Students have the option of meeting with counselors to assist them in staying on track with their academic plans, or to obtain personal counseling if needed. The guidance and counseling office helps to relieve anxiety for many students during tests (midterm and finals) or other stress related problems. These services provide students with the tools to function successfully in the classroom environment.

The career and job placement center provides students a full-service environment for career and job research. Information is available through computer programs, career manuals, catalogs, magazines, or from the staff. Job placement matches employers with student employees searching for a job. By attending seminars taught by the staff, students learn the most current résumé writing format, how to dress for success, interview techniques, and how to use the resources in the center. The staff advertise through flyers, offer classroom presentations, and use the marquee to promote their programs. Students may walk up and receive assistance or make an appointment to meet individually with the staff.

The transfer center provides the resources for students to transition successfully to the next phase of their academic plans. Students have the opportunity to meet with representatives of four-year private and state institutions for assistance with applications, major requirements, philosophy statements, and other transfer related questions. Computers and catalogs are available for research in the center, and knowledgeable staff members can answer questions or direct students to the appropriate resource. Applications for CSU and UC campuses can be picked up in the center. Statistics are available in the center and through the California postsecondary education commission (http://www.cpec.ca.gov/) regarding the success of IVC students who have transferred to four-year institutions throughout the state and nationwide. Students can view the past year's student transfers from the California map of universities displayed on the wall of the center.

The Associated Students of IVC (ASIVC) recruits new and current students to participate in the leadership roles of student government. Participants in ASIVC reflect the diversity of the community the college serves. This diversity leads to differing priorities and approaches to decision-making, and engenders an environment of respect and appreciation for all IVC students.

ASIVC also funds co-curricular clubs, including forensics, model United Nations, psi beta, and athletics. Students can join existing clubs or start new clubs by recruiting members, finding a faculty advisor, drafting a constitution, establishing meeting times, and electing officers. Participants must maintain a GPA of 2.0 and be enrolled in at least six units. These programs help student leaders to organize, set goals and objectives, manage their time, and partner with other peers. ASIVC officers learn to allocate funds,

develop a budget, follow the California open meeting law (Brown Act), use parliamentary procedure, develop agendas, conduct meetings, compromise, plan events, participate in college/district-wide committees, and meet crucial deadlines. Transcript notation is awarded to officers who complete the commitment of their positions. All officers, co-curricular and club members must meet GPA and unit requirements to remain affiliated with ASIVC per their constitution and bylaws.

Besides an eating place, the newly renovated cafeteria also offers students a social and learning environment. A cyber bar is provided for laptop computers, and an area for study groups to meet. The menu in the cafeteria caters to the diversity of the college's student population. The cafeteria's additional space encourages large as well as small group gatherings.

PLANNING AGENDA

IVC will continue to develop online processes that will allow students to maneuver faster and more conveniently through the admissions processes.

IVC will continue automating the scholarship process to provide automatic matching of students with scholarship opportunities and to increase accessibility to students.

IVC will restructure the degree and certificate evaluation process so students are notified in a more timely manner about their status and can make informed decisions on how to proceed with transfer or graduation.

II.B.2. ***The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:***

II.B.2.a. ***General Information***

- ***Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***

• Names of Governing Board Members

II.B.2.b. ***Requirements***

• Admissions

• Student Fees and Other Financial Obligations

• Degree, Certificates, Graduation and Transfer

II.B.2.c. ***Major Policies Affecting Students***

• Academic Regulations, including Academic Honesty

• Nondiscrimination

• Acceptance of Transfer Credits

• Grievance and Complaint Procedures

• Sexual Harassment

• Refund of Fees

II.B.2.d. ***Locations or publications where other policies may be found***

DESCRIPTIVE SUMMARY

Irvine Valley College is committed to providing the community and prospective and current students easy access to the information needed for their success. The annually published catalog[1] is available for purchase in the college bookstore or online (http://www.ivc.edu/schedule/, (PDF format) and reference copies are available in the library and counseling offices. Catalog information may also be found in the schedule of classes[9] and other publications, many of them available online.

The catalog contains a statement (page 26) signed by the vice president of instruction, certifying that the catalog is true and correct in content and policy, as required by the California state department of education. The contents of the catalog are based upon curricula and programs that are reviewed regularly by the academic senate committee on courses, and have met state certification requirements.

a. general information

The catalog's first page contains the college's official name, address, telephone number, and email address (page1). The college's mission, vision, and college-wide goals can be found on page 6.

The catalog provides the most current course, program (pages 73-189), and degree offerings (pages 53-71). Information regarding the types of associate degrees (associate in arts or associate in science) is concisely indexed for quick and easy reference (page 56). The available certificate programs are also explained and indexed (page 60). All instructional programs, certificates, and courses, are described and indexed alphabetically by program name (pages 53–189). Within a program, students are able to see what is required to obtain a degree or certificate.

An academic calendar (page 14) lists key dates and program lengths for the fall and spring semesters, and the summer session.

The district academic freedom policy[49] is available online (board policy 6120) but does not appear in the catalog.

Available financial aid is described along with the requirements and procedures for obtaining it (page 44).

Instructional resource centers and facilities are identified and described (pages 50-52). The catalog also contains complete information about student services and centers available on campus (pages 44-48).

The catalog includes the names and degrees of full-time professors, adjunct faculty, administrators, and managers (pages 194–209). A portion of the catalog is devoted to the staff of the college and the departments in which they work (pages 209-212).

The catalog also lists the names of district governing board members (page 4).

b. requirements

The catalog describes admissions and registration requirements. These requirements are categorized as follows: eligibility, application, and equal access (page 16); residency (page 17) including exemptions, establishing residency, and reclassification to resident status; international students (pages 17-18); registration (pages 18-19) including open enrollment policy, special part-time students, auditing classes, class schedule, new and former students, continuing students, registration permits and appointments, registration restrictions, and late registration; adding and dropping classes (page 19) including full-semester classes, fall and spring, withdrawal from classes, deadlines for dropping classes, and repeating courses; matriculation (page 20) including matriculation process, assessment, orientation, challenges, retest policy, exemptions, and location and contacts; prerequisites (page 21), co-requisites, recommended preparation, limitations on enrollment and how to clear a prerequisite; challenges (page 22); assessment and placement (pages 22-23) including mathematics assessment, ESL assessment, reading assessment, and writing assessment.

Information about student fees, refunds, and other obligations can also be found in the catalog (pages 24-25). This information is also published in the schedule of classes[9] (page 10).

Degrees, certificates, graduation and transfer requirements are categorized as follows: graduation requirements (pages 54-56) including associate in arts degree, associate in science degree, associate degree information pertinent to multiple majors, second degrees, alternatives to degrees, double counting courses, petitioning for graduation, and associate degree majors; general education requirements (pages 57-59); certificate programs (page 60); transfer planning (pages 61-72) including CSU admission requirements, UC admission requirements, CSU certification, IGETC certification, and transfer course agreement with the UC system.

c. major policies affecting students

The catalog contains an entire section on policies and regulations (pages 28-41). Specific regulations are categorized as follows: academic honesty and dishonesty (pages 28-31) including falsification of documents, plagiarism, cheating, fabrication, student behavior, and code of conduct (page 29), substance abuse (pages 30-31), parking regulations (page 31); digital information network (acceptable use policy and liability notice (page 31)); nondiscrimination (page 32) under student rights (pages 32-33); academic policies and standards (pages 33-36), acceptance of transfer credits (page 37) under credit from other institutions; grievance and complaint procedures (pages 41-42); sexual harassment (page 32) under nondiscrimination and harassment policy; and refund of fees (page 25).

d. locations or publications where other policies may be found

The catalog references key information resources where applicable. Examples include:

- accrediting commission for community and junior colleges of the western association of schools and colleges (page 6)
- alpha gamma sigma honor society (page 39)
- American association of community and junior colleges (page 38)
- American criminal justice association (page 79)
- Americans with disabilities act (page 16)
- ASSIST (page 61)
- board of governors fee waivers (page 44)
- business and professions code (page 30)
- family education rights and privacy act of 1974 (page32)
- CAN system (page 75)
- California education code (page 17)
- California grant program (page44)
- California state commission of peace officers standards and training (page 79)
- California state laws (page 30)
- CSU (page 47)
- CSU general education certification (page 61)
- college level examination program (page37)
- community college league of California's commission on athletics (page 49),
- department of veterans affairs (page 40)

- extended opportunity program and services grant program (page 44)
- federal controlled substances act (page 30)
- federal Pell grant program (page 44)
- federal supplemental educational opportunity grant program (page 44)
- federal work study program (page 44)
- health and safety code (page 30)
- IGETC (page 61)
- Kaplan international programs (page 52)
- phi theta kappa honor society (page 39)
- psi beta honor society (page 39)
- South Orange County Community College District board policy and administrative regulations (page 30)
- Stafford student loan program (page 44)
- student-right-to-know and campus security act of 1990 (page 33)
- title 5, California code of regulations (page32)
- UC (page 47)

Where possible, web sites are provided in the college catalog for additional information. Links to many of the resources above are also provided on the college website (http://www.ivc.edu/). The college has seen increased usage of the internet and online services by students. One example, web applications, has seen a solid increase from 11% in spring of 1999 to 46% in spring of 2003.[65] Registration activity has seen similar increases with an estimated 46% of total registration activity taking place on MySite in the spring 2003 term.[66] The college continues to develop website content and features available to students through MySite, and through electronic services such as application and registration, payment of fees, and downloadable electronic forms. (http://www.ivc.edu/admissions/).

SELF-EVALUATION

Irvine Valley College's catalog is designed for students to move systematically through the information provided so that they can see the relationship between the requirements of the institution and the supportive programs that are offered.

PLANNING AGENDA

The college will develop further the following methods of disseminating catalog information to students:

- IVC will work with the district to further develop the KnowledgeBase and MySite agent features of our website. Additional features will allow students to use a search engine to access college-specific information on a variety of topics.

- An international student orientation guide will be developed to guide students through the application process.[67]

- The academic freedom statement will be included in the next publication of the catalog.

II.B.3. ***The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.***

II.B.3.a. ***The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.***

DESCRIPTIVE SUMMARY

Irvine Valley College offers a wide range of services to its diverse student body and is committed to providing equal access to all students. IVC is also recognized as an Americans with Disabilities Act (ADA) compliant institution. For the fall 2003 semester, the college's student population was characterized as follows:[68]

gender
39% male, 61% female

ethnicity
0.4% American Indian
28% Asian
2% black (not Hispanic)
48% white (not Hispanic)
10% Hispanic
3% Filipino
9% unknown ethnicity

citizenship
79% US citizen
3% foreign
14% immigrant visa
less than 1% parolee visa
2% student visa
1% other visa

student
33% full-time
56% part-time
11% non-credit

enrollment pattern
29% day (credit, non-credit or both)

38% day-evening (credit, non-credit or both)
32% evening (credit, non-credit or both)

age distribution
3% under 18
26% age 18-21
26% age 22-29
25% age 30-49
12% age 50-69
9% over 69

student level
3% high school
35% freshman
16% sophomore
14% other undergraduate
6% AA degree
26% BA degree
less than 1% unknown

The college offers a wide range of learning support services, as described below:

- The office of admissions and records provides detailed information on its web page (http://www.ivc.edu/admissions/), processes applications, and schedules appointments for assessment and registration at the time of application. This office is responsible for providing online, telephone and walk-in registration, maintaining current and past student academic records, and providing transcripts and enrollment verifications. Students have embraced the online registration process, which is clear from the increased use of this method of registering. However, students without computer access can register by telephone, use the computers in the library, or use walk-in registration. Walk-in registration is usually offered in the day, with extended evening hours one night each week. The office of admissions and records collects and maintains all grade information and attendance records. Using new process initiated in the academic year 2002-2003, the office now collects grades from faculty online, allowing a faster response to students' requests for transcripts and grade verification, reducing paper, and streamlining access to past class records, which are now archived indefinitely. Admissions and records processes transcript requests, maintains academic records from other institutions, and processes special service requests from EOPS/DSPS. Admissions and records notifies students of any academic standing issues, including academic probation and progress probation, and of the opportunity to appeal a dismissal. State apportionment reports are prepared and submitted by admissions and records. Admissions evaluators make residency determinations and complete evaluations for degrees, certificates, and general education options. Finally, the office of

admissions and records coordinates the commencement ceremony and orders and distributes diplomas.

- The college bookstore stocks new and used textbooks, class supplies and a variety of educational materials, including dictionaries and computer software. Used textbooks are bought back throughout the year at up to 50% of their purchased price. Duplicated educational materials prepared by the instructors as well as various sundries and numerous IVC logo accessories are available for purchase at the bookstore. The bookstore is generally open Monday through Friday, with the exact hours printed in the schedule of classes for each semester. Extended hours are available during the registration process for day and evening populations. Under the terms of contract between the college and the bookstore, a commission from sales goes to the associated students of Irvine Valley College (ASIVC), which uses the money to fund various activities on campus (http://www.ivc.edu/bookstore).

- The student cafeteria (Laser café) is located in the student services center and is currently operated by Food Systems. A contract between the college and the operator was recently extended five years. The cafeteria offers a variety of breakfast, lunch and dinner items to serve the college's diverse population, and the operator also provides catering for campus events. As is the case for the bookstore, a portion of the earnings goes to ASIVC, which uses the money to fund various activities on campus. In fall 2003, ASIVC funded the upgrade of the cafeteria to increase and improve services.

- A redesigned and combined career and job placement center provides comprehensive career development services and resources to assist students and community members to make informed decisions about career goals, and to identify job interests and strengths. The center assists those new to careers, those already established in careers, and those seeking changes in careers, offering the web-based tools Bridges.com (http://www.bridges.com/) and Eureka (http://www.eureka.org/). Students are assisted through the career development process by a counselor and the career guidance officer who provide current labor market, occupational, and job search information, a substantial library of career-related reference books and videos, as well as course offerings such as APSY 102 (career exploration), APSY 140 (academic and career exploration, APSY 160 (career exploration and development), APSY 174A (job search strategies), APSY 174B (résumé writing) and APSY 174C (interviewing techniques) (college catalog,[1] pages 83-84). Individual career counseling is available in the career and job placement center. Information is also available through the career center news and information newsletter, the Eureka computerized career information system, and a video library. The career and job placement center sponsors workshops on such topics as choosing a major or career, career transition, career researching, networking and informational interviewing, résumé writing and interviewing. Speakers representing a wide range of occupations are regularly invited to make

presentations (http://www.ivc.edu/career/). The job placement function is designed to help current and past IVC students secure employment related to their career goals, and to help students secure employment to fulfill their immediate financial needs. The center maintains a computerized job network that catalogs available jobs throughout Orange County. The center provides assistance in writing résumés, with an emphasis on students from technical and vocational programs, and also sponsors workshops on job search and interviewing techniques, and a job fair. All on-campus recruiting by community employers is coordinated through the center (http://www.ivc.edu/jobplacement).

- Opened in 1993, the child development center is located in the southwest corner of the campus. The national association for the education of young children accredits the center. The center serves the children of IVC students, who receive a discounted rate and priority registration, as well as children from the community at large, who comprise the largest number of enrollees. The hours of operation are 7 a.m. to 6 p.m., Monday through Friday. Full-day and part-day programs are available. In addition to providing childcare to the students and community, the program also provides a model lab school for students in the early childhood education program to observe and participate in quality childcare methods, observe classes, and volunteer their time in practicum classes (http://www.ivc.edu/students/cdc/).

- The school of guidance and counseling offers personal, career and academic counseling to all students. Online counseling is also offered. While academic counseling is in highest demand, students may receive personal and crisis counseling when requested or required. An excellent example of this was seen when the counseling department responded to an immediate need during the national crisis of September 11, 2001. Transfer students are encouraged to meet with counselors and/or use the technical assistance available in the transfer center. Specialized counseling is also provided to athletes, international students, ESL students, students on probation, and students returning to college after dismissal. Students may make 30-minute appointments to meet with a counselor privately or may make use of "drop-in" counseling, where counselors are available to answer questions on a first come, first served basis. Counselors also conduct orientations as part of matriculation where they interpret student's assessment scores and assist them in selecting first semester classes (http://www.ivc.edu/counseling/). In addition to providing counseling services, the counselors teach classes in applied psychology (college catalog,[1] page 83), designed to help students increase their academic success and retention in college. Research conducted by the college in 1992 indicated that successful completion of applied psychology 1, (formerly APSY 100), significantly contributed to the college success of students.[69]

- Community outreach is a combined effort that relies on coordinators from economic and resource development, financial aid, the office of admissions and

records and an EOPS staff member working in unison. The counseling and financial aid departments have traditionally taken the lead in providing staff for visits to area high schools. Coordination of the annual high school guidance conference event has moved from student affairs to guidance and counseling. The director of student affairs has coordinated the annual senior day and kindercaminata. A district level chancellors' coordinating council has also opened up dialog at the administrative level to coordinate programs and events between the k-12 districts and the college.

- The Disabled Students Programs and Services (DSPS) office serves both physically disabled and learning disabled students, providing specialized instructional support and classroom accommodations to meet identified needs. DSPS is designed to provide all qualified disabled students with services and resources they need to reduce educational barriers and meet educational objectives. Accommodations include classroom modifications, extended counseling, priority registration, test proctoring, and tutoring. All external access to buildings complies with the Americans with Disabilities Act. Instructional opportunities include adaptive classes in college orientation, study skills, computer skills, and physical education. Specialized instruction is offered for students with learning disabilities in English, reading, and math. A staff position was added in the academic year 2002-2003 under the dean of advanced technology and library services that directly supports students, DSPS staff, and faculty members in making specific accommodations while also opening all classroom instruction to meet federal and state accessibility guidelines (http://www.ivc.edu/dsps/).

- The Extended Opportunity Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) and CalWorks programs focus on the recruitment of underrepresented and at-risk students from local high schools and other support agencies while providing a structure geared toward ensuring student success. A primary goal of the program is to increase student retention and persistence in the hope of assisting students to successfully transition into the job market or to transfer to university programs to ensure individual student goal completion. The EOPS/CARE program provides services including counseling, financial assistance, coordinating services with local agencies, tutoring, sponsoring university field trips and monitoring students' progress. Particularly noteworthy are a continuing book loan program, the college's adopt-a-family program, the emergency loan program, the work-study program, and special services provided through the CARE program for Aid for Families with Dependent Children (AFDC). Benefits provided include loans for car repairs, and childcare. Services are coordinated with local housing authorities and with the children's home society (http://www.ivc.edu/eops/, http://www.ivc.edu/calworks/).

- IVC is committed to providing financial aid to students with a demonstrated need. The financial aid office at IVC provides information and advisement

regarding the way in which students may qualify for grants, loans, and college work-study programs. Financial assistance programs currently offered through IVC include the board of governors' fee waivers, bureau of Indian affairs grants, the California grant program, the college work-study, the emergency loan program, EOPS grants, Pell grants, Stafford study loans, unsubsidized loans, and supplemental educational opportunity grants (http://www.ivc.edu/finaid/).

- The financial aid office through its veterans program assists veterans in attaining their educational goals. A veteran's affairs specialist provides specific information to veterans, their dependents, orphans, and widows regarding the types of benefits for which they may be eligible.

- The IVC scholarship program is administered through the financial aid office and IVC foundation office. In the academic year 2002-2003, the foundation raised a total of $116,000 and ASIVC provided $40,000 for scholarships. A total of $156,000 in scholarships was awarded to 119 students.

- In July 1995, IVC initially made a commitment to provide expanded and improved services to international students as demonstrated by the creation of an international student office. There was a gradual but steady increase in international student enrollment until the fall 2001 period. Since then, with the events of September 11, 2001, and the changes driven by adoption of the national student tracking system (SEVIS), enrollment has been on the decline. In the academic year 2002-2003, a part-time academic counselor was assigned to the program to better serve student needs. The international student office assists students with housing, immigration issues, and immigration and naturalization regulations, processing college, preparing documents related to visas, on or off-campus employment, transfer to other colleges, and permission for concurrent enrollment at other colleges. This office also provides information to students regarding their rights and responsibilities as foreign students (http://www.ivc.edu/iso/).

- IVC matriculation services conducts assessment testing, in which basic skills are evaluated and students are asked to identify their goals and interests. Students then attend an orientation session where counselors help them select classes and plan their programs. Assessment test results assist in initial placement and help guide students on a path to success. The primary goal of the matriculation process is to help students design and complete their educational goals. In the academic year 2001-2002, 4,006 students took assessment tests and 2,926 attended an orientation session in the assessment center. Beginning in 2002-2003, matriculation is now offered in seven foreign languages spoken by non-native English speaking students. This enhancement serves both the local populations and the international students attracted to the college. All components of this program have been designed to satisfy the requirements of the California state board of governors regulating student access to and

successful completion of programs in the community colleges (http://www.ivc.edu/admissions/matriculation.aspx).

- The Associated Students of Irvine Valley College (ASIVC) is recognized as the official governing body for students and an organized voice at the college. It participates in the shared governance of the college by participating in several college-wide committees, including the commencement committee, safety committee, bookstore and cafeteria committee, and the president's council. The student development office encourages club awareness, supports faculty advisors, and encourages students to sponsor activities and events that promote a positive campus climate (http://www.ivc.edu/asivc/).

- Besides treating illnesses, the health and wellness center teaches students to achieve and maintain healthy lifestyles so that they can successfully complete their educational goals. The center teaches students the importance of being responsible for their own health. A physician is on campus regularly to provide medical services, and emergency medical care is available on campus for illness or injury. Services provided free of charge include birth control information, blood pressure testing, over-the-counter medications, immunizations, and vision screening. Additional services provided at a nominal charge include blood tests, pap smears, and testing for sexually transmitted diseases. The office also works with both the athletic and international student programs to assist with insurance referrals (http://www.ivc.edu/wellness/).

- The transfer center helps students make the important decisions about transferring to a university by providing accurate and timely information in a comfortable, inviting and accessible facility. In 2001-2002, computer systems were upgraded to provide greater access and a more professional environment for students to work. The transfer center sponsors visits by representatives of four-year colleges and universities, college fairs, and workshops on transferring. Resources include college catalogs, comparison guides to colleges, and computer software such as CollegeSource and Project Pathways. Scholarship/financial aid information, articulation agreements, and close working relationships with area universities, all serve the students in a positive fashion (http://www.ivc.edu/transfer/).

All student services are located within the student services center to permit the best possible access to all students. Students may apply, matriculate, and receive counseling assistance all within the same location. Special services, such as DSPS and EOPS, are also available in the student services center. In response to the state budget deficit, the college was forced to reduce the hours its student services are available for direct contact with students. To accommodate peak use and provide access to as many students as possible, service hours were adjusted based on an assessment of sign-in sheets used for a full semester in each department. Late hours are available on Wednesdays for evening students. Comparing the summer 2003 and fall 2003 class schedules reveals the reduction in hours of operation.[70,9]

Expansion of online services has greatly improved student access. Students can now apply, register, seek guidance assistance, and view their records online. Two computer kiosks were purchased in the academic year 2000-2001 for the student services center so that, even when personnel are not available, students have access to services.

In the academic year 2002-2003 physical upgrades were made throughout the campus, but especially within the student services center to improve access for students who are physically challenged. Counters were lowered, automatic doors installed, and ramps built into doorways.

The DSPS office was moved in 2002-2003 to expand its services. In a cooperative effort, the student government and international student offices also moved their facilities as part of the process in order to provide the best possible access for physically-challenged students.

Services for off-campus courses and programs, primarily the emeritus institute, are provided in such a way that they too are fully served. Providing for the emeritus institute is a challenge since most of the students associated with the program never come to the college. However, cooperation between the emeritus institute and the office of admissions and records has created solutions to some longstanding problems such as walk-in registration and technology-based services that challenged the senior citizens who take advantage of the college's lifelong learning opportunities. For example, a simplified, one-page application form was developed that students are able to complete with the help of their instructor,[71] allowing continuing emeritus students to register before the term ends.

SELF-EVALUATION

The college needs to improve the services for its online students (students taking courses online only). A matriculation process that can be accessed completely online needs to be designed. Assessment and orientation processes also need to be adapted to serve the college's online students. At the same time, the college needs to ensure that all products or processes created for online services remain compliant with section 508 of the federal rehabilitation act.[72]

PLANNING AGENDA

The college will develop ways to provide additional services for its online students.

II.B.3.b. ***The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.***

DESCRIPTIVE SUMMARY

Irvine Valley College is committed to providing a variety of programs, services and resources that encourage overall development of students into socially responsible citizens. Through services such as the career and job placement center, child development center, school of guidance and counseling, matriculation services, and transfer center, students are given the resources to enable overall development. Organizations such as ASIVC and Making Transfer Easy (MTE), and various charity events give students the awareness of their responsibility to the community. The college also encourages intellectual development through the dean's list, the honors program (http://www.ivc.edu/honors/), the honors societies, and other academic organizations (http://www.ivc.edu/students/clubs.aspx). Programs and events that enrich the aesthetic experience of students in areas of visual and performing arts are available. Additional resources are also offered by the college to enhance personal development.

The college provides a supportive environment for student personal development. The career and job placement center assists students and community members in making informed decisions about their career goals and targeting jobs that match their strengths and interests (http://www.ivc.edu/career). The job placement function strives to help current and past IVC students secure employment related to their career goals or to fulfill immediate financial needs. The center maintains the Jobtrak, a computerized job network that catalogs available jobs throughout Orange County, provides assistance in writing résumés, with an emphasis on students from technical/vocational programs, and sponsors a job fair and workshops on job search and interviewing techniques. The center also coordinates all on-campus recruiting by community employers (http://www.ivc.edu/jobplacement).

The child development center, accredited by the national association for the education of young children, is part of a supportive environment for students. The center provides care for children of IVC students, as well as a model lab for students in the early childhood education program. (http://www.ivc.edu/cdc/).

The school of guidance and counseling offers personal, career, and academic counseling to all students. While academic counseling is in highest demand, students may receive personal and/or crisis counseling when requested or required. Transfer students are encouraged to meet with counselors in the school of guidance and counseling or use the technical assistance available in the transfer center. Specialized counseling is also provided to athletes, international students, students on probation and students returning to college after dismissal. Counselors conduct orientations as part of matriculation where they interpret student's assessment scores and assist them in selecting first semester classes (http://www.ivc.edu/students/counseling). In addition to providing counseling

services, the counselors teach applied psychology (college catalog,[1] page 83). The applied psychology classes are designed to help students increase their academic success and retention in college.

IVC matriculation services conducts assessment testing in which basic skills are evaluated and students are asked to identify their goals and interests. Students then attend an orientation session where counselors help them select classes and plan a program. Assessment test results assist the counselors and students in initial placement and help guide students on a path to success. The primary goal of the matriculation process is to help students design and complete an educational goal (http://www.ivc.edu/admissions/matriculation.aspx).

The transfer center helps students intending to transfer to a four-year college or to research and plan their academic goals. The center strives to provide accurate and timely information within the context of a comfortable, inviting, and accessible facility. The transfer center sponsors visits from representatives of four-year colleges and universities, college fairs, and workshops relevant to transferring. Resources include college catalogs, comparison guides to colleges, and computer software such as CollegeSource and Project Pathways. Scholarship and financial aid information, articulation agreements, and close working relationships with area universities all serve the students in a positive fashion (http://www.ivc.edu/students/transfer/).

IVC encourages students to participate in a variety of events related to personal and civic responsibility. The Associated Students of Irvine Valley College (ASIVC) is recognized as the official governing body for students and an organized voice at the college. It participates in the shared governance of the college by participating in several college-wide committees, including the commencement committee, safety committee, bookstore and cafeteria committee, and the president's council. Members of ASIVC are also active in the accreditation committee that has prepared this report. ASIVC participates regularly in the meetings of the district board of trustees. Overall, the program is designed to educate students to be responsible leaders and provide them with opportunities to develop and enhance their leadership skills. The student development office encourages club awareness, supports faculty advisors, and encourages students to sponsor activities and events that promote a positive campus climate (http://www.ivc.edu/students/clubs.aspx).

Additional events that encourage civic responsibility include blood drives, food drives, and holiday gift drives. One of IVC's clubs, Making Transfer Easy (MTE) exemplifies civic responsibility for club participants, largely Hispanic, African-American, and native American students, who provide outreach opportunities at local schools to at-risk students. Another aspect of the club is its annual motel outreach project, which collects donations of hygiene products, food, gifts, and clothing from the college community for underprivileged families and children housed in a local motel.[73]

For intellectual development, the dean's list recognizes exemplary academic achievement by full-time students who maintain a minimum 3.5 grade point average while completing

12 or more graded units of study. Students who qualify for the dean's list receive appropriate notations on their grade reports and official college transcripts. Membership continues for as long as the minimum requirements for placement are maintained (college catalog,[1] page 39).

The IVC honor societies include three organizations: the omega sigma rho chapter of alpha gamma sigma (the California honor society for two-year colleges), the alpha omega mu chapter of phi theta kappa (the international honor society for two-year colleges), and psi beta (the national honor society in psychology for community college students). Members are also eligible for chapter, state, and national merit and transfer scholarships (college catalog,[1] page 39).

The IVC honors program is designed to meet the needs of academically talented and highly motivated students. Students may enroll in honors-designated courses that meet the general education transfer requirements for most campuses in the UC and CSU systems (college catalog,[1] page 39).

Students have the opportunity to participate in a variety of additional organizations geared toward intellectual development. They include biology society, cantus quaestio, computer science society, geology club, journalism club, business leaders society, and the political science club/model united nations (http://www.ivc.edu/students/student_orgs/).

The college encourages aesthetic enrichment not only through comprehensive course offerings in the arts, but also through exhibitions showing the work of numerous professional artists, culminating annually in a juried student show. As part of the visual arts program, student artists are encouraged and expected to exhibit their work annually (http://www.ivc.edu/finearts/).

The music department exemplifies the spirit of performance and traditional music education. The growing music curriculum encourages and trains students at all levels. From the general education student to the advanced performer there is a place for everyone. The IVC chorale has earned a national reputation for innovative programming and musical excellence. The college's wind symphony performs throughout the year, has commissioned many works, has performed in world, state, or regional premieres of over 30 works since 1991, and has placed students in national and regional CBDNA Intercollegiate Bands every year since 1999. The school also has an active and award winning instrumental jazz ensemble, and a thriving and growing guitar program (http://www.ivc.edu/finearts/music.aspx).

The theatre department offers both the student and community actor an opportunity to participate in a variety of dramatic and musical productions. The department's productions have been highly acclaimed by the *Los Angeles Times*, the *Orange County Register*, and the *Irvine World News* (college catalog,[1] page 10).

The district forensics team comprised of students from Irvine Valley College and Saddleback College has enjoyed international recognition and has garnered top honors in regional and national debate competitions (http://www.ivc.edu/forensics/).

Other organizations that offer opportunities for aesthetic development include the dance club and literature club (http://www.ivc.edu/students/clubs.aspx).

Students may also pursue personal growth through the college's community education program, emeritus program, corporate training program, and distance education program. Services supporting personal development include the bookstore, library, learning center, humanities center, computer center, life fitness center, and math tutorial center (college catalog,[1] page 49).

SELF-EVALUATION

IVC satisfies this standard.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.B.3.c. ***The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.***

DESCRIPTIVE SUMMARY

The school of guidance and counseling is comprised of the following distinct areas: assessment and matriculation; career and job placement; counseling; Disabled Students Programs and Services (DSPS); Equal Opportunity Programs and Services (EOPS); health and wellness center; student affairs; and the transfer center. Each of these areas is designed and maintained to provide students with resources and qualified staff who have received and understand current legislation and trends in their respective areas.

SELF-EVALUATION

The school of guidance and counseling provides staff with two in-services each year. These in-services cover a spectrum of topics including clinical concerns, crisis management, advising issues and updates from the CSU and UC institutions. All personnel in the school of guidance and counseling participate in ongoing professional development, when budgets permit, by attending in-person and online workshops and seminars.

Before each academic cycle (fall, spring, summer), the dean of students, guidance, and counseling analyzes and presents to college faculty the appointment usage statistics. These statistics are readily available to those with access to the Scheduling and Reporting

System (SARS) grid. The SARS report indicates how many students made appointments by time and day, and this data is used to develop the counseling and advising schedule. Counseling/advising is maintained by appropriate allocation of regular and overload counseling hours, and adequate support staff.

PLANNING AGENDA

IVC will complete the scheduled program review in the academic year 2005-2006.

II.B.3.d. ***The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.***

DESCRIPTIVE SUMMARY

IVC is committed to programs that support an understanding and appreciation of diversity. The supportive services office strives to minimize barriers and insure equal access to all student services. The college provides outreach and recruitment to minority populations and equal access to admission and enrollment for all students. The commitment to equal access is exemplified by the display of flags from many nations in the lobby of the student services building.

These efforts have resulted in a diverse student population. Demographic statistics indicate that most minority groups are better represented in IVC's student population (fall 2003 semester, http://www.socccd.org/ref/almanac/demographics/ivcstudcharf.asp) than in the surrounding city or county.[74,75]

Ethnicity	Irvine Valley College	City of Irvine	Orange County
White	48.0%*	61.1%	64.5%
Hispanic	10.0%	7.4%	23.4%
Asian/Pacific Islander	30.6%	29.9%	10.3%
non-Hispanic Black	1.8%	1.4%	1.6%
Other	9.6%	0.2%	0.5%

* figure includes Middle Eastern (12.4%).

The same applies to student clubs and organizations. The associated students office encourages all students to participate in student government, with qualifications based on academic criteria (http://www.ivc.edu/asivc). The same applies to the honors organizations.

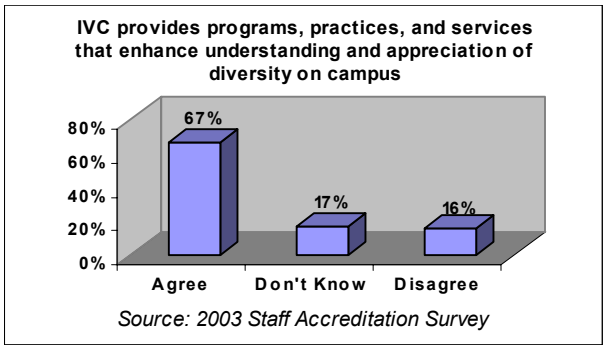
Other organizations that promote an understanding of diversity include the Asian social club, Chinese cultural club, Christian club, MEChA, muticultural club, Muslim students association, and Persian club (http://www.ivc.edu/students/clubs.aspx).

The application for students seeking to create new clubs insures access and opportunities for all students.[76]

In addition to providing opportunities for students to participate in diverse organizations, these clubs sponsor activities throughout the year to bring an awareness of diverse cultures to all students. These events include celebrations of Black history month, cinco de Mayo, the Chinese new year, and Ramadan. Multicultural events such as the international fashion show and food fair, and various guest speakers and music programs throughout the year also enhance understanding of diversity.

SELF-EVALUATION

In response to the staff accreditation survey, 67% of the respondents agreed that Irvine Valley College provides programs, practices, and services that enhance understanding and appreciation of diversity on campus.[8]



Statistics also indicate that the rate of candidacy for AA or AS degrees[77] for a given ethnic group corresponds closely with that group's representation in the college's student population (http://www.socccd.org/ref/almanac/demographics/ivcstudcharf.asp).

ethnicity	enrollment fall 2003	candidates 2002-2003
White	48.0%*	47.4%
Hispanic	10.0%	10.3%
Asian/Pacific Islander	30.6%	29.4%
non-Hispanic Black	1.8%	1.6%
other	9.6%	11.3%

* Figure includes Middle Eastern (12.4%).

This data indicates that from student support services to degree programs, IVC's diverse students are enrolling, accessing student support services, and completing degree programs equally at a rate determined only by their numbers in the overall student population. Any student enrolling at the college interacts with a diverse student body and with student support services that assist them, so that diversity itself promotes an understanding of diversity among all students.

PLANNING AGENDA

Irvine Valley College will continue to design and maintain a range of programs and services that support and enhance student understanding and appreciation of diversity.

II.B.3.e. ***The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.***

DESCRIPTIVE SUMMARY

The matriculation committee is comprised of a cross section of the college community including admissions, the English, mathematics, and ESL departments, counseling, research and planning, and assessment. The committee works to facilitate the smooth entry of students into the college and successful completion of their goals through participation in the matriculation process.

An active matriculation committee, now chaired by the director of research planning and grants, reviews all assessment and placement tools, and their effectiveness and biases. While reviews are done every two years, a research assessment test validation is done every six years as required by state regulations. In the past 9 months, validation tests have been done in three areas: reading, ESL,[78] and math.[79] Assessment instruments in these areas were reviewed for consequential, content, and bias validity. The office of research, planning, and grants in conjunction with faculty of the appropriate department coordinated the revalidation process for each instrument. Faculty assisted in reviewing the validity of the cut score. Students also participated and were selected based on institutional demographics. All assessment instruments in use have received full approval by the office of the chancellor of the California community colleges. In order to receive full approval, a test must be proven valid, reliable, and unbiased. IVC has taken the responsibility for revalidating all instruments.

SELF-EVALUATION

Through the work of its matriculation committee, the college regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

PLANNING AGENDA

The institution will continue to evaluate procedures and instruments used in admissions and assessment to provide the college's students an effective and unbiased process.

II.B.3.f. ***The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.***

DESCRIPTIVE SUMMARY

IVC's office of admissions and records maintains permanent student records for the college. Records are held in hard-copy form and/or are scanned and kept in electronic or imaged form. Hard copies of documents and imaged documents are contained within a secured office and in secured file cabinets located in room 110 of the student services center. Archived documents are contained in a secured, fireproof room and in secured file cabinets in room 140. Access to electronic student information and imaged documents is available to designated staff at the college through the AlphaServer and through WEBxtender® (explained below). Access to archived records is limited to office of admissions and records staff.

The policy on release of student records complies with the Family Education Rights and Privacy Act (FERPA) and is published in the college catalog[1] annually (page 32) and in the schedule of classes[9] (page 7) each semester.

The office of admissions and records continues to transition from its storage of hard-copy documents to an imaging system known as WEBxtender®. Because of its relatively young age, the college has the unique advantage of holding historic records either in hard-copy form or as imaged documents. For this reason, the office holds no microfiche documents or documents archived with earlier technologies.

Student documents are stored in a systematic order based on how old they are. Current and most recent documents are held in room 110. In most cases, older documents are archived in room 140. WEBxtender® contains the oldest documents with progressively newer documents being imaged regularly.

The office of admissions and records uses WEBxtender® to image a variety of documents for permanent archive. These include student applications, course substitution petitions, credit/no credit petitions, degree and certificate evaluations, change of grade requests, k-12 concurrent enrollment applications, incomplete forms, instructor drop forms, permanent grade rosters, general petitions, positive attendance rosters, residency applications, supplemental grade cards, and transcripts. In cases where imaged documents are current, hard copies are held for the duration required by state law and then shredded. Only after any of the above documents are imaged and held for the period required by law, are they then shredded.[80]

Current technology used within the student services offices allows staff with secured accounts to access student information. Staff in the office of admissions and records, counseling and support services, financial aid, and the bursar's office can access this

information using the AlphaServer. The AlphaServer is a secured, district-supported network requiring login access that can be accessed only through an assigned account. Linked to the district, the AlphaServer provides access to real-time student information. The district provides regular backups of all AlphaServer data.

Similarly, WEBxtender® allows those with assigned accounts to log in and search imaged documents for students. This system is available to designated staff in the office of admissions and records and in the counseling and student support offices. Support for WebXtender is provided through an outside vendor, ViaTRON, who works with the college's information technology unit to maintain and run tape and backup for the network to ensure that electronic data is stored safely.

SELF-EVALUATION

This standard has been met.

PLANNING AGENDA

Irvine Valley College's office of admissions and records will continue to transition its archived documents into WEBxtender® and anticipates that all documents will eventually be imaged at the time received.

Irvine Valley College's office of admissions and records will continue to hold documents in hard copy form for the period required by law.

The college will also continue to comply with all federal, state, and district policies on the maintenance and release of student records.

> **II.B.4.** ***The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

DESCRIPTIVE SUMMARY

Irvine Valley College has in place a program review process that has been successfully implemented since the 2000-2001 academic year. The program review oversight committee developed a review template specifically for the student services programs. Student services programs undergo program review as part of the college's program review cycle.[30]

As part of program review, student surveys are administered to help determine how well a program is serving its target students.[63] A survey is also conducted as part of the assessment process during the student orientation process.[64] To better address the needs of the college's students, the results of these surveys are provided to each program review team from the office of research, planning, and grants. The results are then

discussed, included in the program review documentation, and ultimately used to improve the services offered by the college.

SELF-EVALUATION

Programs that have undergone program review include the multicultural center, DSPS, EOPS, financial aid, international students center, admissions and records, matriculation, re-entry and women's center, applied psychology, and women's studies.[81]

In the past year, Irvine Valley College also conducted a comprehensive student survey and a faculty/staff survey to self-evaluate all aspects of the college experience, including student support services. The college received 687 student responses and 109 faculty/staff responses.[7,8]

In the student accreditation survey, 21 questions were asked about student learning programs and services. In the staff accreditation survey, eight questions were asked about student support services. Results in both surveys reflected the percentage of "agree" and "disagree" responses students and faculty/staff gave for each statement of good practice. In all areas of both surveys, the percentages of "agree" responses exceeded "disagree" responses indicating that surveyed students, faculty, and staff perceived student services as adequate. The data also showed that particular areas within student services, such as registration and bookstore services, were considered highly adequate among students, while counseling, academic advisement, and the student services area in general, were considered highly adequate among faculty and staff.

PLANNING AGENDA

IVC will develop tools and procedures to evaluate whether its student support services contribute to the achievement of student learning outcomes.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. ***The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.***

II.C.1.a. ***Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.***

DESCRIPTIVE SUMMARY

library

When Irvine Valley College opened its new library in August 1997, the collection consisted of 23,000 books, 200 periodical titles, and 100 videos. A budget augmentation for the new facility allowed the collection to grow to its current holdings of over 59,000 books, 276 periodicals, 3,440 videocassettes, 100 DVDs, and 4,307 compact disks (schedule of classes,[9] page 49). Additionally the library now offers 17 online databases to support student learning and research: LexisNexis, ProQuest, Infotrac, Encyclopedia Britannica, Facts.com, Nature Encyclopedia of Life Sciences, Grove Art, Grove Music, Access Science, Gale Literary Databases, Project Muse, Country Watch, Oxford Reference Online, American National Biography, Oxford English Dictionary, Net Library, and Gale Literary Index (http://www.ivc.edu/library/databases.aspx). The ProQuest database is accessible remotely through IVC MySite. The library maintains a reserve desk of faculty-recommended materials used to augment classroom teaching and a collection of distance education telecourses that are offered at Saddleback College.

The district office is responsible for the software programs residing on the district's servers such as the Online Public Access Catalog (OPAC) via SIRSI Corporation. Currently enrolled district students can access this online catalog of the combined collections of both Irvine Valley and Saddleback, borrow circulating material at both colleges, and work at any of the 100 computer workstations located in the IVC library commons. Each computer has internet access, student email and Microsoft office software.

The procedure for selecting educational library materials relies heavily on the certificated library faculty. Over 95% of all purchases are the result of recommendations from librarians.[82] Library faculty strive to relate the content of the collection to the curriculum currently being offered at IVC. Traditional learning and information resources such as books, periodicals, and audio-visual software, as well as electronic formats are selected, acquired, organized, and maintained primarily by the library staff and faculty. Microforms are also available for non-current materials.

Selection tools used by librarians include professional library review materials, publishers' catalogs, online sources, instructor bibliographies, and faculty recommendations. Librarians act as liaisons to academic schools. All faculty requests for materials needed for required course assignments are given first priority in the acquisition process. The library web site offers an online material request form for faculty (http://www.ivc.edu/library/Suggestion.aspx) as well as an online reserves request form (http://www.ivc.edu/library/Reserves.aspx).

Faculty are encouraged to review the content of the collection and to suggest new titles for acquisition. This is accomplished by the routing of publishers' announcements and professional reviews to appropriate faculty members or academic school chairs by the librarian in charge of selection. In addition, library faculty serve on the technical review

committee of the committee on courses. In this way, the college curriculum approval process for a new course or the revision of an existing course is coordinated with the acquisition of materials needed to support any new or revised courses.

Recommendations for media purchases originate from faculty requests, and selections must be section 508[72] compliant, as well as compliant with the Americans with Disabilities Act (ADA) (http://www.usdoj.gov/crt/ada/adahom1.htm). All periodical titles selected must be included in a periodical index in order to insure that they can support student learning and research.

Student suggestions for library acquisitions are also accepted and evaluated under the established selection policies (http://www.ivc.edu/library/Suggestion.aspx).

The library maintains a computer lab and teleconference room located in library room 101. Through this center, workshops on library skills are offered to students and faculty. The classroom is equipped with 21 laptop computers, two assistive workstations for persons with disabilities, teleconferencing capabilities, an instructional podium coupled to a ceiling mounted projector, a high speed printer, and a rechargeable notebook personal computer cart. A wide array of workshops are regularly offered with topics including introduction to library use, library search strategies, use of Blackboard software, finding reference materials, use of databases, maps and atlases, and accessing online science articles. Workshops are open to any interested student, and schedules are posted on the library web site (http://www.ivc.edu/library/workshops_3.aspx). Faculty workshops are announced through email. In addition, library 100 (introduction to library research) is taught in this classroom.

The commons area of the library supports the 100 student computer workstations with two black-and-white printers, one color printer, and one Braille printer. The area also has three regular black copier machines, one color copier, one ADA copier, and one micrographic printer. Under a new contract with APS begun in September 2003, all print and copy services in the library and in all academic computing labs are managed with an advanced purchase copy card. Students may purchase the print cards in the library, the computer center or the humanities center. Value may be added to the cards in each of these centers as well. Other IVC printers requiring the APS copy services are located in the music lab (room A311), the biology lab (room A407/408), the humanities center (room A303), the social sciences center (room B116), the math computer lab (room B118), the keyboarding lab (room B327), the drafting lab (room B363) and the computer center (room B353/354).

other learning support services

Irvine Valley College offers its students numerous support services. These include the learning center located in the library, the humanities center, the computer center, the math tutorial center, advanced technology support services, the art gallery, the digital graphics lab, and the photography lab.

The learning center, located in library 100A, provides peer tutors by appointment during open library hours. This program is designed to assist currently enrolled IVC students in most subjects. In order to schedule an appointment, students must enroll in supervised tutoring (TU 301) and complete a request form in the learning center. The supervised tutoring course is offered on a credit/no-credit basis only and is open-entry/open-exit. Students may request tutoring or their instructors may refer them to the learning center. To become a peer tutor in this program, students must be advanced students certified by the college and trained in tutoring techniques. This training includes taking and passing TU 100, fundamentals of peer tutoring, a course requiring 40 hours of unpaid, supervised tutoring experience. The goal of the tutoring program is to assist students in achieving success in their classes, to prevent students from dropping classes unnecessarily, to promote their self-confidence, and to help them become independent and active learners (college catalog,[1] pages 50 and 152).

The humanities center offers multiple support services to students throughout the college. By enrolling in writing 180, the writing conference, students may use the humanities center on a drop-in basis to work individually or to confer with English instructors who are available for assistance with writing assignments. Acquisitions of materials for the humanities center are handled through the school of humanities and languages. Materials include reference books, handbooks, workbooks, and handouts for punctuation and grammar review, instructional software, computers, and tape recorders. The center also houses a high-speed cassette recorder that is used by instructors throughout the college to prepare recordings for student home use (college catalog, page 51). Students enrolled in ESL classes may use the center's computerized and cassette learning modules, which may be checked out for individual student use in the humanities center.

The computer center serves primarily as a laboratory for classes offered through the school of business science and the school of mathematics, computer science, and engineering. Students may use the workstations in this lab if they have a current IVC identification. The computer center supports graphics applications, web authoring and digital publishing, office suite applications, networking technologies, operating systems, mathematics, accounting, keyboarding, programming, engineering, computer-aided design and drafting, and database design. The center is fully equipped with Pentium III and Macintosh G4 computers, network services, scanners, digital video decks, VCRs and video cameras. The center also has assistive workstations for students with disabilities.

The math tutorial center is designed to assist students enrolled in IVC math classes. Tutors and IVC math faculty work with students on a one-to-one drop-in basis. Students must be enrolled in a math tutorial lab section in order to use this center. The math tutorial center is located in room B117. The acquisition of materials in the center, including audio-visual software, is handled through the mathematics department (college catalog, page 51).

The school of advanced technology manages computer equipment acquisition for the campus, including all equipment for each of the learning support centers. The institutional technology committee helps prioritize campus-wide allocations of that

equipment. Advanced technology provides administrative leadership and direction in the planning, organization and integration of all aspects of information resources, services and technology, including distance learning, for the college. They also oversee the learning center and the credit-bearing distance education courses. The cable channel IVCTV, Channel 33 on Cox Communications in Irvine, which provides educational, cultural and news programs including satellite broadcasts, is under the purview of advanced technology.

The art gallery at Irvine Valley College serves as a vital resource to both students and community members. Exhibiting carefully selected works of art by both professional and student artists, the art gallery provides a point of nexus between the active arts professional and the student learner. In addition to adding an enlightening environment to the campus, the gallery prides itself on featuring the best work of IVC students and faculty. Each summer the gallery supports a program for experimental, avant-garde artists to showcase new trends and new artistic ideas in southern California. Several instructors in the art department conduct tours of the gallery as an aid to student learning.

The digital graphics lab was moved into room B106 in fall 2000. This lab consists of 24 Macintosh computers as well as a high quality flatbed scanner. New printers in this lab are capable of producing large posters of archival quality. The college has established open lab hours for students enrolled in the graphics courses. Currently, the lab is open for students to work on assignments 15 to 20 hours each week. As enrollment grows, the lab will offer more open lab time for students to complete their assignments.

The photography department at IVC maintains open lab sessions for students enrolled in photography classes. The darkroom is open 30-40 hours each semester outside of class time for students to use for completing assignments.

SELF-EVALUATION

Irvine Valley College meets the standard in its selection and maintenance of educational equipment and materials to support student learning.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.C.1.b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

DESCRIPTIVE SUMMARY

Historically, Irvine Valley College has provided instruction for users of its library so that they may develop their skills in information competency. Beginning in 1983, a series of 0.5-unit self-paced courses in information competency were offered. During the years 1991-1997, library curriculum was revised using a classroom format involving lectures,

exams, and computer laboratory sessions. In addition, regularly scheduled library orientations have been provided for students as recommended by faculty. In fall 2003, certificated librarians created a series of weekly workshops to augment student learning in specific research skills such as topic selection, data gathering techniques, use of subject indexes, and finding scholarly legal, medical, business, humanities, and social science journals through networked electronic resources. Programs of this nature are regulated under section 89230(h) of the California education code.[83]

The learning assistance program is housed in the library and provides academic support for students through peer tutoring in a variety of disciplines. This tutoring is free and is available for most classes and subjects. It is available to all students currently enrolled in TU 301.

SELF-EVALUATION

For several years, the library 100 course failed to make sufficient enrollment. This trend reversed in the fall semester of 2003 and the spring semester of 2004. Through good marketing, the class now has 27 students enrolled. Library 100 remains the only course for credit (suitable as a general education requirement) in the curriculum. Beginning fall 2003, the librarians created a series of "mini" workshops designed to teach students how to find call numbers, use subject indexes, online newspaper and journal articles, and cite authoritative sources. Also, the library faculty are investigating the feasibility of converting their classroom course into two 1.5-unit online distance education classes aimed at basic library skill development. Several in-service workshops were held during the fall 2003 and spring 2004 flex weeks.

The learning center coordinator is a part-time faculty position allowed 60% of a full-time load, yet the demands on the coordinator exceed the time currently allocated. At some comparable institutions, the learning center coordinator is a full-time position.[84] Students do not receive an adequate hourly allotment of tutoring due to budget cutbacks. There is no dedicated space for the learning center, so students are tutored in library study rooms, which reduces the available space for library patrons.

PLANNING AGENDA

The school of library services will:

- invite faculty to earn in-service credit by attending bibliographic workshops geared toward their subject disciplines after approval by the academic senate;
- suggest library workshops as part of in-service staff development;
- encourage college faculty to use the library workshops as extra-credit for "at risk" students; and

- advertise the library courses and the monthly workshops on the IVC website and through the college's television station, channel 33.

II.C.1.c. ***The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.***

DESCRIPTIVE SUMMARY

The Irvine Valley College library houses 100 computers that provide access to the library's public catalog and subscriber-based online newspaper and journal databases. The college provides tutorial support through its learning assistance program and a reserve desk houses a collection of broad-based handouts and materials that augment class assignments. The library is open 69.5 hours, Monday through Saturday, which accounts for the reference librarians having answered 8,218 questions in 2001-2002 and 5,775 questions in 2002-2003.[85] Broadcasts of distance education courses on Channel 33 continued until 2002. ProQuest and NetLibrary database services are now accessible through MySite and have extended the college's academic offerings to a wide segment of the community. In addition, the library provides TVs, VCRs, microfilm/fiche reader-printers, CD and CDROM capabilities, and two assisted workstations for students with disabilities. The computers for disabled students are wheelchair accessible and are equipped with software that enlarges images for the visually impaired. Another software program is designed to scan documents for the hearing impaired. These are some of the ways the IVC library provides access to its academic resources for its student population.

SELF-EVALUATION

Although the Irvine Valley College library opened August 25, 1997, there is still much to do in providing conventional library services. With the growth in student population, access to traditional and online resource materials has been strained. The association of college and research libraries provides standards and guidelines for a community college library.[86] These standards specifically address the number of certificated librarians and classified employees required, the size of collections, the percentage of the budget to be allocated for educational expenditures per full-time equivalent student, and the instructional equipment, computer workstations, and space allocation needs.

IVC's collection falls below the minimum standard for a community college with 7,000-9,000 full-time equivalent students:[86]

	volumes	current serials subscriptions	video and film	other items	total collection
IVC	59,585	276	3,440	5,063	68,364

ACRL minimum standard	95,000	850	1,600	12,000	109,450

In addition, the library is understaffed to the point that when a person is absent or on vacation there often is no one available for substitution, especially on weekends and during the evening shift. IVC needs to continue working toward meeting those standards to provide the best possible support to the college's programs.

PLANNING AGENDA

In order for the institution to provide adequate access to the library and other learning support services, IVC will:

- expand online database contractual obligations to include remote student access via student user name and ID;
- liaison with disabled student services to ensure that specific resource materials and equipment are section 508 compliant;
- work with the academic senate to create an acceptable formula for including library faculty in the list of new hires.

II.C.1.d. ***The institution provides effective maintenance and security for its library and other learning support services.***

DESCRIPTIVE SUMMARY

The library has two electronic security gates (3M Detection System Model 3800) that are activated by security strips incorporated within all library materials to prevent their unlawful removal from the library. Students are unable to check out materials unless they have a valid student ID from Irvine Valley College (college catalog,[1] page 24) or Saddleback College and are currently enrolled in classes. If students accrue library fines, a restrictive hold is placed on their library record, curtailing their ability to register for classes, add or drop classes, access grades, or obtain transcripts or diplomas.[87] Books, realia, and reserve materials cannot be checked out until fines have been cleared. Security issues are regularly discussed at staff meetings. The library building meets state and city fire codes, and alarms are posted throughout the facility on both floors. Other measures providing effective library maintenance and security include contractual maintenance agreements for district property mandated under the property control manual[88] to ensure security of equipment, property, and information against theft, loss, and damage. In addition, all persons responsible for damaging district property are held accountable for the cost of replacement.

SELF-EVALUATION

Libraries, like businesses, are subject to theft and defacement of property. Quite frequently, library books and magazines are returned late, mutilated, or stolen. Informational resources incur exceptional wear during midterm and final examination periods. Approximately 20 periodicals and 700 books were determined vandalized following the library's annual inventory period established by the district.[89] Because copyright laws prevent materials from being reproduced, library books and journals are often stolen. Materials subject to theft include city maps, dictionaries, computer software, videos, and scientific and popular photographic magazines. Staff and student assistants work tirelessly to apprehend perpetrators, and in some cases, campus security is called to handle students with mutilated or stolen library property in their possession.[90]

The library server that provides access to the OPAC is located at and maintained by district information technology. Access to the databases from off-campus is allowed through the MySite portal. All persons who access the network must be authenticated before continuing. The district and campus information technology departments provide appropriate firewalls, as well as virus and spam software.

PLANNING AGENDA

Vandalism of library materials, removal of hand-held mice, and dismantling of computer equipment warrant additional protection of the library premises. The college will:

- assign specific student assistants to patrol the library floors and bookshelves on a regular basis;
- post appropriate signage regarding checkout and return policies for library materials;
- notify patrons that defacing or stealing library property warrants disciplinary action.

II.C.1.e. ***When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and used. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.***

DESCRIPTIVE SUMMARY

IVC and Saddleback College students have full access to the resources of the libraries on both campuses. IVC students may travel to the Saddleback campus to pick up materials, or they may submit inter-library loan requests online at http://www.ivc.edu/library/ill.aspx. At both colleges, the circulation technicians process the inter-library loan requests and the items are delivered to the sister campus for student use within approximately one week. Both campuses share the periodicals in much the same fashion; however, photocopies of periodical articles are made because not all periodicals circulate. Inter-library loan of audio-visual resources is made available only to the faculty of the two campuses in order to insure that these resources are readily available for classroom use.

The library may borrow materials from other institutions in accordance with the American library association inter-library loan code.[91] The IVC library participates in OCLC, the fee-based bibliographic database that provides students, faculty, and staff the privileges of inter-library loans throughout the United States. In addition, IVC students may use, but not check out, any books in the library collections at UC Irvine in accordance with that university's policies. UC Irvine does not offer formal agreements with community colleges at this time; however, they do offer a community card membership for the public.

The district libraries also benefit from the consortia licensing of databases, ebooks, and online resources like encyclopedias. The California community colleges and their foundations have provided deep discounts for these services.

The IVC library internet home page (http://www.ivc.edu/library/ill.aspx) provides an extensive array of research resources for students, faculty and staff, including direct online links to many local area university and college libraries for inter-library loan queries.

SELF-EVALUATION

Present arrangements for sharing of library resources with other institutions are generally satisfactory.

PLANNING AGENDA

The college will continue to make access to information services a high priority for its students, faculty and staff.

> **II.C.2.** ***The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

DESCRIPTIVE SUMMARY

The association of college and research libraries and the office of the chancellor of the California community colleges[92] offer processes for evaluating library and learning support services. These tools analyze the library's multi-volume collection of books, periodical subscriptions, microforms, non-print media, computer, and audio-visual equipment. They also provide processes to evaluate library faculty and classified staff, material expenditures, salaries, library and media seating, hours of operation, number of reference and online research questions, bibliographic instruction credit courses, workshops, tutorial support, number of students served, disabled participants, inter-library loan requests, consortium responses from the CSU, UC, or other community college systems, government documentation, in-house circulation, reserve books, facility utilization, and community involvement. It is through the auspices of these two organizations that library evaluations are defined and quality programs are justified and managed.

IVC uses the annual data survey of the California community college Chancellor's office to track and identify its library resources, staffing, expenditures, and equipment in relationship to student needs.[92] Based on the responses to these institutional surveys, Irvine Valley College librarians systematically evaluate our technology, electronic resources, periodicals, reference and monograph collections as compared with those of other community colleges serving similar populations of 7,000 to 10,000 students. The library staff annually inventories its book, periodical, and electronic collections to ascertain their continued relevancy. Librarians regularly consult professional literary reviews that critically assess material readership, scholarly publications, and evolution of subject content. In addition, based on student demands and budgets, electronic databases are reviewed annually for their effectiveness and value to student-centered research and information.

Further evaluative procedures were initiated with the implementation of the district technology initiative. In 1997, the district formed the Reference Networks Advisory Group (REFNAG) of librarians, faculty, and staff from the Irvine and Saddleback campuses to select database resources for purchase, and to centralize costs. IVC's participation in the state chancellor's council of chief librarians enables the librarians to

promote information competency and make decisions that support curriculum, instruction, and the achievement of learning outcomes.

SELF-EVALUATION

Each year IVC completes the state chancellor's annual data survey that elicits information from California's 109 community colleges about their libraries and learning centers. This survey assesses library resources, programs, and staffing, but does not require evidence that the library and other learning support services contribute to student learning outcomes.

PLANNING AGENDA

The college will incorporate the data gathered from the state chancellor's annual data survey into plans for future improvement.

Supporting Documentation
Standard II

[1] college catalog 2003-04
[2] program review workbook
[3] Irvine Valley College curriculum manual
[4] sample wait lists for fall 2003
[5] IMPAC 2001-2002 annual report
[6] student handbook
[7] 2003 student accreditation survey
[8] 2003 staff accreditation survey
[9] fall 2003 schedule of classes
[10] spring 2004 schedule of classes
[11] IVC distance education program four-year trend analysis, 2003
[12] distance education form
[13] faculty manual 2002-2003
[14] curriculum review timetable
[15] sample course outlines
[16] meeting minutes of the school of business science advisory committee
[17] list of members of the electronics advisory committee
[18] psychology program plan
[19] geology program plan
[20] meeting minutes of the laser electro-optics advisory committee
[21] academic employee master agreement
[22] mathematics 10 syllabus
[23] fall 2003 course syllabi – ART 80 (schools of fine arts), HIST 11 (school of humanities and languages, BIO 11 (school of life sciences), and AJ2 (school of social sciences)
[24] community education brochures
[25] emeritus schedule and information
[26] Irvine Valley College 2003-2004 Fact Book
[27] technology training schedule for fall 2003
[28] campus technology use survey
[29] mathematics 251 curriculum review
[30] program review cycle
[31] academic program review for applied psychology (2002)
[32] minutes of the academic senate representative council for March 6, 2003
[33] graduate follow-up survey
[34] sample program brochures
[35] membership list for laser advisory committee
[36] sample learning objectives for several courses
[37] board policy 4309
[38] fall 2003 orientation letter and agenda, school of fine arts
[39] sample course outlines: ART 80; HIST 11; BIO 11; CHEM 1A; AJ2
[40] California code of regulations, title 5, section 58023

[41] California code of regulations, title 5, sections 55802 and 55805.5
[42] vocational and technical education act core indicators of performance
[43] CAN guide, 2002, 7th edition, page 2
[44] petition for course substitution from the counseling office
[45] email from publications office requesting review and revisions
[46] webmaster's contact list
[47] minutes of several meetings of the board of trustees and list of recent revisions to board policies and administrative regulations
[48] IVC mission statement
[49] board policy 6120
[50] academic freedom statement of the IVC academic senate, approved October 2, 2003
[51] California code of regulations, title 5, section 51023
[52] academic employee master agreement 2000-2002, article XII ("faculty evaluation procedures")
[53] instructor's evaluation report
[54] California education code section 76120
[55] board policy 6140
[56] board policy 6130
[57] board policy 5401
[58] board policy 4000.3
[59] board policy 4000.5
[60] board policy 4016
[61] board policy 4054
[62] board policy 4309
[63] surveys for program review of student services
[64] student survey conducted by counselors during assessment
[65] district data report on application counts
[66] district data report on registration sessions
[67] international student orientation guide
[68] IVC student characteristics, fall 2003 semester
[69] *An Evaluation of a College Orientation Course*, Jerry Rudmann, campus researcher, 1992
[70] summer 2003 schedule of classes
[71] emeritus institute registration form
[72] section 508 of the rehabilitation act of 1973
[73] making transfer easy information packet
[74] demographic data for the city of Irvine
[75] demographic data for the county of Orange
[76] new club packet
[77] AA/AS candidates by ethnic code
[78] validation studies for ESL and reading
[79] validation study for math
[80] inventory of archived documents

[81] data resulting from program review of the multicultural center, DSPS, EOPS, financial aid, international students center, admissions and records, matriculation, re-entry and women's center, applied psychology, and women's studies
[82] board policy 6132
[83] section 89230(h) of the California education code
[84] telephone interviews (September 15, 2003) with librarian chairs of Chaffey College, Riverside Community College Norco Campus, and L.A. Trade Tech Community College
[85] student services survey
[86] association of college and research libraries, standards for community, junior, and technical college learning resource programs
[87] board policy 5407
[88] board policy 3206
[89] board policy 3002
[90] board policy 3400
[91] American library association inter-library loan code
[92] 2002-2003 annual data survey of the library and learning resources program subunit of the California chancellor of community colleges

III. Standard III: Resources[♣]

The institution effectively uses its human, physical, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

DESCRIPTIVE SUMMARY

Irvine Valley College is serving approximately 13,200 students and employs 10 administrators and 15 classified leaders, 112 full-time and 275 adjunct faculty, and 133 classified employees.

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

<u>administrative positions:</u>

Administrative/classified leadership job announcements seek to meet the requirements of the position as well as extend the search to include a diverse population of applicants. Applications undergo an evaluation process, carefully regulated by the human resources

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[♣] Throughout this report, only proper names (e.g., California) and acronyms (e.g., UC and CSU) are capitalized. This sparing use of capital letters is for readability and uniformity only, and does not indicate or imply any assessment of importance or respect on the part of Irvine Valley College or the authors of this report.

office, and qualified applicants are selected to participate in a governance group interview procedure. Before and during the interview, the applicant's experience and abilities are assessed predicated upon criteria included in the job announcement. Final candidates are selected for a second level interview with the president's executive administrative team. The selected candidate's name is forwarded to the chancellor by the college president who recommends approval by the board of trustees.

The employment procedure for an executive position (chancellor, vice chancellor, president, vice president) involves a first-level interview with the search committee, consisting of governance group representatives. Selected candidates have a second-level interview with the college president and appropriate district administrator. One or more candidates at the president and chancellor levels are then interviewed by the chancellor, either separately and/or with the board of trustees. The board of trustees makes the final selection.

faculty positions:

The process of constructing a faculty hiring list begins with development of a preliminary list divided into three categories: category 1 (replacement positions), category 2 (academic senate recommendation), and category 3 (office of instruction recommendations). The office of instruction and the academic senate consult to identify any duplicated positions that may appear in categories 2 and 3. The hiring priority of the preliminary list is established by taking the first position from each category, and then the second position from each category, until all listed positions have been ranked. The academic senate president takes the preliminary list to the senate for approval, and then to the college president for approval.

All faculty positions must meet rigorous degree and equivalency requirements as determined by the academic senate, assembly bill 1725,[1] and statewide minimum qualifications as published in 1994 by the chancellor's office of the California community colleges.[2] Applicants for part-time faculty positions must also meet minimum qualifications,[3] and a qualified pool of adjunct candidates is maintained in the district human resources office or in the respective schools.

classified positions:

Before fall 2003, the classified leadership council[4] determined new and vacant classified positions. The committee was comprised of seven members: two college vice presidents, the college budget manager, a CSEA (California School Employees Association) member, a classified senate member, a faculty association member, and a student representative. The classified hiring committee developed a list of ten classified positions. The list was reviewed during the president's council and submitted to the college president as a recommendation. Positions were filled based on available funding.

In fall 2003, a new procedure was established. The College Leadership Council (CLC) in collaboration with the leaders of the governance groups formed a committee requesting

proposals for hiring additional classified staff and a supporting oral presentation for each proposal. Each CLC committee member ranked each position based on the presentation and additional supporting documents. The results were compiled and a final prioritized list developed. The identified positions will be filled as available funding permits.

SELF-EVALUATION

Adherence to legally mandated employment standards and district procedures ensures that personnel employed are qualified to provide and support the college's programs and services.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.1.a. ***Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

DESCRIPTIVE SUMMARY

Job descriptions for all full-time positions are developed with the input of the departments and schools and adhere to institutional objectives. The appropriate supervisor and school dean, in consultation with the college president and the human resources office, develop a job description for the position to insure that a qualified individual is employed. All job descriptions have a standard format emphasizing effective teaching and scholarly requirements. Job vacancies are advertised locally as well as nationally through newspapers, journals, the internet (http://www.socccd.org/hr/jobs.asp), local cable TV, the district job hotline and the *Chronicle of Higher Education*, as appropriate.[5] Job announcements are posted on various employee notice boards and distributed to all individuals, departments, and agencies on the distribution list maintained by the district office of human resources. To ensure a broad base of pool applications, announcements are also mailed to locations not contained in the standard distribution list in order to target specific applicant pools or under-represented groups. The composition of all hiring committees is determined in accordance with the district employment procedures manual for faculty, classified leadership, and classified staff.[6] The full-time academic

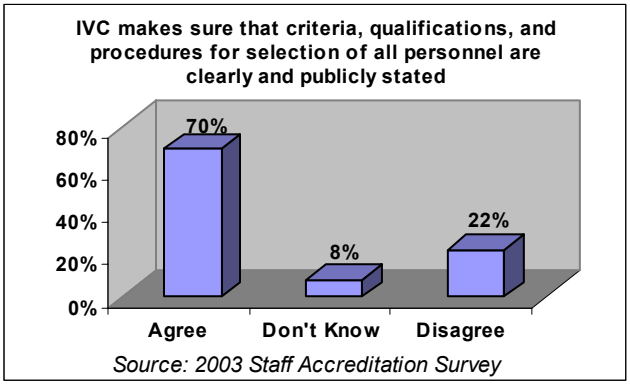
employees hiring policy[7] and the employment procedures for executive positions manual[8] cover procedures for these two categories of employees, and contain all procedures for the hiring process in accordance with state law and institutional objectives.

IVC job announcements clearly state all minimum qualifications, required experience, desirable qualifications, criteria, and procedures for the application/selection process. Information regarding duties, responsibilities, and conditions of employment is also disclosed in the job announcements. The office of human resources reviews each job announcement to ensure that its content is appropriate and conforms to all existing board policies.

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

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

The district has a hiring policy regarding administrators, but the district board of trustees reserves the right to amend any hiring policies when appropriate. A separate procedure applies to the executive positions of chancellor, vice chancellor, college president, and vice president.



Source: 2003 Staff Accreditation Survey

SELF-EVALUATION In the staff accreditation survey,* 70% of the respondents agreed that criteria, qualifications, and procedures for selection of all personnel are clearly and publicly stated. When asked if IVC ensures fair employment

* As part of the accreditation self-study, the 2003 staff accreditation survey was distributed to all the faculty and staff of Irvine Valley College in August, 2003. A total of 120 responses were received. In addition, 687 students responded to the 2003 student accreditation survey. The data from these surveys has been incorporated throughout this report.

procedures for all personnel, 48% agreed that it does, 33% disagreed, and 19% indicated insufficient knowledge to respond.[9]

PLANNING AGENDA

IVC will continue existing practice in this area.

> **III.A.1.b.** ***The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

DESCRIPTIVE SUMMARY

IVC has an evaluation process in place for administrators, faculty, and classified employees. The administrative/classified leadership handbook outlines the procedures governing administrative and classified leadership evaluation.[10] The procedure for evaluation of faculty is contained in the academic employee master agreement.[11] Procedures for the evaluation of classified staff are published in the CSEA contract.[12]

administrators:

According to the administrative/classified leadership handbook,[10] "Administrative and classified leadership employees shall be evaluated semi-annually during the first two years of administrative assignments, annually during the third and fourth years…." The supervising administrator conducts administrative evaluations in compliance with the agreed upon schedule. The evaluation form is completed by the immediate supervisor and, after appropriate discussion with the employee, forwarded to the college president, and then to the chancellor.

faculty:

Tenured faculty are evaluated once every three years. Part-time faculty are evaluated within the first year of employment and once every four semesters thereafter. Evaluations of full-time faculty are conducted by school deans and academic chairs through class visits and follow-up conferences. Academic chairs conduct evaluations of part-time faculty. The completed evaluation form used to reflect the outcome of the class visit is discussed at the follow-up conference and is then reviewed by the vice president of instruction and the college president as the chancellor's designee.

Faculty evaluation procedures are a contractual matter. The district adheres to the provisions of the California education code, section 87663 (http://www.leginfo.ca.gov/cgi-

bin/displaycode?section=edc&group=87001-88000&file=87660-87683) applicable to districts in which faculty evaluation procedures are collectively bargained.

classified staff:

The immediate supervisor evaluates a classified employee every three years. At IVC, the human resources office ensures timely completion of evaluations, provides the appropriate forms, and coordinates this process. The employee and the supervisor discuss the completed evaluation form, and the employee may attach any comments or a clarifying statement to the form. The evaluation is then reviewed by the appropriate administrator, returned to the supervisor, subsequently reviewed by the president, and then forwarded to the district human resources office.

SELF-EVALUATION

Adherence to contractual procedures, district policies, and regulations ensures that all personnel are systematically evaluated at stated intervals using written criteria related to performance of assigned duties and responsibilities.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.1.c. ***Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.***

DESCRIPTIVE SUMMARY

The goal of the faculty evaluation process is to assess teaching effectiveness and encourage improvement. Evaluation procedures for faculty are contained in the academic employee master agreement.[11]

SELF-EVALUATION

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

The criteria used for the evaluation of faculty are listed in appendix A of the faculty contract[11] and assess not only knowledge of the subject taught, but also instructor attitude towards the subject, students, the college, and the community. The evaluation provides for administrator comment on commendable techniques and qualities and takes into

account instructor attendance and record keeping. However, the evaluation criteria do not explicitly include effectiveness in producing learning outcomes.

PLANNING AGENDA

The college will recommend that the district and faculty association include effectiveness in producing learning outcomes in the contractually negotiated evaluation criteria.

III.A.1.d. ***The institution upholds a written code of professional ethics for all of its personnel.***

DESCRIPTIVE SUMMARY

The 4000 series ("personnel") of board policies (http://www.socccd.org/board/boardpolicies.asp) constitutes the written code of professional ethics for all personnel at Irvine Valley College. These policies cover a range of ethical matter including nondiscrimination and equal opportunity (4000.1), electronic communication (4000.2), workplace violence (4000.3), affirmative action and diversity (4000.4), discrimination and harassment (4000.5), employment of relatives (4003), confidentiality and conflicts of interest in hiring (4011.2), smoking (4014), drug-free workplace (4016), alcohol and controlled substances testing (4018), political activities (4054), duties and responsibilities of the faculty (4309), and duties and responsibilities of the department/academic chair (4310).

SELF-EVALUATION

IVC personnel are committed to high professional ethics for all interactions within and outside the college. Faculty are evaluated on, among other criteria, whether they "follow college policies and procedures" (academic employee master agreement,[11] appendix A). Flex week workshops[13] on ethical issues such as harassment and violence in the workplace are conducted on a regular basis at IVC for the faculty and staff.

PLANNING AGENDA

While no changes are recommended at this time, consideration should be given to compiling a pamphlet summarizing board policy on professional ethics and distributing it to college faculty and personnel.

III.A.2. ***The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.***

DESCRIPTIVE SUMMARY

Irvine Valley College complies with the California education code concerning the number of full-time faculty, staff, and administrators required in to provide the services necessary to support the college's mission and purposes.

SELF-EVALUATION

Each year, the college president, the vice president of instruction, the academic senate, and the instructional deans collaborate to identify the new faculty positions required to support the college's educational mission. Their deliberations follow a process that considers replacement positions, student demand, and new programs, among other factors. (Please see III.A.6, below). During the 2003-2004 fiscal year, the state chancellor of community colleges waived the college's obligation to hire new full-time faculty.[14] For the 2004-2005 fiscal year, the College will resume meeting its hiring obligation.[15]

A weakness in the approved faculty hiring formula was that it did not specifically address the requirements associated with determining the institution's need for librarians, counselors, and learning center personnel. During the 2004 spring semester, the administration working closely with the academic senate developed a formula for determining the number of positions needed in these areas.[16] This procedure will be implemented commencing with the faculty hiring process for 2005-2006.

PLANNING AGENDA

IVC will continue current practice in this area.

III.A.3. ***The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.***

III.A.3.a. ***The institution establishes and adheres to written policies ensuring fairness in all employment procedures.***

DESCRIPTIVE SUMMARY

The college has established and adheres to written policies and procedures to ensure fairness in all employment procedures. Personnel policies are located in manuals such as the employment procedures manual, which outlines standardized hiring policies and procedures,[6] the CSEA contract,[12] and the academic employee master agreement,[11] and in

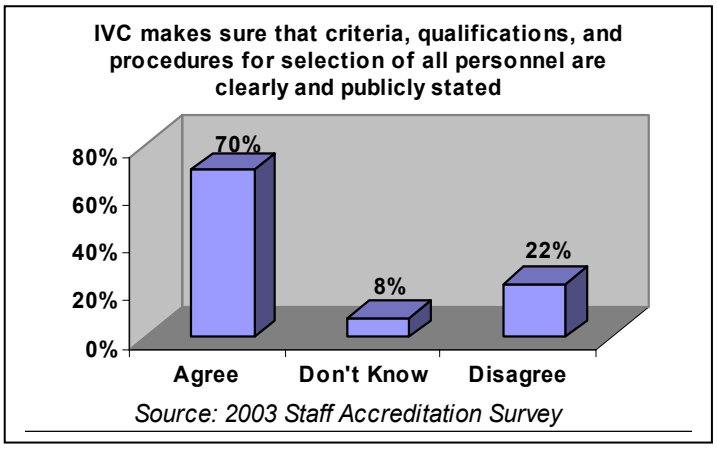
several of the 4000 ("personnel") series of board policies (http://www.socccd.org/board/boardpolicies.asp).

Board policy 4000.1 ("nondiscrimination and equal opportunity")[17] mandates non-discrimination and equal opportunity in programs, employment, and access. Board policy 4000.4 ("equal employment opportunity")[18] mandates equal employment opportunity in the district. Board policy 4011 ("hiring policy for academic administrators, classified managers, and classified staff")[19] sets forth the hiring procedure for administrators, classified managers, and staff. Board policy 4011.1 ("full-time faculty hiring")[20] describes the hiring procedure for full-time faculty. Board policy 4011.2 ("confidentiality and conflicts of interest in hiring") [21] describes the district's expectations of confidentiality in the hiring process. Board policy 4000.6 ("medical examinations, communicable disease, and tuberculosis testing")[22] reiterates the district's commitment to providing a discrimination-free workplace and learning environment.

Oversight by college administration and district human resources staff ensures that employees follow established policy and protocol. Positions are filled without regard for age, disability, national origin, race, marital status, religion, or gender.

Employment procedures and practices conform to California government code section 11135 states that no person may be subjected to discrimination under any program that receives financial assistance from the state.[23] Title VII ("equal employment opportunity") of the United States civil rights act of 1964[24] prohibits employer discrimination based on race, color, religion, sex, or national origin. The federal Americans with disabilities act (http://www.usdoj.gov/crt/ada/pubs/ada.txt) prohibits discrimination on the basis of disability.

SELF-EVALUATION



Personnel policies and procedures are clearly stated, regularly reviewed, and published to ensure their fair and equitable application. In response to the staff accreditation survey, 70% agreed IVC ensures that criteria, qualifications, and procedures for selection of all personnel are clearly and publicly stated; 48% agreed that IVC ensures fair employment procedures for all personnel, 33% disagreed, and 19% lacked sufficient knowledge to respond.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.3.b. ***The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

DESCRIPTIVE SUMMARY

IVC personnel records are accessible only to those staff members responsible for maintaining them. They are kept in locked file cabinets. California education code section 87031[25] (establishing right of employees to access personnel files), government code section 6254[26] (guaranteeing privacy of personnel files), civil code section 1798.24[27] (limiting disclosure of personal information by agencies), board policy, and the academic employee master agreement[11] (article IX, page 25) all regulate the privacy and security of personnel records.

The district follows these requirements. College administrators have been trained by participating in in-service programs on hiring practices.[28] IVC technology staff members review and update computer security protocol and technology to ensure protection of personnel information on administrators' computers.

SELF-EVALUATION

State law and district practices ensure security, confidentiality, and appropriate access to personnel records.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.4. ***The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

III.A.4.a. ***The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.***

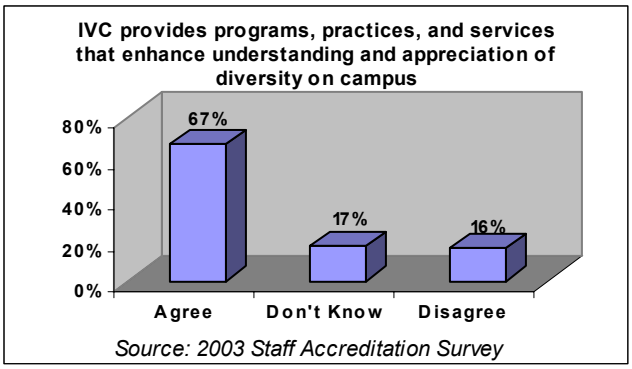
DESCRIPTIVE SUMMARY

Irvine Valley College provides training sessions for all personnel, including faculty, classified staff, and administration, to support and inform employees.

During the fall 2003 and spring 2004 flex weeks, the information technology department offered training in computer skills.[29,30]

The college offers its employees a wide range of training and professional development opportunities in areas that include ergonomics, violence in the workplace, retirement planning, sexual harassment, business services update, non-bargaining unit hiring procedures, ESCAPE (accounting system) training, injury and illness prevention, Americans with disabilities act, and employee benefits update.[29,30]

SELF-EVALUATION



Source: 2003 Staff Accreditation Survey

Irvine Valley College creates and provides a broad array of programs, practices, and services that enhance and support its diverse personnel. When asked whether "IVC provides programs, practices, and services that enhance understanding and appreciation of diversity on campus," 67% of those responding to the staff accreditation survey indicated agreement, 16% expressed disagreement, and 17% indicated a lack of sufficient knowledge to respond.

PLANNING

IVC will continue existing practice in this area.

III.A.4.b. ***The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

DESCRIPTIVE SUMMARY

Irvine Valley College's goals and objectives for employment equity are based on its mission statement, which expresses a commitment to meeting the learning needs of the diverse communities it serves.[31] Information about the ethnicity and gender of students and employees is collected annually and included in the district almanac (http://www.socccd.org/ref/almanac/demographics/studentindex.asp). This data assists in characterizing and comparing the staff and student populations. For example, in fall 2002, the college staff was 51.4% female, while the student population was 60% female.[32,33]

The district complies with state regulations requiring it to maintain and submit to the state chancellor of community colleges a district-wide plan to implement equal employment opportunity. This plan must contain notification and complaint procedures, a training process for selection committee members, annual written notice to appropriate community and professional organizations, an analysis of under-represented groups among the district's workforce and employment applicants, methods for addressing any

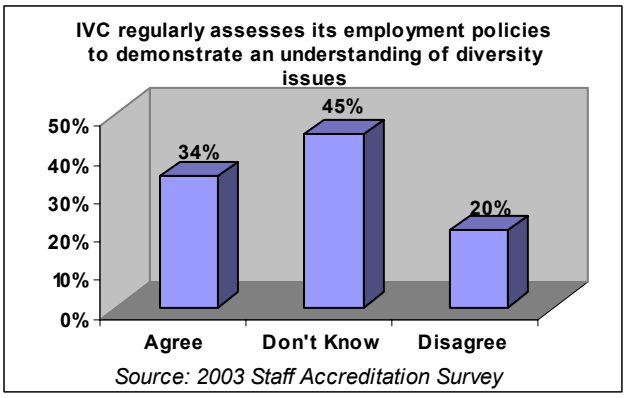
under-representation identified, and goals for hiring persons with disabilities. The college and district must re-evaluate this equal employment opportunity plan every three years.[34]

Before fall 2002, IVC had its own equal employment opportunity officer responsible for implementing the district's equal opportunity employment plan at the college. This responsibility has now shifted to the district office of human resources.

SELF-EVALUATION

As is evident from the following data in the district almanac (http://www.socccd.org/ref/almanac/demographics/studentindex.asp), Irvine Valley College's staff reflects gender and ethnic diversity appropriate to its student population.

IVC staff and student characteristics, fall 2003		
	students	**staff**
female	60.5%	51.5%
male	39.5%	48.5%
American Indian/Alaskan native	0.4%	0.6%
Asian/Pacific islander	27.8%	9.5%
Black/non-Hispanic	1.8%	2.5%
White/non-Hispanic	48.0%	74.0%
Hispanic	10.0%	10.4%
Filipino	2.8%	0.8%
no response	9.2%	2.3%



Source: 2003 Staff Accreditation Survey

Although the position of campus equal employment opportunity officer is no longer maintained, the college remains committed to the principles and objectives that the district has established in order to achieve and maintain gender and ethnic diversity reflective of its student population. When asked whether "IVC regularly assesses its employment policies to demonstrate an understanding of diversity issues," 34% of those responding to the staff accreditation survey expressed agreement, 20% indicated disagreement, and 45% indicated a lack of sufficient information to respond.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.4.c. ***The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

DESCRIPTIVE SUMMARY

The district's concern for equity and diversity is expressed in a number of its policies and practices. Board policy 4000 ("employment policy")[35] directs the administration to establish personnel practices that recruit, employ, and promote employees on the basis of qualifications, without regard to race, color, religion, religious creed, ancestry, national origin, sex, age, physical disability, mental disability, medical condition, disabled veteran, disabled Vietnam-era veteran status, marital status, or sexual orientation. Board policy 4000 also directs the administration to maintain a reasonable job environment free from prejudice and inequity.

Board policy 4000.1 ("nondiscrimination and equal opportunity")[17] prohibits harassment and discrimination, and directs the chancellor to develop administrative procedures ensuring that all members of the college community can present complaints regarding alleged violations of this policy and have those complaints processed and determined in accordance with applicable laws against discrimination.

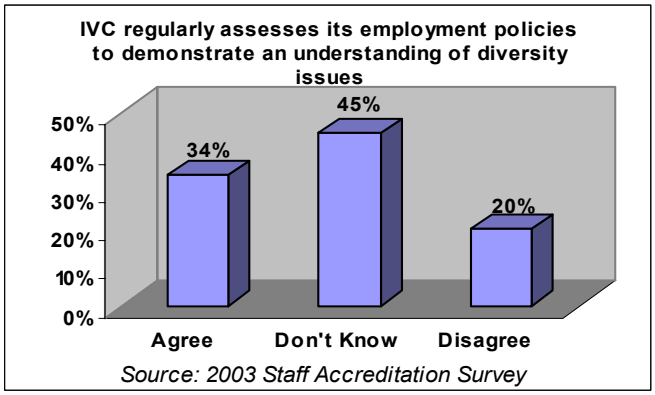
Board policy 4000.4 ("equal employment opportunity")[18] also prohibits discrimination, and mandates preparation of a district equal opportunity employment plan.

Board policy 4000.5 ("policy prohibiting discrimination and harassment")[36] reiterates the prohibition of all forms of unlawful discrimination, and mandates investigation of formal complaints of violation.

Board policy 4000.6 ("complaints")[22] mandates investigation of formal harassment complaints in accordance with applicable state regulations.

The district's harassment policy and complaint form are published on its web site.[37]

SELF-EVALUATION



Source: 2003 Staff Accreditation Survey

Personnel policies are developed to ensure employment fairness. Grievance procedures are in place to ensure employment equity. According to the staff accreditation survey,[9] only 20% of the respondents disagreed that "IVC regularly assesses its employment policies to

demonstrate an understanding of diversity issues."

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.5. ***The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.***

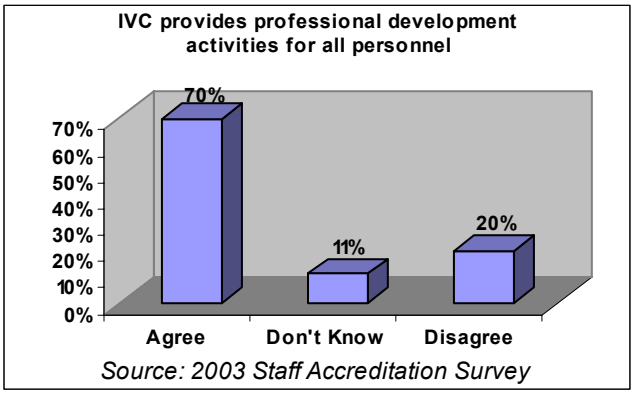
III.A.5.a. ***The institution plans professional development activities to meet the needs of its personnel.***

DESCRIPTIVE SUMMARY

IVC is dedicated to planning and providing comprehensive professional development activities to its personnel. Flex week activities are scheduled one week prior to fall and spring instruction, and are planned by a staff development advisory committee comprised of representatives of all employee groups. Workshops are offered on a variety of topics including safety training, technology training, curriculum, sexual harassment, grievances, and library services.[29,30] At other times during the year, employees may attend conferences and workshops by request. IVC faculty and staff may propose individual or group professional development activities to the staff development advisory committee for approval. All staff development activities include evaluation by participants. Technology training workshops are offered throughout the year.[38] Safety training workshops coordinated by the director of facilities and maintenance are offered on a quarterly basis**.**

SELF-EVALUATION

On the staff accreditation survey, 70% of the respondents agreed that IVC provides professional development activities for all personnel.



Source: 2003 Staff Accreditation Survey

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.5.b. ***With the assistance of the participants, the institution systematically evaluates professional development***

programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Administration, faculty, and staff develop the content of the professional development programs. Individual and group project proposals go through a peer review process to obtain approval prior to the activity. The participants evaluate all professional development activities using a written form.[39] Evaluations are voluntary, and not all participants submit evaluation forms. The presenters use the evaluations to review and improve upon the workshop presented, or to develop new workshops in the future.

SELF-EVALUATION

According to the staff accreditation survey,[9] 39% of the respondents agreed, "IVC regularly evaluates its professional development programs and uses the results of the evaluation in future planning," while 45% lacked sufficient knowledge to agree or disagree. A minority of 17% of respondents indicated that they disagree with the statement.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.A.6. ***Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.***

DESCRIPTIVE SUMMARY

Each year, the college president seeks wide input from the college community in the development of college goals for the school year. The college president considers these established goals and seeks input from the financial advisory committee, the dean's council, the executive council, the president's council, and the academic senate, all of whom advise the president regarding priorities for faculty and staff hiring. Goals requiring additional staffing are identified and processed through the appropriate faculty and classified hiring priority committees.

College administrators and classified managers develop annual goals and action plans and submit them to the college president, the chancellor, and the board of trustees. If an approved activity includes a staffing component, the progress of that activity must be reported to the college, the district administration, and the board.

As of fall semester 2003, IVC is serving approximately 13,200 students, of whom 4,300 are full-time. IVC currently employs 10 administrators, 15 classified leaders, 112 full-time, and 275 adjunct faculty.

New administrative positions are initiated by the senior administrators, based on reorganization, replacement, and institutional need. All administrators are evaluated annually on their performance.

Faculty positions to be hired are determined using a process jointly developed by the academic senate and the college president. Replacement faculty positions are categorized as "tier 1." New faculty positions, characterized as "tier 2," are identified and recommended by the college's academic senate using enrollment and staffing data. This procedure allocates positions based on the ratio of full-time to part-time instruction in order to increase this ratio to state standards as needed in specific instructional areas. "Tier 3" is comprised of positions identified by the instructional deans council based on qualitative and quantitative factors, including new program needs. Following discussion and debate, the deans prepare a ranked list of proposed faculty positions.

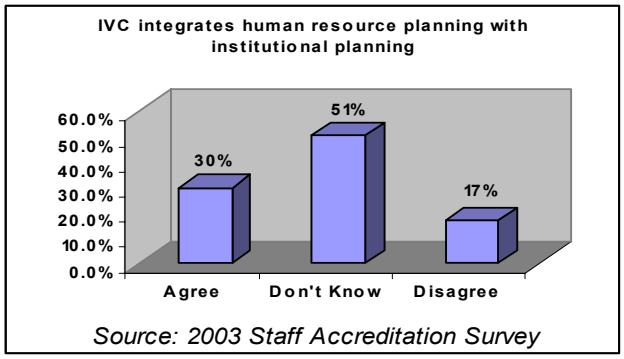
The office of instruction and the academic senate then collaborate to develop a prioritized list that incorporates all three tiers, and submit this list as a recommendation to the college president. The final list and the number of positions are determined by the college president, based on available funding, and are submitted to the chancellor for approval.

Before fall 2003, the classified leadership council[4] determined new and vacant classified positions. The committee was comprised of seven members: two college vice presidents, the college budget manager, a CSEA (California School Employees Association) member, a classified senate member, a faculty association member, and a student representative. The classified hiring committee developed a list of ten classified positions. The list was reviewed during the president's council and submitted to the college president as a recommendation. Positions were filled based on available funding.

In fall 2003, a new procedure was established. The College Leadership Council (CLC) in collaboration with the leaders of the governance groups formed a committee requesting proposals for hiring additional classified staff and a supporting oral presentation for each proposal. Each CLC committee member ranked each position based on the presentation and additional supporting documents. The results were compiled and a final prioritized list developed. The identified positions will be filled as available funding permits.

SELF-EVALUATION

IVC's institutional planning process effectively incorporates human resources planning. The broad-based, intensive process used to identify and justify new and replacement positions ensures the most effective use of human resources.



Source: 2003 Staff Accreditation Survey

When asked on the staff accreditation survey whether "IVC integrates human resource planning with institutional planning," 30% of the respondents agreed that it does, 17% disagreed, and 51% expressed insufficient knowledge to respond.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. ***The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.***

III.B.1.a. ***The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.***

DESCRIPTIVE SUMMARY

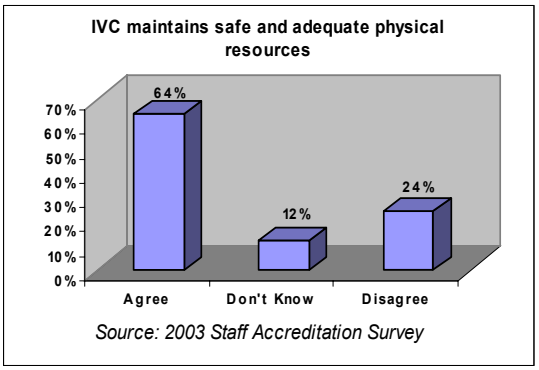
Effective management and operation of the college's physical facilities provides for its successful utilization and the enhancement of programs and services.

Facilities master planning is divided into the two areas of educational planning and facilities planning. These areas are combined into the educational and facilities master plan.[40]

The district has proposed establishing an Advanced Technology and Education Park (ATEP) at the former Tustin Marine Corps air station, and is investigating the development of a variety of potential technology programs, as outlined in the ten step plan for the launch of the advanced technology and education park.[41] IVC has an independent, full-service facilities and maintenance operations comprised of building maintenance, custodial, and grounds departments. The maintenance and operations unit is responsible for a variety of functions, including energy management, hazardous waste removal, maintenance of all facilities, vehicle scheduling and dispatch, remodeling and improvement projects, and the operation of mechanical and utility systems.

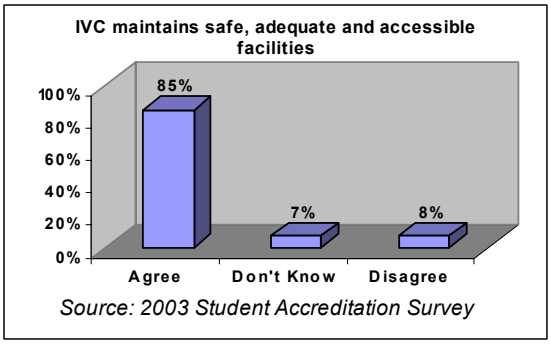
The district five-year construction plan[42] supports the facilities portion of the educational and facilities master plan, and is submitted annually for funding from state and basic aid (local) sources.

SELF-EVALUATION



Source: 2003 Staff Accreditation Survey

Formerly a district function, the maintenance and operations department is now independent and locally managed. The advantages of a local, cost-effective maintenance organization were acknowledged in recent surveys. In the staff accreditation survey,[9] 64% of the respondents agreed that IVC maintains safe and adequate physical resources. In the student accreditation survey,[43] 86% of those surveyed agreed that the environment in the classrooms at IVC is conducive to learning, and 85% agreed that, overall, IVC is well maintained.



Source: 2003 Student Accreditation Survey

PLANNING AGENDA

IVC will continue existing practice in this area.

III.B.1.b. ***The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, and a healthful learning and working environment.***

DESCRIPTIVE SUMMARY

All of the college's physical assets and facilities are maintained in a clean, safe, and accessible manner. Formerly substandard classrooms, such as those at the El Toro Marine Corps air station (now closed), and the older modular buildings have been removed from the campus, or are no longer in service.

The college has faced challenges in its day-to-day maintenance operations and custodial plans due to personnel and budget shortages. Actions to address these issues are in line with prior planning, and continue to deal with these issues.

While the college no longer uses the outdated facilities at the former El Toro Marine Corps air station, it continues to offer courses at a variety of off-campus locations through the emeritus program. Those facilities are maintained by the location operator, and are inspected and monitored as part of the duties of the director of emeritus programs.[44] The local venues where classes are offered are:

facility	
Altera Wynwood	Laguna Woods
El Toro Public Library	Lake Forest
Forest Gardens	Lake Forest
Inn at the Park	Irvine
Laguna Beach High School	Laguna Beach
Lake Forest Beach & Tennis Club	Lake Forest
Lake Forest City Hall	Lake Forest
Lake Forest II Sun & Sail Club	Lake Forest
Lakeview Senior Center	Irvine
Lang Park	Laguna Beach
Rancho Senior Center	Irvine
Santiago de Compostela Church	Lake Forest
Sunrise Assisted Living of Tustin	Santa Ana
The Groves	Irvine
The Inn at Woodbridge	Irvine
The Meadows	Irvine
The Willows Clubhouse	Laguna Hills
Tustin Senior Center	Tustin
Veterans Memorial Community Center	Laguna Beach

IVC has both formal and informal programs to ensure that all facilities are maintained according to these standards. Informal inspections for safety issues are regularly conducted by maintenance and operations staff, faculty and students, and the visiting community. Campus police, the safety committee, and consultants perform formal site safety inspections to identify problems and solutions. The facilities management and campus police directors meet monthly as part of the college safety committee to review issues and track corrective actions. The safety committee reviews issues, and addresses comments and observations from the general safety inspection checklist.[45]

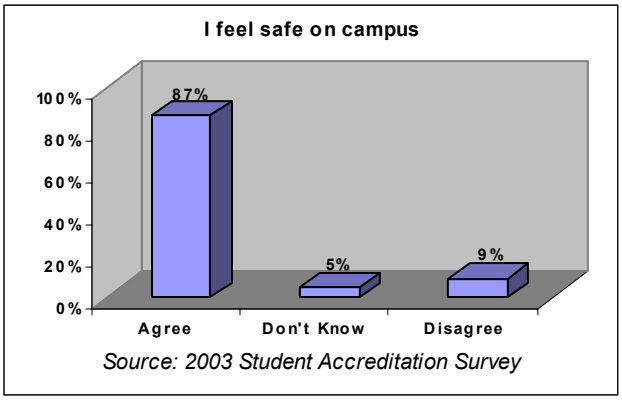
The IVC disabled students programs and services office provides guidance and coordination related to facility access.

The campus police department is an important component in the college's safety and security program, and is managed by the chief of campus police[46] and the deputy chief of campus police.[47] Campus police officers provide professional police services and safety assistance to students, faculty, and staff 24 hours per day, seven days per week.

The campus police department coordinates with the city of Irvine police department to address potential safety and environmental issues.

SELF-EVALUATION

Aging facilities, budget restrictions, and personnel vacancies have presented challenges to maintenance operations. Classroom furniture, repair of physical plant wear and tear, and custodial staffing all compete with critical space and building priorities for capital expenditures. These issues are recognized in the facilities planning documents, and continue to be included in the overall project prioritization process already in place.



Source: 2003 Student Accreditation Survey

The IVC disabled students programs and services office provides guidance and coordination related to facility access. In the student accreditation survey, 86% of those surveyed agreed that IVC maintains safe, adequate, and accessible facilities, and 87% agreed that they felt safe on campus.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.B.2. ***To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans***

and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account

III.B.2.a. ***Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

DESCRIPTIVE SUMMARY

Long range and annual capital plans direct the plan for facilities, and support instructional objectives.

The district scheduled maintenance five-year plan,[48] 2004-2008 five-year construction plan,[42] capital outlay projects report,[49] and completed projects list provide clear plans and priorities for construction and maintenance projects.

The district's 2003-2004 through 2007-2008 scheduled maintenance plans identify critical needs by category. The plans describe the fiscal year of project funding, project or use, type of facility, estimated cost, and source of funding (state, basic aid (local), or general fund). Future costs are documented in the analysis of future costs[50] contained in the California community college final project proposal.

The district's capital projects are prioritized in the district 2004-2008 five-year construction plan.[42] These projects support the college's institutional improvement goals by providing a clear plan for future construction, additional classroom space, instructional support buildings, and institutional support facilities. This district plan captures anticipated project costs in order to accurately allocate resources to accomplish the college's institutional improvement goals, as described on page 3 of the plan. The following IVC projects have been included in the five-year construction plan:

project	estimated occupancy
performing arts center	2005/2006
business and technology center	2007/2008
fine arts building	2007/2008
Barranca entrance	2005/2006
life sciences building	2007/2008
conversion of "A" quad buildings	2008/2009
corporate yard phase I	2007/2008
parking lot #5 expansion	2004/2005
parking lot #6	2005/2006
swim training facility, phase I	2008/2009

Each new project convenes a new committee to monitor that project through completion. Every governance group is represented on the committee.

The college reviews the educational and facilities master plan annually to compare and re-prioritize capital projects based on student need and potential demand.

SELF-EVALUATION

The district and college have established processes for effectively developing, budgeting for, and implementing long-range capital plans for institutional improvements.

PLANNING AGENDA

IVC will continue to ensure that facility planning, asset improvement, and construction planning accurately reflect the priorities set forth in the master plans, maintenance plans, and construction plans.

III.B.2.b. ***Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.***

DESCRIPTIVE SUMMARY

The college conducts annual marketing analyses of projected student demand and reviews the educational and facilities master plan, five-year construction plan, and district scheduled maintenance five-year plan to ensure that construction and capital improvement projects are consistent with instructional goals. All appropriate college governance groups are included in the planning process.

Section I of the educational and facilities master plan illustrates the facilities and capital recommendations to support student needs and program improvements.

Section II of the plan describes enrollment projections and provides a "framework for recommended action" to accomplish the stated goal "to expand, through new construction, renovation and building expansion, facilities sufficient to meet the needs of about 13,000 students."

The college has completed several of the projects described in the master planning documents. Some of them are:

- entrance marquees
- AT 100 advanced technology classrooms
- B 401 and 402 portable classrooms
- B 320 fitness laboratory classroom
- A 200 honors program

- energy management system upgrade
- architectural barrier removal
- observatory – B 200, B 250
- baseball field dugouts
- bookstore electrical
- fire safety emergency access road

The director of facilities and maintenance,[51] and the college budget manager[52] are responsible for the successful completion of the master-planned projects.

SELF-EVALUATION

IVC demonstrates a continuing commitment to plan capital improvements that enhance the educational experience, are fiscally responsible, and inclusive in their design.

One measure of assessing effective use of resources is through cumulative load ratios. The IVC current cumulative load ratios for 2003-2004 are:

lecture - 74%

laboratory - 93%

library -100%

office - 125%

AV/TV/radio - 100%

These numbers are derived from the five-year construction plan.

The continuing maintenance and improvement of the college's facilities are significant elements in successful student access and in the quality of its programs and services.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.C. Technology Resources

Technological Resources are used to support student learning programs and services and to improve institutional effectiveness. Technological planning is integrated with institutional planning.

III.C.1. ***The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.***

DESCRIPTIVE SUMMARY

The school of Advanced Technology (AT) supports the needs of the campus identified during institutional planning. This planning includes the setting of district goals, campus goals, and school goals. It also includes the recommendations from the Institutional Technology Committee (ITC). The ITC consists of representatives from each governance group, including District Information Technology (DIT), and is co-chaired by the dean of advanced technology and library services and the chair of the school of business sciences. The ITC is the primary mechanism to insure that technology needs on campus are identified and addressed. Bi-weekly meetings enable representatives to voice needs, prioritize spending, learn about trends and technologies that can benefit the campus, and view demonstrations of new products and innovations.

Technology planning is also integrated into the master planning and annual budget review processes. District IT creates a yearly list of software projects that involve both campuses and district operations, and a spreadsheet showing the status of these projects is published on the district IT web site.[53]

AT is divided into centralized support groups led by the dean of advanced technology and the director of technology services.[54]

- Media services supports instructional classrooms and by providing media equipment, equipment repair, and computers for presentations.

- Network/desktop services provides consistent software in all locations so that students and faculty have hardware and software that is familiar.

- The instructional design group supports distance learning methods such as telecourses, live interactive television, online and hybrid (partially online) instruction, helping individual faculty create effective course materials in many formats.

- The assistive technology group helps faculty modify teaching materials for use with disabled students, assisting with campus-wide communications, captioning of television programs, and college events like commencement.

- The help desk responds to requests for immediate assistance phoned in from classrooms and offices, and is staffed to cover the times when classes are in session, from 7:30 a.m. to 10:00 p.m., Monday through Friday.

- Internet architecture, network/desktop services, and professional development assist instructors and students using computer applications for teaching, learning and research, and ensure that the data network is fast, efficient, and responsive. These groups also train faculty to use software programs easily, download rosters, submit grades, and conduct research.

- TV and video production staff assist in the creation of live interactive television classes and programs promoting the college and individual instructional programs. They also support video teleconferences that reduce the need for travel and provide timely information.

- The publications group creates the printed schedules, catalogs, flyers, web pages, and brochures that communicate IVC's mission to the community.

- The reprographic group duplicates documents for use in the classroom or for sale in the campus bookstore.

- The communications group staffs the campus switchboard and provides telephone and fax services for classrooms and offices.

Advanced technology also works with the chair of the school of business sciences to manage academic computing labs on campus. This involves the networking, software images, and maintenance of hundreds of IBM and Macintosh type computers with a variety of software licenses.

The learning center provides peer tutoring for students who need assistance in reaching their academic goals. Tutors who have completed a course in tutoring (TU 100) provide individual tutoring in specific academic courses in order to improve student retention and persistence.

The school of library services provides a bibliographic instruction lab with laptop computers and teleconferencing capability for use by faculty, students, and staff.

In addition to printed periodicals and books, the library subscribes to online databases, periodicals, and e-books, which are selected and purchased, based on faculty requests. These resources provide new teaching and learning options.

The library also provides more than 100 networked computers for students to access e-mail, take courses online, and conduct research. In January 2004, a new web-based library software system called SIRSI Unicorn was installed, improving ease of use and providing more features than the prior DRA system.

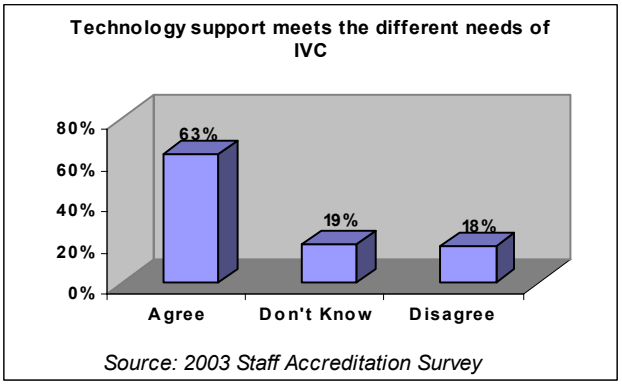
The campus has adopted a centralized model for technology purchases. When a school or department has a technology need, it is discussed with AT, and all purchases must be approved by the director of technology services to insure conformity with campus standards for network, hardware, and software specifications, and brands consistent with campus protocols and compliant with section 508 and the Americans with disabilities act.[55] This consultation has successfully ended the practice of purchasing off-brand computers, non-networked printers, and "silo" applications that do not articulate with existing software and databases, and promoted a consistent standard for ease of use in teaching, learning, or research.

SELF-EVALUATION

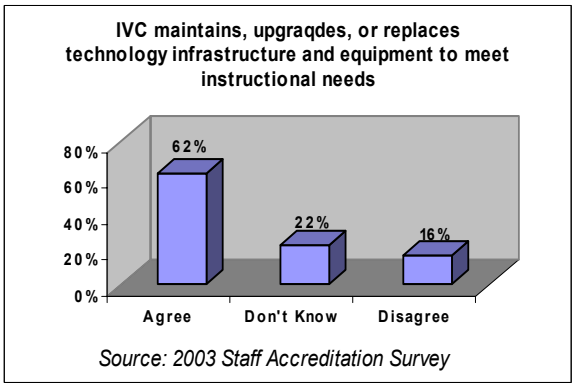
A dedicated revenue stream is essential for maintaining not only a hardware refresh program, but also for providing network segmentation, innovative applications in classrooms, new equipment for faculty and staff, television and video production, and reprographic needs. This revenue stream must include funding for maintenance, training, and infrastructure. A budget shortfall occurred in 2002-2003 when the Telecommunications and Technology Infrastructure Program (TTIP) from the state chancellor's office was cut. All funding was eliminated for staff development and "Total Cost of Ownership" (TCO), which includes hardware, software, personnel, infrastructure, and classroom equipment. The only remaining TTIP funding was for library online subscriptions and the campus connections to 4CNET, the California state university network for data and video teleconferencing.

For academic year 2003-2004, the only TTIP funding that remained was for the library. TCO and staff development funding was intended to allow campuses to "catch up" with the technology standards appropriate for the number of students and staff they served.

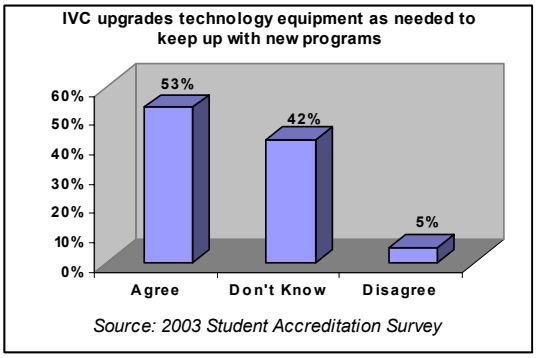
With TCO funding eliminated and software revisions proliferating in every area, it has proven difficult to provide stable sources of funding for software licensing. Standard practice would allocate 5% to 8% of the college budget to technology, including all hardware and software, yet the current district and campus models provide less than $100,000 per year for new hardware, software, infrastructure, maintenance, and training for the entire campus. This results in a reliance on inconsistent categorical and grant funding. In 2003-2004, software funding of $60,000 came from lottery funds.



Source: 2003 Staff Accreditation Survey



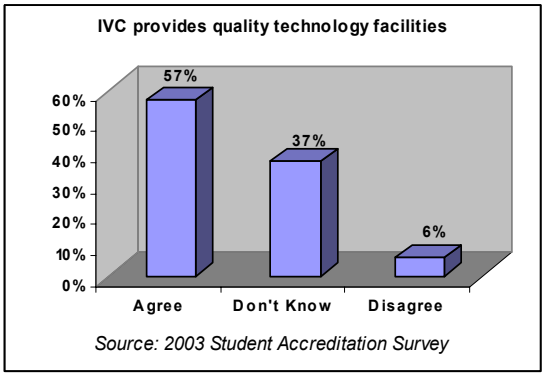
Source: 2003 Staff Accreditation Survey

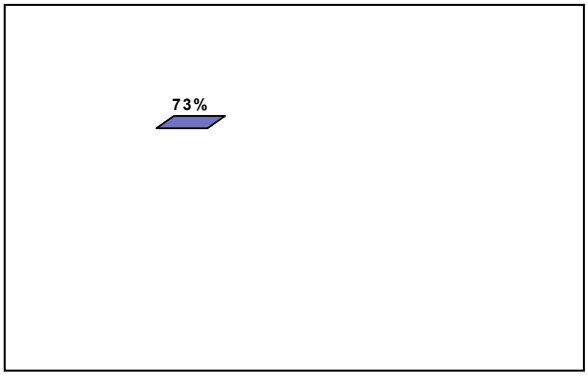


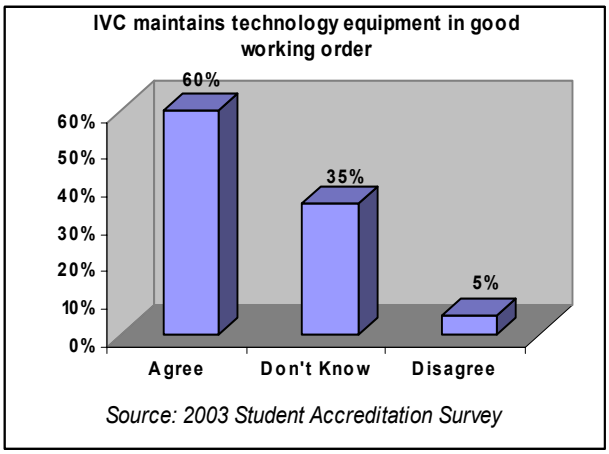
Additional funding has been allocated to complete the computer refresh program begun in 2001. In April 2003, the board of trustees allocated $4.5 million from basic aid to finance the design and purchase of a new district-wide telecommunications system. This system will reconfigure the data network, and replace the current telephone system with a VoIP (Voice over Internet Protocol) telephone system. Survey results indicate positive overall responses to, if not total awareness of the college's technological support. In response to the staff accreditation survey,[9] 63% agreed with the statement "IVC technology support meets the different needs of IVC," with 18% expressing disagreement, and 19% indicating a lack of sufficient knowledge to respond.

Responding to the statement "IVC maintains, upgrades, or replaces technology infrastructure and equipment to meet instructional needs," 62% agreed, 16% disagreed, and 22% lacked sufficient knowledge to respond. As to whether "IVC maintains, upgrades, or replaces technology infrastructure and equipment to meet staff needs," 58% indicated agreement, and 20% indicated disagreement. A full 73% agreed that "technology training is scheduled based on the differing needs of faculty and staff," while only 6% disagreed.

In response to the student accreditation survey,[43] 57% agreed "IVC provides quality technology facilities," while only 6% disagreed. Responding to the question of whether "IVC maintains technology equipment in good working order," 60% agreed, 5% disagreed, and 35% indicated insufficient knowledge to respond, while 53% agreed "IVC upgrades technology equipment as needed to keep up with new programs."







PLANNING AGENDA

AT will create short monthly web newsletters describing innovative ideas on campus.

AT will encourage members of the ITC to attend meetings and share information with their related constituencies.

The college will complete installation of the VoIP telephone system.

The college will strive to budget ongoing funds to address the technology needs of the campus.

III.C.1.a. ***Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.***

DESCRIPTIVE SUMMARY

The director of technology services supervises three and two thirds network systems technicians, one technology assistant, two multimedia specialists, two video production specialists, two application specialists, one instructional designer, one senior administrative assistant, one webmaster, a senior publications editor, a senior graphics designer, a visual arts technician, a half-time graphic designer, a copy center specialist and part-time duplicating operator, one full-time and two part-time college information operators, and the learning center coordinator, along with short term hourly technology assistants.

The technology services group provides support for instruction and administration that enhances the operation and effectiveness of the college. Hardware and software decisions are made based on curricular needs balanced with cost and technologies available. Emphasis is given to distance learning and student computer laboratories.

Provisions for reliability, disaster recovery, privacy, and security are all considered. Outside contracts are used when necessary, as is the case with copier maintenance and printer repairs.

Many significant changes and projects are currently underway. The college web site has changed dramatically. Developed with Microsoft's .NET technology, its new look-and-feel, better navigation, and content management has changed the way IVC portrays itself on the internet. The networking and desktop group continue to do a tremendous job in maintaining servers and other computing devices. Two years ago, this group deployed over 500 personal computers in a three-month period. Further projects include network switching upgrades, segmentation, and routing, which have significant affects on how efficient and scalable the IVC network will perform. This group will also play a major role in the VoIP telephone project that will dramatically improve campus communications.

The applications group has implemented a new training program for faculty and staff, covering the range from Microsoft Word to Blackboard.

The purchase of instructional equipment is based on the needs of individual instructional programs as determined by the instructors.

Distance learning programs and courses have historically been provided through telecourses, live interactive classes on local cable channel 33, and online internet classes. During summer 2003, telecourses were discontinued due to the budget shortfall, and live interactive classes courses were discontinued due to the unfunded mandate for closed captioning. (The campus had purchased this service from RapidText during 2001-2002, but could not secure funding to continue in 2002-2003.) Several instructors who had previously taught telecourses or live courses on television have transitioned to teaching online courses using Blackboard, a course management program. District IT has supplied the large proportion of funding for this software with the individual campuses paying smaller shares.

Student orientations are held in the library 213 media studio, as well as workshops for faculty. In addition, through grant funding from SBC (Southern Bell Communications) in 2002, a desktop video series was developed to explain and demonstrate features of Blackboard to students using captioning. Several faculty members have developed course cartridges, web sites, and other online materials that coordinate with the textbook in "hybrid" (partially online) classes. Students access their Blackboard course sites through the MySite portal either on campus or remotely.

Remote access is now possible for some online databases including the library catalog of books, periodicals, videos and CDs. During 2002-2003, the decision was made to transition from Data Research Associates (DRA), the district-wide library automation system, to SIRSI Unicorn, a web-based software system. This software will re-catalogue all materials, enable staff to create better reports and more easily contact patrons about overdue materials, and provide a more intuitive interface for patrons.

Since fall 2003, the college has provided new copy machines (both black and color) in the library, change machines, debit card machines, and print release stations for black and color copies. In addition, there are debit printers in each instructional computer lab, and debit card and change machines in two other places on campus.

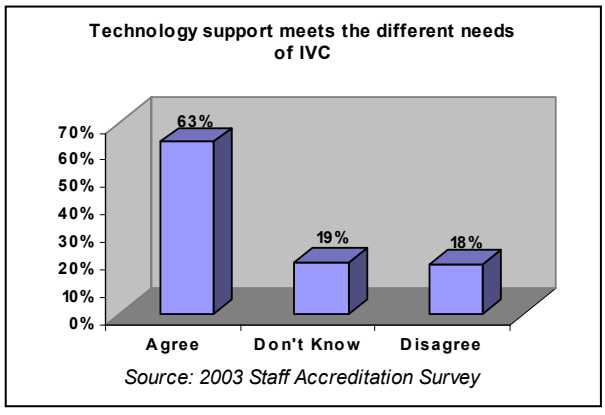
Various procedures address reliability, disaster recovery, privacy, and security, as available funding permits. Servers are often purchased with RAID (Redundant Array of Inexpensive Disks) configurations, redundant power, and backup UPS (Uninterruptible Power Supply) systems. Core campus switches have redundant management modules, power, and UPS systems. Maintenance and support are standard purchases for servers and core switches. Strategies such as sparing are used for maintaining uptime, and data is backed up in all critical servers.

Reliability of the network infrastructure is maintained using fiber and category 5 twisted-pair cabling connected to new Cisco switches. Older Cabletron switches still exist on campus, but will be replaced when funding permits.

Privacy provisions are strictly followed according to the district electronic communication policy.[56]

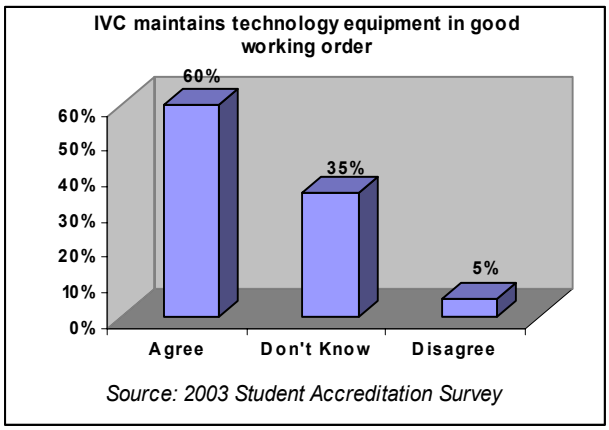
Network security is maintained and implemented using Microsoft's NT LAN Manager (NTLM) Challenge-Response as well as Kerberos technologies. The district is susceptible to security flaws and attacks on Microsoft software, and must be vigilant in keeping up to date with service and security patches. In addition, Norton antivirus software is used throughout the campus to assist in maintaining a stable and virus-free environment.

SELF-EVALUATION



Despite the extensive responsibilities of technology services, this group has performed admirably in meeting the goals and expectations of the campus. Charged with the responsibilities of installing and maintaining numerous pieces of equipment as well as learning new technologies, the technology services staff is overextended. Complaints that involve technology usually center on a lack of resources or personnel. Due to recent budget constraints, AT has not been able to fill some key positions, requiring other staff members to assume additional tasks.

The staff accreditation survey[9] asked whether "technology support meets the different needs of IVC." 63% of the respondents agreed with this statement. Of some concern are the 19% who replied with lack of sufficient knowledge.



In the student accreditation survey,[43] respondents were asked if "IVC provides quality technology facilities." Of the 687 responses, 57% agreed with the statement. In response to the statement "IVC maintains technology equipment in good working order," 60% agreed.

PLANNING AGENDA

With available funding, the computer refresh program will continue to replace instructional computing equipment, thus cascading equipment to faculty and staff.

Requests for media, equipment, and software will be prioritized by the ITC and purchased with available funding.

III.C.1.b. ***The institution provides quality training in the effective application of its information technology to students and personnel.***

DESCRIPTIVE SUMMARY

The institution plans professional development activities to meet the needs of its personnel. An applications specialist II and an instructional designer provide training and workshops to faculty, staff, and students. The new position of instructional designer was created in the past two years.[57]

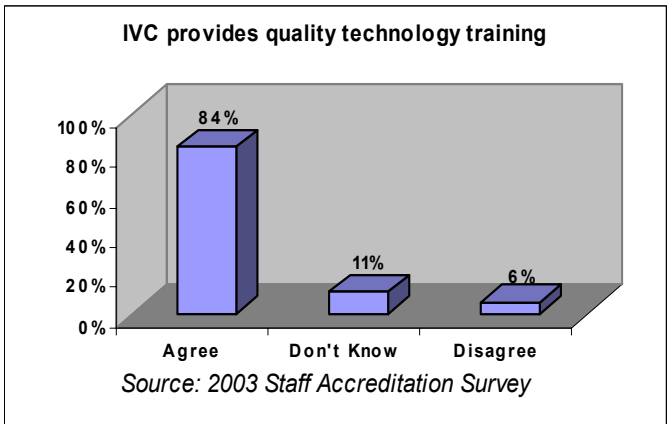
A faculty librarian conducts student workshops, which are promoted by advertisements and flyers.[58]

The video/television production staff also provides orientations to smart classrooms and the media studio for faculty who will be teaching there. The assistive technology specialist holds workshops and individual training sessions for faculty interested in making their online and traditional course material compliant with section 508 of the federal rehabilitation act, and with the ADA (Americans with Disabilities Act).

In 2003, faculty and staff were surveyed to determine their technology workshop needs.[59] Based on the results of the survey, a schedule was created and workshops were

offered throughout the year. The training provides experiences at various levels of expertise.[60]

Beginning fall 2003, library faculty have offered student workshops on search engines, online databases, research strategies, and using the internet. Orientations are offered for Blackboard as used in online and hybrid courses, with new captioned training videos produced by technology services.

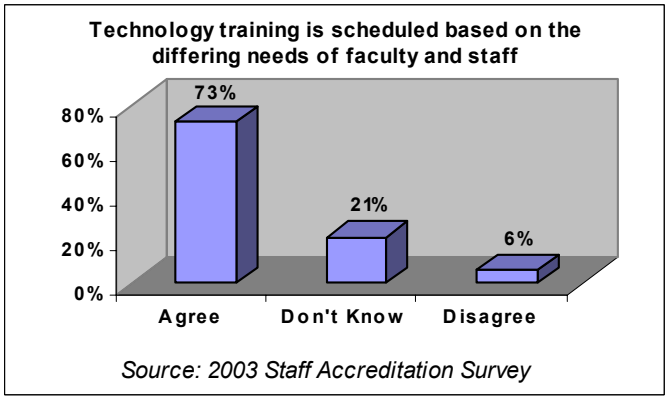


Source: 2003 Staff Accreditation Survey

SELF-EVALUATION

Faculty and staff attending workshops have responded favorably to the content of the classes and the expertise of the instructor. On the staff accreditation survey,[9] 84% of the respondents agreed with the statement "IVC provides quality technology training." The assistive technology specialist has worked well with faculty, and eased concerns that adapting their courses might compromise teaching methodology.

As to the scheduling of training, the staff accreditation survey asked whether technology training is scheduled based on the differing needs of faculty and staff, and 73% of the respondents agreed that it is.



Source: 2003 Staff Accreditation Survey

PLANNING AGENDA

Workshops will be offered in the library computer commons for students who do not desire complete courses.

III.C.1.c. ***The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

DESCRIPTIVE SUMMARY

Historically Irvine Valley College and the district have dedicated financial resources to meet their technology needs. In 1996, the district borrowed $6 million dollars via Certificates of Participation (COPS) to fund the district technology initiative, which provided new network infrastructure, hardware, and software.

In 2001, 2002, and 2003, IVC used instructional equipment categorical funds, block grant funds, and general funds for a $1.2 million purchase of 530 Dell and Apple microcomputers, 25 data projectors, servers, printers, cameras, VCRs, music keyboards, scanners, and furniture for instructional labs and classrooms. This large lease/purchase allowed the campus to acquire over 500 new computers for its instructional labs, upgrade older systems, and pass along ("cascade") replaced computers to individuals on a priority list created from requests submitted to the institutional technology committee.

When separate school funding has been available, as was the case with student services and counseling, new equipment was purchased for staff and faculty.

From 2001-2004, payments were made to complete the lease/purchase of equipment. Despite minimal new funding for instructional equipment during this period, maintenance costs were low because the new equipment was under warranty. Funding was secured in spring 2004 to allow for an annual refresh of equipment. Planning and discussion has already begun on equipment needs for instruction, possible equipment cascades, and ideas for sharing equipment between open labs and instructional labs.

Software has been obtained to allow the director of facilities and maintenance to regulate the HVAC (Heating, Ventilation, and Air Conditioning) systems remotely and on a scheduled basis. This saves energy by permitting portions of a building to be heated or cooled as needed when they are occupied.

In April 2003, the board of trustees allocated $4.5 million in basic aid (local) funding to create a new telephone/telecommunications infrastructure for the district and colleges. This two-year project has begun with a district-wide Telecommunications Procurement Committee (TPC) working to identify the data and voice requirements for the project proposal that will be distributed to vendors.

During summer and fall 2003, district IT surveyed all employees of the district and colleges about their needs and preferences for a telephone system. The results of this survey guided the TPC in deciding which features would be most important when selecting products and vendors. Qualities deemed most important included reliability, sound quality, voice mail, multi-line phones, and digital displays.[61]

SELF-EVALUATION

The staff accreditation survey asked respondents whether "IVC maintains, upgrades, or replaces technology infrastructure and equipment to meet staff needs," and 58% indicated agreement with this statement, while 62% agreed "IVC maintains, upgrades, or replaces technology infrastructure and equipment to meet instructional needs."

Students were queried on this issue in the student accreditation survey. Responding to the statement "IVC upgrades technology equipment as needed to keep up with new programs," 53% expressed agreement, 5% disagreed, and 42% lacked sufficient knowledge to respond.

PLANNING AGENDA

IVC will take advantage of state and CMAS (California Multiple Award Schedule) contracts, and work with Saddleback College to achieve economy of scale in the purchase of hardware and software.

III.C.1.d. ***The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.***

DESCRIPTIVE SUMMARY

The use and distribution of technology resources is primarily determined by the ITC committee, led by the dean of advanced technology, in collaboration with the director of technology services, and the chair of the school of business sciences. Historically, student computer labs have received top priority.

In the past, hardware and software for the campus have been purchased with instructional equipment, lottery, and block grant funds. COPS (Certificates of Participation) were used to finance the district-wide network infrastructure project. Currently, basic aid funds are being used for a new district-wide telephone system and network upgrade.

When student computers are replaced with new products, the old computers are upgraded and distributed ("cascaded") to the staff and faculty. These cascades are prioritized according to need. Faculty who teach distance learning, develop new coursework, or use new or sophisticated applications receive first priority. Some individual departments have been able to purchase new computers using categorical funding or grants.

IVC receives special lower pricing on the licensing and maintenance of its software through contracts made possible by the California community college foundation. The district provides virus protection and licenses for Microsoft products. This allows individuals with different levels of computers to have the operating system most suitable for their computer. It also allows the campus to use its funding for specific application software that supports the curriculum, or for the administrative needs of staff and faculty.

In 2001, IVC began to redesign its network infrastructure to provide more bandwidth so that, in the future, besides data, it can support voice and video applications that are crucial to the success of distance learning.

In addition, IVC is working closely with CENIC (Corporation for Education Network Initiatives in California) to install a local high-speed internet connection, important to the growth of online internet classes and web applications.

The telecommunications project with the new VoIP telephone system will improve email reliability and redundancy.

From 1998 through 2003, distance education also received priority in terms of faculty stipends to develop online, telecourse, and live interactive TV classes. These stipends were paid from TTIP and VTEA (Vocational Technology Education Act) funds.

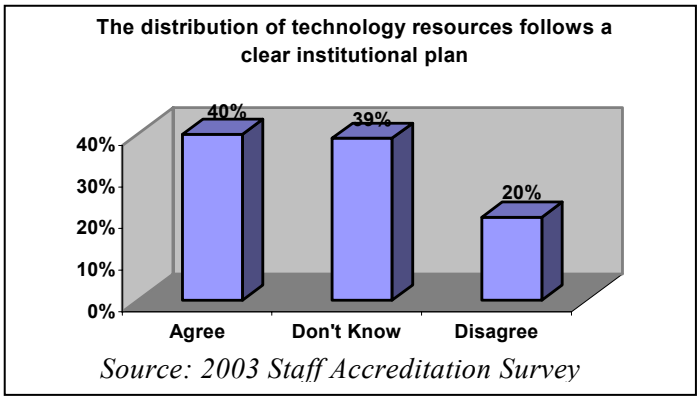
Funding was provided until summer 2003 for contracts with Intelecom for the use of telecourses aired on local Channel 33.

Closed captioning was provided for live interactive television classes that were aired in 2001-2002, but these classes stopped because of the unfunded mandate for this captioning. When funding became available, it was provided in arrears, thus making it impossible to fund this activity. As a result, the focus of distance or distributed learning has shifted to online and hybrid courses.

IVC has contributed funds to extend the Blackboard contract to include a campus version that is more robust than the previous version and accesses the MySite portal in a seamless fashion.

SELF-EVALUATION

In the staff accreditation survey, 40% of the respondents agreed that the distribution of technology resources follows a clear institutional plan, 20% disagreed, and 39% lacked sufficient knowledge.



Source: 2003 Staff Accreditation Survey

PLANNING AGENDA

IVC will continue to solidify a core network foundation in order to support the growth of distance education. Network architecture and design are important in this process. IVC will also continue to work with district IT and Saddleback to enhance course management tools affecting learning outcomes.

> **III.C.2.** ***Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.***

DESCRIPTIVE SUMMARY

In 1995, a technology plan for the campus was created by Professor Bob Urell titled "Technology Initiative Report."[62] This extensive document outlined the history of the organization, baseline assumptions, budget implications, and 11 recommendations for organizational structure, staffing, training, hardware and software replacement, and equipping the new library building. One recommendation was the formation of the ITC (Institutional Technology Committee). The ITC in collaboration with advanced technology has developed a set of standard specifications for computer equipment, and scheduled deployment to classrooms, library, offices, and laboratories. Each year as the goals action plans are developed, departments and schools consult with advanced technology on how technology will be integrated into their individual plans.

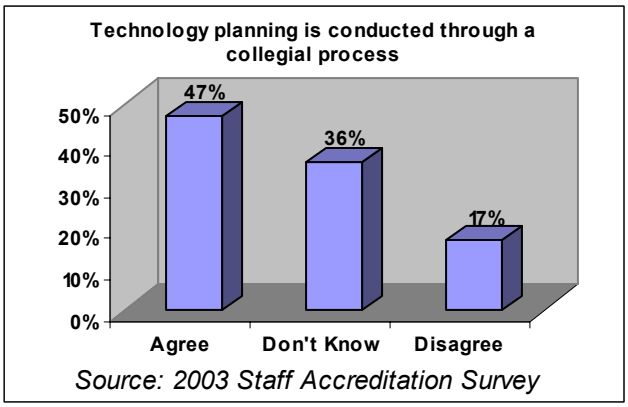
Each semester a plan and spreadsheet are developed to guide the installation of software in each academic lab and the library. This procedure allows each lab to address the learning needs of its students, and guides the purchasing of software licenses for the upcoming year.[63]

When new facilities like the performing arts center are planned, or when new portable facilities or refurbished classrooms are made available, the technology needs of these spaces are carefully considered. Funds are budgeted to cover the necessary technology.

Issues such as trenching, available data ports, location of electrical closets, and installation of data projectors are all considered. This planning takes place in collaboration with the office of facilities and maintenance, the office of instruction, and the school of advanced technology. A classroom equipment inventory spreadsheet is made available to all faculty each year in the faculty manual.[64]

SELF-EVALUATION

Several questions in the staff accreditation survey[9] refer to planning and evaluation. In response to the statement "IVC has a clear plan for using technology resources," 52% agreed, 14% disagreed, and 33% lacked sufficient knowledge. When asked whether "IVC regularly evaluates its technology services to make sure they meet the institution's needs," 47% of the respondents agreed, 12% disagreed, and 40% lacked sufficient knowledge. To the statement "Technology planning is conducted through a collegial process," 47% of the respondents agreed, while 17% disagreed, and 36% lacked sufficient knowledge.



Source: 2003 Staff Accreditation Survey

PLANNING AGENDA

IVC will continue existing practice in this area.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. ***The institution relies upon its mission and goals as the foundation for financial Planning.***

III.D.1.a. ***Financial planning is integrated with and supports all institutional planning.***

DESCRIPTIVE SUMMARY

The college develops annual goals in a collaborative manner.[65] The goal development process was revised in spring 2003 to incorporate input from the entire district community. At its June 2003 meeting, the board of trustees approved the district goals for the upcoming school year. The colleges then completed the process by creating their goals and developing action plans to achieve those goals. The action plans identify the responsible party and set timelines. Previous action plans also included cost estimates. A college goal for 2003-2004 is to "Participate in and complete a redesign of the district's resource allocation model" through involvement in the District Resource Allocation Committee (DRAC).[66] This college goal provided the basis for an action plan for the president, vice-president of instruction, and budget manager.

Budget development is integrated with institutional planning. Each spring the budget manager meets with the dean or director of each school or area to review the financial needs of the area and to budget according to resource availability. The vice president of instruction and the college deans plan the instructional offerings for the college consistent with the budget allocations. The full and part-time faculty budgets are revised according to targets set by DRAC.[67] District goal number 12 directs the college to operate as if its resources were derived from a state program-based funding model.[68] Actually, the district is a "basic aid" district, which means that revenues it receives from local property taxes are greater than the revenue it would receive from the state's program based funding model. The excess over program based funding is to be used only for one-time expenditures such as debt retirement. To avoid jeopardizing the future financial stability of the district, this excess revenue may not be used for ongoing expenses such as salaries. The DRAC model reflects these guidelines because it allocates funds based on full-time equivalent students, in the same manner as program-based funding. It also includes a 6.5% reserve for economic uncertainties as outlined in the budget development guidelines. The excess revenue is set aside for future one-time projects, such as the Saddleback College health science/district office building, district-wide telephone system upgrade, and a parking lot at IVC. A schedule of planned, one-time expenditure projects is sent as an information item to the board of trustees every month.[69]

Committees such as the institutional technology committee, the instructional and student services council, student services manager's council, DRAC, and the IVC financial advisory committee meet throughout the year. These committees address the needs of the college in relation to the goals, allocate financial resources, and make recommendations for the allocation of financial and human resources.[70,71]

The district updates its five-year construction plan[72] annually. This plan prioritizes major construction projects, provides a projected timetable for each project, and lists the funds required for each phase. It is submitted annually for funding from state and basic aid (local) sources.

The district completed the educational and facilities master plan[40] in 2001. Its purpose "is to explain why and how facilities will be improved to meet the educational mission of Irvine Valley College," assuming approximately 13,000 credit students at IVC. It is recommended that this master plan be evaluated and revised every five years.

SELF-EVALUATION

The procedures described above ensure that financial planning is integrated with and supports all institutional planning, including college and district planning.

PLANNING AGENDA

IVC will include financial estimates when preparing annual goals.

III.D.1.b. ***Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

DESCRIPTIVE SUMMARY

Annual financial planning reflects realistic assessments of resource availability and expenditure requirements, and commences in the spring of each year with general fund revenue estimates provided by the district.[69] Limited medium to long-range financial planning is based upon factors including projected enrollment growth, program-based funding increases in base revenue levels, and changes in local revenues.

Annual financial planning and budget development at IVC is largely dependent upon the annual revenue distribution formula developed by the District Resource Allocation Committee (DRAC) and approved by the chancellor and board of trustees. Long range financial planning is limited, as DRAC does not project college revenue allocations beyond the next fiscal year.

DRAC consists of ten people. Each college provides the following representatives: vice president of instruction, college budget manager, academic senate president, and a faculty member. The district director of information technology represents the district, and the deputy chancellor chairs the committee.

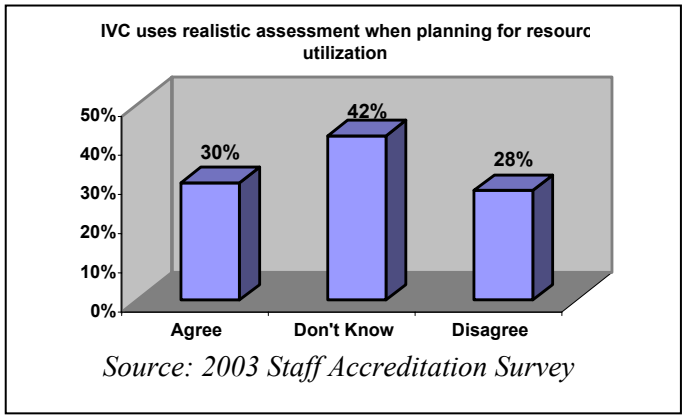
DRAC makes recommendations to the chancellor for the allocation of financial resources to the colleges and the district, based on current enrollment data as reported to the state on the 320 apportionment attendance reports, plus COLA (cost-of-living allowance) as presented in the governor's budget and state growth projections.

Included in the district budget development guideline book is a schedule of multiple-year contracts representing ongoing commitments for which the college must budget.

Each spring, during budget development, the district updates the salary and benefits accounts to reflect accurate data for the upcoming fiscal year. Salaries and benefits account for 86% (2000-2001) to 89% (2002-2003) of the college's expenditures.[73] District personnel and the college budget manager confirm salary information with budget data. Health and welfare costs are updated with current cost data. The budget manager prepares annual requisitions for maintenance contracts and utilities. Previous expenditure history is reviewed to provide an updated assessment for the new year. Multiple-year commitments are budgeted according to a schedule provided by district business services. This procedure provides accurate and realistic data when preparing the college's budget for a new fiscal year.

The college budget manager distributes tentative and final budgets to every school and division within one week of board approval, and every month thereafter reviews and distributes their budget expenditure reports to keep them apprised of their spending.

The IVC financial advisory committee meets throughout the school year to review district and college financial issues. This committee reviews institutional priorities, such as future technology refresh, and recommends to the college president a general distribution of state funding, including instructional equipment funds and block grants,[70] based on projected allocation data from state budget workshops. The exact allocation is determined through correspondence with the state. Upon approval by the president, an instructional equipment allocation is sent to the instructional council for distribution through a bid process in which all requests are reviewed, and priorities are established in accordance with each school's goals. Committee members receive information about state budget deliberations at their meetings,[74] and are responsible for sharing this information with their constituent groups.



Source: 2003 Staff Accreditation Survey

SELF-EVALUATION

The formal planning and budget development procedures developed by the district and college ensure that plans and budgets are based on realistic assessments of financial resources and expenditure requirements.

In response to the staff accreditation survey,[9] 30% of those surveyed agreed "IVC uses realistic assessment when planning for resource utilization," while 28% disagreed and 42% lacked sufficient knowledge to respond.

PLANNING AGENDA

The college's financial advisory committee will continue to monitor state budget deliberations as they pertain to the college's general operating funds, and increase efforts to disseminate this information to constituent groups.

III.D.1.c. ***When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.***

DESCRIPTIVE SUMMARY

The board of trustees has adopted budget development guidelines[75] that ensure wise and prudent use of public resources, promote financial strength and stability, and maximize educational opportunities for students. Within these guidelines, the board has established the principles for payment of liabilities and future obligations to include:

- a plan to retire (COPS) debt by June 1, 2008
- criteria for future long term debt issues
- a commitment to fund the district's retiree benefit obligations in accordance with actuarially determined amounts
- criteria for the use of future basic aid receipts and one-time cost savings.

The board of trustees annually reviews and reaffirms the budget development guidelines as it establishes its goals.

The district has identified the retirement of COPS debts totaling $38,850,000 (budget development guidelines,[75] page 15) as a top long-range priority.

Total Compensation Systems, Inc. prepared an actuarial study in February 2003 to update the liability for retiree benefits, for both current and past service. The general expense account (budget development guidelines,[75] page 11) reflects this liability. The general expense accounts, managed at the district level, are a component of the district resource allocation model and reduce the amount of revenue available to the college.

The district also identifies its liability for OSH banking. OSH stands for one semester hour of teaching. A faculty member teaching more than the contractual load is permitted to "bank" this time. When a complete load (15 OSH) is banked, the faculty member may, upon approval, be excused from his or her teaching assignment with pay for a semester. A liability is established annually for the cost of the part-time replacement faculty.

A payment schedule is in place to retire all certificates of participation by June 2008. This COPS repayment is partially funded by the excess revenue received over program based funding according to the following schedule:

year	basic aid contribution to COPS repayment
2003-2004	$5,000,000
2004-2005	$5,000,000
2005-2006	$4,200,000
2006-2007	$4,200,000

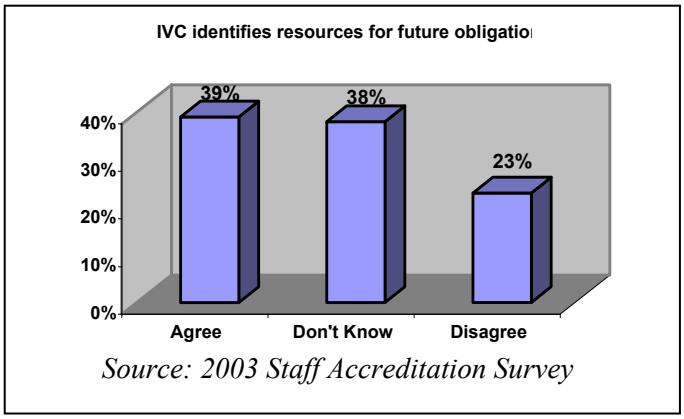
IVC and Saddleback College also budget an annual contribution to the retirement of this debt according to a schedule. The debt will be retired at the earliest date possible without penalty.

SELF-EVALUATION

Current and past service liabilities for retirees are budgeted annually at the district. This expense is included in the district resource allocation model as a component of the general expense accounts. Actuarial studies are performed as required by GASB (Governmental Accounting Standards Board).

The liability for OSH banking is established at the end of the fiscal year as part of year-end closing. This liability is increased for new OSH banked, and reduced when banked OSH has been used. This is a routine entry performed annually. In order to plan more accurately this entry could be posted twice a year, once after the fall semester and again at the close of the fiscal year.

Following the budget development guidelines, the college plans for the payment of both short and long-term liabilities. This is evidenced by the plans to completely retire the COPS debt by 2008. The college has ended the previous four years with a positive ending balance, exhibiting its ability to plan well and operate within its budget. That demonstrates a fiscally sound operation.



Source: 2003 Staff Accreditation Survey

When asked whether "IVC identifies resources for future obligations," 39% of the respondents to the staff accreditation survey[9] indicated agreement, 23% disagreement, and 38% a lack of sufficient knowledge to respond.

PLANNING AGENDA

IVC will expense the banked OSH earned twice a year: after the fall session, and again after the spring session/year-end.

III.D.1.d. ***The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

DESCRIPTIVE SUMMARY

District business services annually establishes and publishes a budget development calendar with guidelines to assist the colleges with the development of their tentative and final budgets.[75] It is the responsibility of the college budget manager to "manage, direct, and coordinate the development of the college annual budgets."[76]

In 1987, the district adopted a revenue-based budget allocation model for IVC, saddleback college and district services. In 1999, the district achieved "basic aid" status, meaning that property tax revenue generated in the district exceeded revenue it would receive from the state through program-based funding. The board of trustees adopted guidelines on July 31, 2000 for the use of the excess revenue received over that generated from program-based funding. Those guidelines are included in the tentative and final budget[77] booklets (page 4), and state that the excess revenue may only be used for one-time purposes. The guidelines state that "expenditure budgets for ongoing purposes" such as salaries and benefits "shall be the resources that would have been available from state program based funding." In accordance with these guidelines, the budget model allocates annual revenues to each of the colleges based upon its previous year enrollments, equivalent to program-based funding.

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

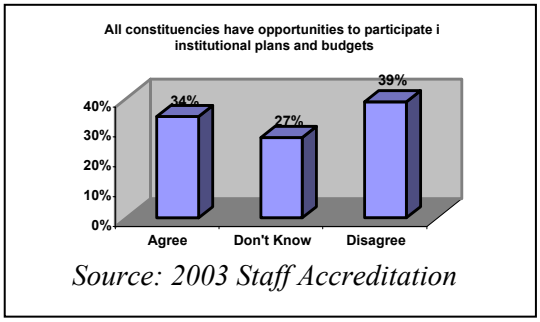
1. The district annually provides each of the colleges with an estimate of general fund income for the next fiscal year.[69]
2. The college publishes an annual budget development calendar that is designed to meet district time lines for approval of both the tentative and final budget by the district's board of trustees.[75]
3. The financial advisory committee,[78] chaired by the budget manager, is one of the college's permanent standing committees and serves as an advisory body to the president. The membership includes representatives from administration, academic senate, faculty association, classified senate, classified union, classified management group, and student government. This committee meets twice a month throughout the fall and spring terms, and as needed during the summer

session. The committee receives updates from the DRAC meetings and reviews information pertaining to the state budget. The impact of the state budget on community colleges is discussed and advisory recommendations are made to the president.[79]

4. The college uses a "base budget" model for developing its general fund expenditure budgets each year. In this model, the previous year's operating budgets are considered to be the funding base and are in large part replicated, with appropriate adjustments in funding levels to reflect changing program needs.

SELF-EVALUATION

Budget development guidelines approved by the board of trustees are the guiding principles for DRAC and the college's financial advisory committee, with the college operating as if it were funded purely through program-based operations, following the board guidelines.



Source: 2003 Staff Accreditation

The college allocations are developed through the DRAC allocation model.[67] DRAC, a representative committee, meets throughout the fall and spring to update enrollment and address new budgetary issues in order to recommend an allocation model to the chancellor and board of trustees. This practice is followed each year.

The financial advisory committee meets twice a month to discuss budgetary issues and make recommendations to the president. All college governance groups are represented in the committee. Committee members share budgetary information with their respective groups, and bring their input to the meetings. Attendance has been a challenge, and information sharing could be improved.

On the staff accreditation survey,[9] 34% of the respondents agreed that all constituencies have opportunities to participate in the development of institutional plans and budgets, 39% disagreed, and 27% lacked sufficient knowledge to respond.

PLANNING AGENDA

IVC will continue existing practice in this area.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.1.e. ***Financial documents, including the budget and independent audit, reflect appropriate allocation and use of resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

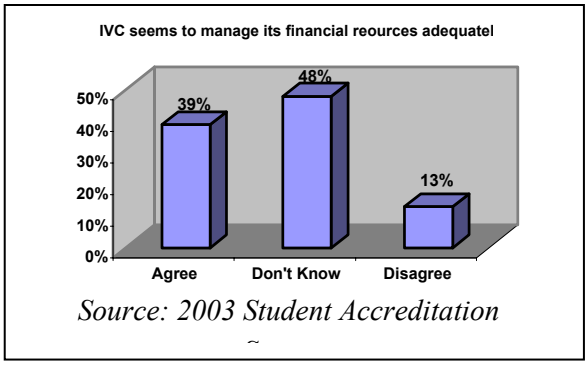
DESCRIPTIVE SUMMARY

The college's financial documents, including the budget, are developed annually to reflect the appropriate allocation and use of resources to support institutional programs and services. Every spring, the college budget manager meets with each dean and director to review and discuss program needs. The college budget manager provides the other members of the president's executive council, (president, vice president of instruction, and the vice president of student services) a detailed copy of the college budget for review and discussion.

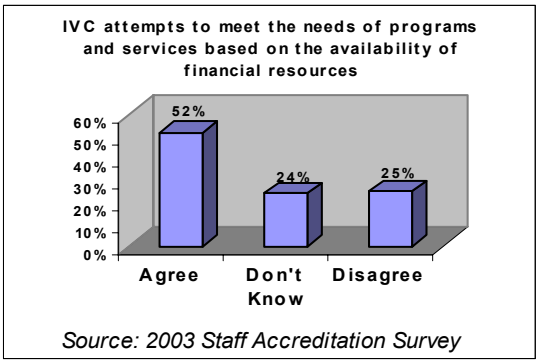
Each year the district's independent auditor performs an audit on the financial records of the district and college.[80] The comprehensive audit includes all funds managed by the college, such as: general funds, categorical program funds, the funds of the associated students of Irvine Valley College, and the college foundation. The independent auditor's report states that the audit was conducted in accordance with generally accepted governmental auditing standards, which require the auditors to "plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement."[81] It does not assess financial management. Each year external audit findings are disseminated to the appropriate administrator for response. The findings and responses, as well as the status of prior year findings, are reported to the board of trustees each year at its November meeting.

SELF-EVALUATION

The annual district audit confirms that IVC's internal control systems adequately manage funds in the custody of the college. Audit exceptions are few. The annual audit for



Source: 2003 Student Accreditation



Source: 2003 Staff Accreditation Survey

2003 lists three findings of immaterial noncompliance. Two of those findings pertain to

IVC. The first dealt with the return of title IV (federal student aid) funds to the department of education within thirty days of a student withdrawing from the college. The second finding involved concurrent enrollment. Two of 29 K-12 enrollment samples lacked the special admissions request K-12 student forms.[82]

Of the three findings of noncompliance for 2001-2002, two of the recommendations were implemented, and the findings were not repeated the following year. The third finding, regarding the return of funds to the department of education, was repeated; however, it was considered immaterial noncompliance. Of the 687 respondents to the student accreditation survey, 39% agreed that IVC seems to manage its financial resources adequately, 13% disagreed, and 48% lacked sufficient knowledge to respond. In response to the statement "IVC seems to meet the financial needs of programs and services," 40% agreed, 14% disagreed, and 46% lacked sufficient knowledge to respond.

The staff accreditation survey reflected a 52% favorable response to the statement that IVC attempts to meet the needs of programs andservices based on the availability of financial resources, with 25% in disagreement, and 24% lacking sufficient knowledge to respond.

PLANNING AGENDA

IVC will work toward a goal of no audit exceptions.

III.D.1.f. *Appropriate financial information is provided throughout the institution.*

DESCRIPTIVE SUMMARY

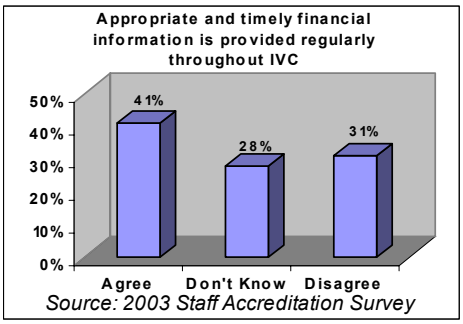
Information is disseminated throughout the college in a variety of ways. At the start of every fall and spring semester, the college budget manager makes a presentation on the college budget to the faculty and staff at the president's flex week breakfast meeting.[73] Financial reports are distributed to each school or division of the college every month with areas of concern noted.

The deputy chancellor prepares a budget booklet when the tentative and final budget is placed before the board of trustees for approval in June and August.[83] This booklet is distributed to anyone receiving a full board agenda. Others among the college community may review this information in the agenda binders located in the president's conference room. Information has also gone to the board of trustees when cutbacks were anticipated due to the state budget crisis. The college president and his executive staff held separate college-wide meetings with faculty and staff to discuss the state budget crisis and its impact on Irvine Valley College.

The independent auditor's final audit[80] is available in the school library and on the web page of district business services (http://www.socccd.org/fr/02-03Audit.pdf).

The financial advisory committee, chaired by the budget manager, meets twice monthly with representatives from staff, faculty, and administration. Information on the development of the state community college budget and the college's budget is distributed, reviewed, and discussed at these meetings.

The ESCAPE accounting system was put into service in July 1999. This system allows all administrative assistants, administrators, directors, and other personnel to run financial reports. ESCAPE training has been provided and is available to anyone desiring it. Financial reports are provided through the budget manager's office on request. This office also provides monthly financial reports to every school and division of the college.



Source: 2003 Staff Accreditation Survey

SELF-EVALUATION

The staff accreditation survey[9] asked whether appropriate and timely financial information is provided regularly throughout IVC, and 41% agreed that it is, while 31% disagreed, and 28% lacked sufficient knowledge to respond.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.D.1.g. ***The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.***

DESCRIPTIVE SUMMARY

The board of trustees has established budget development guidelines that require the budget to include a general fund reserve for economic uncertainties of no less than 6.5% of projected unrestricted revenue.[77,page 3] This reserve provides the district with sufficient funds to meet financial emergencies, should they occur. In addition, the district has adequate insurance to protect district property in the event of an unforeseen occurrence. Safety action plans have recently been developed to reduce unsafe conditions and acts throughout the district and colleges.

The unrestricted general fund ending balance for Irvine Valley College in relationship to budget is shown in the following table:

year	budget	ending balance
2000-2001	$26,876,965	$1,715,206
2001-2002	$29,412,591	$2,180,887
2002-2003	$30,112,832	$2,140,311

The annual district financial report and audit performed by Macias, Gini, and Company, certified public accountants and management consultants, shows cash and cash equivalents at June 30, 2002 to be $49,581,586. This is a net increase in cash and cash equivalents of $18,577,490, providing sufficient cash flow for operations.[80,page 15] Cash flow requirements at the college level are provided from its annual general fund revenue allocation that is made as a part of the district's budget development process.

SELF-EVALUATION

The board has developed guidelines that clearly state its commitment to the long-term financial strength and stability of the district. These budget development guidelines give clear direction for maintaining adequate reserves and ensure that the district does not rely on one-time funds for ongoing operational needs.[75,page 3] Consequently, the district has cash reserves that are held for specific purposes. Budgets are traditionally developed using the most conservative estimates, ensuring that expenditures do not exceed revenues. The chancellor, deputy chancellor, and college presidents have developed plans and programs to make safety a priority throughout the district. These plans and programs will help to manage the risk for unforeseen occurrences. Strong leadership and widespread participation will be necessary to carry out the plans.

The two colleges of the district rely on the district contingency reserve to address major financial emergencies. The state chancellor's office recommends a prudent reserve level of 5%. The district reserves exceed this level.[84] Budget development guidelines[75] (page 3) state: "The General Fund reserve for economic uncertainties shall be no less than 6.5% of the projected unrestricted revenue." IVC is not directly involved in the management of district cash flow requirements.

IVC annually attempts to establish a minimum operating contingency fund totaling $500,000 to fund unforeseen local needs that may arise during the upcoming year, and to ensure a positive ending balance when the fiscal year closes in order not to encumber the subsequent year's budget. The ending balances listed in the table above show sufficient reserves being maintained for emergencies. The college has consistently maintained a positive ending balance since the 1999-2000 fiscal year.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.D.1.h. ***The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary***

organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

The district's business staff provides all accounting services and support for college programs. The business office maintains comprehensive financial records of all district fiscal transactions, including financial aid, grants, externally funded programs, contractual relationships, and auxiliary organizations such as associated student government and the foundations. The general oversight of the district's finances is a primary responsibility of the district deputy chancellor. Independent auditors perform a financial audit annually.

In addition, there are fiscal offices at both colleges that monitor all aspects of the college budget. The college budget manager[76] is responsible at the local level for managing the college's financial affairs; for college budget development and control; for ensuring that college administrators, managers, and staff are aware of their fiduciary responsibilities; and for seeing that cash and other negotiable financial instruments are properly controlled and managed.

Institutional investments are made in accordance with the district's established investment policy, and quarterly investment reports are presented to the board of trustees at regularly scheduled public meetings.

Written contracts between the district and outside vendors are reviewed by legal counsel and approved by the board of trustees.

On July 1, 1999, the district, including Irvine Valley College, began using ESCAPE, a new accounting software package. Financial controls are improved with this program, which does not allow a requisition or budget transfer to be entered into the system unless sufficient funds are present to cover the purchase or transfer. Approvals are performed online according to the authorization process established by administration.[85] To ensure that sufficient funds remain for the ongoing costs of personnel, transfers from salary or benefit accounts to supply or operating accounts are not permitted, nor does the budget manager does not approve transfers of that nature.

Prior to distribution, the budget manager reviews the monthly reports and highlights areas of concern. The appropriate vice president is contacted for action and resolution when a dean or director does not resolve a financial issue of concern within a reasonable time.

IVC has strong financial controls in place through the bursar's office. A bursar by definition collects college fees (tuition). This office operates as the cashier for the college, and is responsible for the central processing and deposit of all cash receipts and the disbursement of all financial aid checks. The bursar's office staff assists with the processing of deposits for the college foundation, community and contract education, the

child development center, the associated students of IVC, and the college's parking program.

All accounting services and controls for the college's financial aid program reside with the district. District staff coordinate the draw of financial aid funds from state and federal offices, provide expenditure accounting services, and ensure that the program is compliant with state and federal regulations.

SELF-EVALUATION

Oversight of finances, including management of financial aid, grants, externally funded programs, auxiliary organizations and foundations occur at both the district and college level. Financial information relating to these programs is well documented, easily available, and regularly reviewed.

The past two years' annual district audits have identified minor procedural problems in the college's financial aid program.[82] The audits also identified problems with worksheets for multi-funded categorical positions. The college has responded to these exceptions and has implemented corrective procedures.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.D.1.i. ***All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.***

DESCRIPTIVE SUMMARY

IVC has two primary auxiliary organizations, the Associated Students of Irvine Valley College (ASIVC), and the IVC foundation. The general organization, functions, goals and objectives of these organizations are as follows:

ASIVC

The ASIVC was formed in 1979 as the student body governance organization. This group is a non-profit organization. It operates under the district's tax ID. The organization's constitution states that its purpose is providing support services to the college's student population and to the college community and programs. These services are:[86]

- to provide a governing body committed to effective student participation in all areas of student concern;
- to represent student interests in the operation of Irvine Valley College;

- to provide communications between the administration, community, faculty, staff, and students of Irvine Valley College enhancing the shared governance process;
- to provide services and coordinate activities for the entire student body of Irvine Valley College;
- to promote student involvement in the total campus life;
- to promote cultural and ethnic diversity to the entire college community;
- to advance our common interests and concerns as students.

The ASIVC is a primary college governance group that annually elects student officers to administer its programs. General supervision and administrative support is provided by the vice president of student services, the dean of students, guidance and counseling, and the director of student affairs in the following areas:

- governance of the ASIVC;
- development of the ASIVC annual budget;
- budget management and control; and
- the expenditure of budgeted funds.

The ASIVC annually generates income to support its programs from the sale of ASIVC memberships and from commission payments from the contract operation of the college bookstore and cafeteria. Annual revenues generated by these sources support programs such as athletics, theater, speech, tutoring, and the honors program.

All of the services and staff required to properly account for, manage and ensure the appropriateness of expenditures of ASIVC funds are provided by the district's office of fiscal services. Regular reports on the collection of revenues, investments, and the status of transactions and budget accounts are provided to the vice president of student services, the dean of students, guidance and counseling, the director of student affairs, and the ASIVC officers. The financial records of the ASIVC are annually audited as a part of the district's general audit.

Irvine Valley College foundation

The IVC foundation (www.ivc.edu/foundation/) is officially an auxiliary organization of the district, a nonprofit organization having a volunteer board of governors comprised of community members, business leaders, and college and district administrative leadership.[87] The foundation is committed to supporting the college by building and maintaining a positive image of the college in the community.

In the past five years, the foundation has completed a major restructuring of organization, goals, and direction, primarily in the following areas:

- The foundation board of governors has been expanded to a current total of 31 members. The governors annually elect officers from within their membership.

- The IVC foundation has become a major provider of financial and scholarship support to IVC students and to a variety of instructional and non-instructional programs. From 2001 through 2003, the foundation provided over $2 million in financial support for scholarships, equipment donations, and other college programs. The foundation has initiated a capital campaign to assist with the construction of the new IVC performing arts center.

The financial audit performed annually by the independent auditors from Macias, Gini & Company covers these two auxiliary organizations, the unrestricted general fund, and all categorical programs.

SELF-EVALUATION

The above procedures and controls established by the college and district ensure that all financial resources are used with integrity to promote the mission and goals of the college.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.D.1.j. ***Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.***

DESCRIPTIVE SUMMARY

A wide variety of contractual agreements are used to procure the services, equipment, and materials needed to support the college's mission and goals. Procedures are in place for the processing of contractor agreements.[88] To maintain the integrity of the institution, a generic contract has been developed with the aid of legal counsel for agreements with independent contractors.

Contract authority for both of the colleges rests with the district. The deputy chancellor serves as the contracting officer for the district, with support from district staff, including the director of business services and the director of purchasing and facilities planning. The board of trustees reviews any contract greater than $5,000 as a board agenda item. Contracts under $5,000 are submitted for board approval through the deputy chancellor's office. The deputy chancellor signs all contracts, and copies are retained in that office.

SELF-EVALUATION

The formal policies procedures established by the district, and the oversight of the board of trustees ensure that contractual agreements comport with institutional goals and maintain the integrity of the institution.

PLANNING AGENDA

IVC will continue existing practice in this area.

III.D.1.k. ***The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.***

DESCRIPTIVE SUMMARY

The district deputy chancellor and the district director of business services provide the majority of the financial services required by the college. IVC's college budget manager and staff provide direct financial services to the local college community in the areas of budget development, budget control, cashiering, and cash control, as well as some cash disbursements.

Each year, the district's independent auditors formally evaluate the effectiveness of financial management at both the district and college. The annual district audit report[80] identifies areas of financial management that require some modification or improvement (pages 60-67).

SELF-EVALUATION

Although formal processes are in place for approval of budgetary expenditures, the college does not have a formal review process for its financial management practices apart from the annual external audit.

PLANNING AGENDA

IVC will develop a process for regularly evaluating its financial management processes and using the results of the evaluation to improve financial management systems.

III.D.2. ***The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.***

DESCRIPTIVE SUMMARY

Processes are in place to assess the use of the institution's financial resources. The deputy chancellor presents a booklet to the board of trustees for the tentative and final budgets.[77,83] This booklet includes messages from the deputy chancellor and the college

budget managers. Page two of the 2003-2004 final budget booklet[77] lists mandatory increases for the board to review. The booklet includes a section (page 12) titled "Basic Aid Status" that lists the approved and budgeted basic aid funded projects. The booklet also shows the plans for retiring the COPS debt and funding retiree benefits (page 15).

A basic aid report[89] is included in the monthly board agenda listing the projects approved for basic aid funding. This report is updated regularly as new projects are approved and timelines are revised for projects previously approved.

The District Resource Allocation Committee (DRAC) reviews the general expense list proposed by the district business office and funded through the allocation model. Examples of general expense items are bank service fees, financial audit, legal fees, personnel advertising, and labor contract negotiation costs.[67,77 page 11] DRAC members discuss these expenses, and the college representatives take the information back to their respective campuses for discussion and assessment before final agreement is reached.

Requisitions are reviewed through the purchasing approval process. Requisitions for goods and services that recur each year are reviewed as the college business office prepares annual requisitions. Supplies are assessed during the annual bid process, and supply budgets are reviewed with school deans and area directors as part of the budget development process each spring.

The approval process for the purchase of goods and services allows administrators and purchasing to assess the effective use of financial resources. Approvals are made online through the ESCAPE system, with each dean or director approving the requisitions for his or her area. This system permits the administrator to review the purchase and assess its cost. The appropriate vice-president approves any purchase over $5,000, and the president approves any purchase over $10,000. During this process, the requisition may be denied or revised to reflect an improved product, quantity, or vendor. Revisions require that the approval process start over. The director of advanced technology reviews all technology purchases to insure compatibility with the college's systems. Final approving authority rests with the district purchasing department, which reviews each requisition for the best vendor, price and quantity, and communicates any recommendations to the area issuing the requisition.

Each spring, athletics, the sciences, and maintenance go out to bid for the next year's supplies. District purchasing secures best pricing by combining orders from Saddleback College and IVC to insure effective use of financial resources. When the bids are returned, the school reviews its needs with the cost and the budget before making a final decision.

A large portion of financial resources is directed to part-time faculty salaries and the scheduling of classes. As the schedule is developed for a new semester, the vice president of instruction reviews with the deans the classes offered during that semester of the previous year in order to project student demand and schedule classes for most effective use of the college's financial resources.

Each fall, the college's director of facilities and maintenance assesses the college's buildings and grounds and lists the projects that need to be submitted to the state for funding through the scheduled maintenance program. This list is combined with one from Saddleback College, prioritized, and submitted to the state by the district director of purchasing and facilities planning.[90]

SELF-EVALUATION

The district and college have established the systematic, multi-level procedures described above for continuously assessing and improving the effectiveness of all financial expenditures.

PLANNING AGENDA

IVC will continue existing practice in this area.

Supporting Documentation
Standard III

[1] degree and equivalency requirements for faculty hires, academic senate and assembly bill 1725
[2] state minimum qualifications for faculty, office of the California community colleges chancellor
[3] minimum qualifications for part-time faculty
[4] membership of the classified leadership council
[5] sample job vacancy advertisements from the district job hotline and the *Chronicle of Higher Education*
[6] employment procedures manual (classified leadership, part-time faculty, and staff)
[7] full-time academic employees hiring policy
[8] employment procedures for executive positions manual
[9] 2003 staff accreditation survey
[10] administrative/classified leadership handbook
[11] academic employee master agreement, 2000-2002
[12] CSEA contract, July 1, 2002 – June 30, 2005
[13] sample flex week program
[14] letter from the state chancellor of community colleges waiving the college's obligation to hire additional full-time faculty during the 2003-2004 fiscal year
[15] faculty hiring list for fiscal year 2004-2005
[16] minutes of the academic senate meeting
[17] board policy 4000.1
[18] board policy 4000.4
[19] board policy 4011
[20] board policy 4011.1
[21] board policy 4011.2
[22] board policy 4000.6
[23] California government code section 11135
[24] Title VII ("equal employment opportunity") of the United States civil rights act of 1964
[25] California education code section 87031
[26] California government code section 6254
[27] civil code section 1798.24
[28] hiring practices manual
[29] fall 2003 flex week schedule
[30] spring 2004 flex week schedule
[31] IVC mission statement
[32] Irvine Valley College student characteristics: fall 1999-fall 2003
[33] employee gender distribution
[34] California code of regulations, title 5, section 53003
[35] board policy 4000
[36] board policy 4000.5

[37] district harassment policy and complaint procedure
[38] summer 2004 schedule of technology training workshops
[39] staff development project evaluation form
[40] IVC educational and facilities master plan
[41] ten step plan for the launch of the advanced technology and education park
[42] district 2004-2008 five-year construction plan
[43] 2003 student accreditation survey
[44] job description of the director of the emeritus institute, community and contract education
[45] general safety inspection checklist
[46] job description for campus chief of police
[47] job description of the deputy chief of campus police
[48] district scheduled maintenance five-year plan
[49] capital outlay projects report
[50] analysis of future costs
[51] job description of the director of facilities and maintenance
[52] job description of the college budget manager
[53] district IT project priority list, January 2004
[54] organization chart for AT
[55] section 508 (U.S. rehabilitation act of 1973) compliance sheet
[56] board policy 4000.2
[57] description of the instructional design classification
[58] library workshop flyer, fall 2003
[59] 2003 survey from research, planning, and grants on technology training
[60] technology workshop schedule, fall 2003
[61] district IT survey on telephones
[62] 1995 technology initiative report
[63] academic computing lab software list, spring 2004
[64] classroom equipment inventory spreadsheet
[65] goals and action plans memo, October 30, 2003
[66] IVC goals action plan and progress/final reports
[67] 2003-2004 preliminary budget allocation model (DRAC funding model)
[68] goals action plan and progress/final reports, district/chancellor
[69] general fund district-wide allocation (March 14, 2003)
[70] meeting minutes of the financial advisory committee of December 11, 2003
[71] meeting minutes of the institutional technology committee of September 26, 2002
[72] district five-year construction plan
[73] budget manager's flex week presentation, August 2003
[74] meeting agenda and handouts of the financial advisory committee, January 9, 2003
[75] SOCCCD budget development guidelines/budget development calendar
[76] job description of the college budget manager
[77] district 2003-2004 final budget (August 25, 2003)
[78] description of the financial advisory committee
[79] meeting agenda and handouts of the financial advisory committee, January 15, 2004

[80] SOCCCD annual financial report and single audit report (June 30, 2002)
[81] independent auditor's report (dated September 12, 2003)
[82] SOCCCD schedule of findings and questioned costs (June 30, 2003)
[83] district 2001-2002 final budget (August 27, 2001)
[84] California community colleges financial condition criteria
[85] approval process flowchart
[86] constitution of the Associated Students of Irvine Valley College (ASIVC)
[87] IVC foundation board of governors
[88] instructions for processing contractor and consultant agreements
[89] SOCCCD basic aid report
[90] scheduled maintenance prioritized project list

IV. STANDARD IV: GOVERNANCE AND LEADERSHIP[♣]

The institution recognizes and utilizes leadership contributions from throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and significantly improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. ***Institutional leaders create an environment for personal empowerment, innovation, and institutional excellence. They encourage staff, faculty, and administrators, and students, no matter what official titles they possess, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.***

DESCRIPTIVE SUMMARY

Irvine Valley College maintains a practice of encouraging input from all its members in the decision-making and implementation process. Board policy 4056[1] ("classified employees' participation in decision making") outlines the right of "classified staff to participate in the formulation and development of district policies and procedures that have a significant effect on staff," and further indicates that "[t]he opinions and recommendations of the Classified Senates of Irvine Valley College, Saddleback College, and District Offices will be given every reasonable consideration."

Under board policy 4309[2] ("duties and responsibilities of the faculty"), section I, "Effectiveness," identifies expected faculty involvement in college decision-making. The specific subsections under heading A, are noted below:

[♣] Throughout this report, only proper names (e.g., California) and acronyms (e.g., UC and CSU) are capitalized. This sparing use of capital letters is for readability and uniformity only, and does not indicate or imply any assessment of importance or respect on the part of Irvine Valley College or the authors of this report.

19: Participates in programmatic and accreditation review required by the California education code and/or the Western Association of Schools and Colleges.

24: Consults with Department/school Chairperson on matters pertaining to department issues/concerns.

27: Observes proper channels of communication.

29: Participates in organized channels for suggesting improvements in the policies and procedures of the college.

30: Attends assigned committee meetings, subject-field meetings, division/school meetings, and general faculty meetings.

31: Assists in the organization and meetings of advisory committees where applicable.

Under heading B:

3. Answers/responds to all email and voice messages.

Section II, "Involvement in College Activities and Community," outlines faculty involvement in college decision-making. The specific subsections are noted below:

1: Attends and participates in meetings convened by the division/school dean, vice president, president, and district administrators.

6: Attends all assigned committee meetings.

The faculty contract[3] requires every full-time faculty member to serve one hour of committee work per week. Faculty appointments to college and district committees are subject to approval by the academic senate, in accordance with Title 5 regulations. Through the academic senate's representative council and its committees on courses and academic affairs, faculty members exercise a substantial voice in curricular and academic matters. This authority is affirmed in board policy 2100.1 ("delegation of authority to the academic senate"),[4] which defines the appropriate responsibility associated with the college academic senate in response to sections 53200-53205, of title 5, California code of regulations. The governing board recognizes the college academic senate as the representative of the faculties, and as such has agreed to "rely primarily upon the advice and judgment of the academic senates in accordance with the processes of collegial consultation" as defined in this policy.

Board policy 104,[5] ("student member of the board of trustees"), prescribes the procedures and expectations for including one student advisory voting member on the board of trustees under California education code, Section 7023.5.

The college catalog states on page 48: "Associated Students of Irvine Valley College (ASIVC) is recognized as the official governing body of all areas of student concern. Student representatives sit as members of all standing committees. The ASIVC constitution establishes an organized student voice at the college, which is facilitated by the associated student government."[6] The IVC student handbook,[7] published by the office of the vice president of student services, also contains a section entitled "student government" that describes students' roles in institutional governance. Since 2002, this document has been available only on the Irvine Valley College web site.

In addition to these specific notations encouraging faculty and staff to participate in the business of the college, the district and college have established various councils and committees in order to ensure participation of its employees and students in the decision-making processes of the college. This includes the college leadership council,[8] the college financial advisory committee,[9] president's council,[10] and the accreditation self-study oversight committee.[11]

At the district level the chancellor conducts weekly meetings of the chancellor's executive council (chancellor, deputy chancellor, vice chancellor and the two college presidents).[12] The chancellor's cabinet meets monthly to review issues common to both colleges and the district (chancellor, deputy chancellor, vice chancellor, college presidents, college academic senate presidents, president of classified senate, CSEA president, and the faculty association president).[13] Once a month, all district administrators and managers meet as part of the district management council for the purpose of reviewing items of common interest.[14] The educational services coordinating council (ESCC), chaired by the vice chancellor (vice chancellor, and the four vice presidents of both colleges), meets weekly to discuss and coordinate instructional and student services items.[15]

Each month, the deputy chancellor chairs the chancellor's coordinating council that consists of the ESCC membership as well as K-12 representatives.[16] The deputy chancellor meets weekly with the presidents. The chancellor conducts the opening session of flex week each fall and spring semester for all district faculty and staff. At these sessions, in-service booklets are made available, initiatives such as the new accreditation standards, innovation technology, distance education, and great teachers seminars are announced. Guest speakers like the president of California State University Long Beach address the staff, and the college president discusses the achievements of the past academic year and the goals of the next.[17] The chancellor also seeks campus and district input in the development of annual district goals. During this process all district faculty, staff, and administrators at Irvine Valley College, Saddleback College, and the district offices are encouraged to participate in establishing the district goals for the upcoming year.[18]

As part of a systematic effort to ensure effective participation in the decision making process of the district, the chancellor has put in place campus visits, either in the fall or spring, where he personally meets with the unit faculty, staff, managers, and administrators on matters of interest: human resources, payroll accounting, foundation

development, information technology, purchasing, facilities, and educational programs and services. These personal meetings allow direct communication with the chancellor on any topic of interest to those attending the meetings.[19] The chancellor has issued invitations to meet regularly with the leadership of district employee groups, i.e., the academic senates, classified senates, California State Employees Association (CSEA), faculty association and police officers association.[20] These efforts are part of a broader vision embraced by the board of trustees and the chancellor focused on "how will decisions benefit students", a saying that is posted in various rooms throughout the district as a reminder.[21] Periodically, the chancellor issues district-wide "chancellor's updates" via email.[22]

The chancellor also provides support for numerous board agenda items for both colleges. A most recent successful example of this effort was illustrated when the board of trustees agreed to provide an additional $6.2 million required to ensure the design and construction of the new performing arts center on the Irvine Valley College campus. Additional basic aid (funds received by the district in excess of state apportionment) funding assistance by the chancellor's office is seen in his support for the following projects at IVC:[23]

- waivers of payments for COPS and retiree benefits
- matching and other funds for the performing arts/theater building
- matching funds for the business science and technology building
- construction of a parking lot
- construction of Barranca Parkway entrance
- building repairs
- construction of baseball field
- construction of soccer field
- science laboratory equipment

The lack of a district public information officer was resolved with the hiring of a new director early in 2004.[24]

Irvine Valley College selected the current president in January 2002, the vice president of student services in July of that same year, and the vice president of instruction in January 2003. This new senior leadership team has actively encouraged and supported the creation of a campus environment where members of the college community at any level may take the initiative to provide meaningful input for improving the institution. This has included widely encouraging faculty and staff to directly communicate with senior administrators via email, the establishment of college-wide meetings jointly hosted by the presidents of the college and the academic senate,[25] administrative retreats to which both faculty and classified leadership were invited,[26] creation of the instruction/student services council with participation of the academic senate president,[27] and the vice president of instruction's willingness to be invited to observe faculty teach in order to better understand their support requirements. Since January 2003, 19 faculty members have availed themselves of this opportunity, some multiple times.[28] Additionally, the

vice president of instruction has periodically joined school meetings to directly hear from faculty and staff on their needs, concerns, and suggestions for improving the campus environment for both learning and working.

The college president's job description[29] includes the duty to provide "leadership for the educational programs of the college," "leadership to ensure that the campus facilities are well planned and well maintained," and "leadership for the development of the college's long-range plans, goals, and short-term objectives." In order to assist the president in carrying out these duties, the following standing administrative committees are operational:

- The Irvine Valley College senior administrators (president, two vice-presidents and the college budget manager) meet weekly as the president's executive council.[30] This body reviews operational short-term objectives and implementation of long-range goals appropriate for the college. They join deans and directors, a total of 21 individuals, in bi-weekly meetings as the college leadership council to share information and explore items of mutual interest.[31] The president established the college leadership council in order to ensure that administrators and managers had a mutual opportunity to review college-wide and specific area challenges and the ability to provide input into possible solutions for those concerns or issues in a timely and meaningful way.

- Representatives of other governance groups meet monthly as the president's council, a body consisting of 9 individuals representing all college constituent bodies.[32] These representatives are drawn from the academic senate, classified management, faculty and classified associations, deans and directors, senior administrators, the college president and students. This representative body meets monthly[33] and collaboratively defines goals, develops plans, and establishes priorities for the college. The president also meets individually with the representatives of the academic senate, classified senate, classified management, associated students of IVC, the California Teachers Association, and the California State Employees Association.[34] He meets weekly with the academic senate president to address issues or questions related to this governance body, and is readily available to all college members for personal consultation as desired. It should be noted that all administrators and managers increasingly find email a streamlined method for ensuring effective communication between and among the various administrative and governance groups as well as students and members of the community.

- The vice president of instruction provides leadership for the deans council, which is comprised of eight individuals representing the instructional components of the college. These individuals are the instructional deans representing the academic schools, and the two directors serving the emeritus, community and contract education, and economic and resource development administrative elements. This administrative body meets bi-weekly to review issues and concerns related to items such as scheduling, program review, accreditation, budgeting allocations,

equipment resource requirements, and personnel needs.[35] The vice president of student services provides leadership for the ten-member student services management group.[36] These individuals represent guidance and counseling, admissions and records, financial aid, matriculation, articulation, extended opportunity program and services, and disabled students programs and services. Both the instructional deans council and the student services managment group meet bi-weekly. Both vice-presidents chair a joint bi-weekly instruction/student services council meeting that consists of the deans and managers of both administrative groups and the president of the academic senate to review common issues of mutual interest.[37]

- The vice president of instruction separately holds weekly meetings with the academic senate president for the purpose of enhancing communication between this office and the academic senate.[38] Additionally, the vice-president attends the bi-weekly academic senate general meetings in an effort to enhance effective communication between the administration and the faculty.[39] He is available for personal consultations either through scheduled appointments or as part of a "drop in – open door" process.

- The college budget manager conducts meetings with her staff at the beginning of the year and as needed throughout the year to perform an ongoing assessment of the college's fiscal condition. The director of facilities and maintenance holds similar meetings with his staff on the operational condition of the college's physical plant.

Each of these administrative groups is designed to seek input from a wide spectrum of college personnel representing faculty, staff, and administrators on items of interest for effective operation of the college and the successful attainment of its stated mission. This effort is accomplished through solicitation of ideas via oral, written and email communications as well as through the regularly scheduled meetings previously described. Students have been invited to serve on several college committees, including the president's council, and the accreditation oversight and standards committees.[32] Continued active participation by students remains a difficult challenge as they progress through the process of attaining their own educational objectives.

Faculty has a clearly defined role in institutional governance based on state regulations (sections 53200-53205 of title 5, California code of regulations) and board policy 2100.1.[4] Through board policy 2100.1, the board has agreed to rely primarily on the advice and counsel of the faculty, represented by the academic senate, in 11 specified areas. These are:

1. curriculum, including established prerequisites and placing courses within disciplines;

2. degree and certificate requirements;

3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other matters as mutually agreed upon between the board of trustees and the academic senate, or as otherwise provided by statute or regulation.

In order to ensure effective faculty discussion, planning, and input to these areas, the academic senate has created several standing committees.[40]

The associated student government consists of annually elected representatives from Irvine Valley College students. Information concerning this organization is located on the college web site at http://ivc.edu/asivc/.

SELF-EVALUATION

An area of some concern is the stated but unwritten position implemented by administration that any faculty member who receives reassignment from his or her contractual teaching load in order to perform shared governance service (such as for the academic senate), is denied instructional overload assignment. This *de facto* policy inadvertently serves to discourage younger faculty members from agreeing to serve on such committees since their service would have a significant negative impact on their income. Irvine Valley College is located in the City of Irvine, which has the highest rental rates and one of the highest costs of living in California.[41] Even established senior faculty members are very reluctant to continue their contributions to the college governance requirements under a policy that inadvertently but effectively penalizes them for their willingness to serve. Further, where a single faculty member supports a specialized instructional area, it often proves impossible for that individual to serve because it would impact the quality of the instructional services provided to students of the college.

An associated difficulty is the stated board requirement that caps the fiscal resources available for supporting faculty participation in the governance process at 2% of the general fund revenues. This board directive inadvertently fails to recognize that this

fiscal constraint is unequally borne by the district's two colleges. The college budget of Irvine Valley College is approximately half that of Saddleback College.[42] However, the salary scales for faculty, staff and administration are set universally across the district by the board of trustees. The 2% cap fails to recognize the uneven fiscal resources available to one campus versus the other when such constraints are superimposed on the colleges. This was particularly true when the prevailing district resource allocation model inadvertently shifted significant operational funds from the smaller to the larger college, thereby increasing the number of dollars available to the larger college under this unwritten percentage cap, while simultaneously reducing available funding at Irvine Valley College to support governance activities by its faculty. This fiscal inequity is clearly evident in the stipend funds available for supporting department academic chairs and the amount of reassigned time that could be allocated to governance committee chairs. [43,44]

PLANNING AGENDA

It is recommended that the stated board requirement of a percentage cap on fiscal resources available to support faculty governance activities be reexamined.

It is recommended that the stated board requirement superimposed on the college administration restricting instructional overload assignments for those faculty receiving reassigned time for serving on approved governance committees be reexamined.

IV.A.2. ***The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.***

IV.A.2.a. ***Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgets that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms of organizations for providing input into institutional decisions.***

DESCRIPTIVE SUMMARY

In section IV.A.1, the written policies appropriate to this section were noted. In response to the desire to encourage all elements of the college to have a substantive role in institutional governance and a voice in the development of policies, planning, and budgets, the college provides a multitude of avenues for its various members to have a substantive and meaningful role in the business of the institution. These include each school having regularly scheduled meetings to review items of interest specific to that instructional unit or to other elements of the college. The instructional dean assigned to that school, the academic chairs, the school's faculty members and classified support

staff participate in these meetings.[45,46,47,48,49,50,51,52,53,54,55] In addition to these identified avenues of communication and input, there are the various college standing committees of the academic senate, administration, and student government. Among these are the following committees:[56]

1. president's council: This body consists of representatives of all the constituent groups representing the college, including: 1) academic and classified senates, 2) faculty and classified associations, 3) classified management, 4) deans and directors, 5) vice presidents of instruction and student services, 6) the college president, and 7) the ASIVC. This body meets bi-monthly to review items of general interest to the college, reviews and approves agenda items being submitted to the board of trustees for action, and advises the president on items of interest specific to the college or the relationship with the community.[57]
2. college leadership council: This body consists of 21 members representing all college administrators and managers, and meets bi-weekly to review items of interest to the college. Representatives include the college president, the vice presidents of instruction and student services, the college budget manager, and all the deans, as well as the director of admission and records, the director of research, planning, and grants, the director of advanced technology, the director of campus security, the director of student services, the director of financial aid, the public information officer, the director of the child development center, and the director of the college foundation. The members review both campus-wide issues as well as specific areas of interest, and recommend specific courses of action to the college.[58]
3. president's executive council: This council consists of the college president, the vice president of instruction, the vice president of student services, and the college budget manager. The council meets weekly to review both district and college areas of interest.[59]
4. instruction/student services council: This 14-member council meets bi-weekly and is made up of the administrative teams representing the office of instruction, the office of student services, and the academic senate president. Leadership is provided by the vice presidents of instruction and student services. The council reviews common areas of concern, making recommendations to the appropriate vice president.[37]
5. instructional deans council: This eight-member administrative body is chaired by the vice president of instruction and focuses on concerns related to the office of instruction, such as scheduling, curriculum planning, and classroom procedures. This council includes all the instructional deans and directors assigned to the office of instruction and meets weekly.[35]
6. student services managers: This body consists of administrators and directors serving the office of student services, and meets bi-weekly and as needed to review operations related to students and their interface with the college.[36]

7. financial advisory committee: This group consists of 11 individuals. The representation is as follows: academic senate (3), classified leadership (1), classified senate (1), CSEA (California State Employees Association) (1), students (1), faculty association (1), deans (2), and budget manager (1). This representative group is charged with reviewing and making recommendations on the implementation and oversight of the college budget planning process.[60]

8. classified hiring committee: This body consists of seven individuals and is chaired by the college budget manager.[61] The other members are the two vice presidents, and representatives from each of the following: academic senate, classified senate, CSEA, and classified leadership. Due to budget cuts during the 2002-2003 period, this committee did not meet. In the 2003-2004 period, an administrative retreat was held on October 24. This retreat had representatives from each of the college groups except the academic senate. A review of the college's classified needs was presented and debated, resulting in a prioritized ranking.[62]

9. institutional technology committee: This committee consists of 19 individuals and is co-chaired by the dean of advanced technology and library services, and a faculty member. The committee has representation from the following constituent groups: schools (9), library services (1), advanced technology (1), classified senate (1), counseling (1), district IT (1), CSEA (1), student services (1), college budget manager (1), deans (1), and the vice president of instruction (1). This committee is assigned to review all issues and concerns related to supporting advanced technologies across the campus with a special focus on ensuring adequate technologies within the classroom and appropriate support areas such as the library and learning centers.[63]

10. matriculation committee: The committee consists of nine individuals: four faculty, one instructional dean, two classified staff members, and two managers. It is currently chaired by the director of research, planning, and grants. The committee meets every two weeks to ensure that comprehensive student assessment, orientation, and counseling occur.[64] Before the restructuring of the organization in 2003, the matriculation officer chaired this committee.

11. associated students of Irvine Valley College: Student government is authorized under the authority of the California education code and board policy to provide input into decisions directly affecting students. This governance body is the primary support group representing students at Irvine Valley College. However, students of the college are also invited to participate in both standing and *ad hoc* committees on the campus. Minutes are maintained in the student development office.[65]

12. program review oversight committee: This standing committee consists of representatives from the academic senate and administration and is charged with establishing the review process and timelines for systematic review of the various approved college instructional programs. The chair of this committee was granted 3 lecture hour equivalents (LHE) of reassigned time by

administration in 2003 to assist with the substantial coordination processes involved in this endeavor.

13. accreditation self-study committees: This is a body having five components, as noted below:

    a. oversight committee: This body was charged with coordinating the self-study and ensuring consistency and fairness in the process and subsequent report. It is co-chaired by an academic senate representative and the vice president of instruction. This committee consists of 13 individuals representing each area of the college.[11]

    b. standards committees: Each accreditation standard was assigned a committee with co-chairs representing both faculty and administration. To the degree possible, each standard subcommittee has representation from each element of the college. The number of representatives on each standard is:

        standard I: 11

        standard II: 11

        standard III: 11

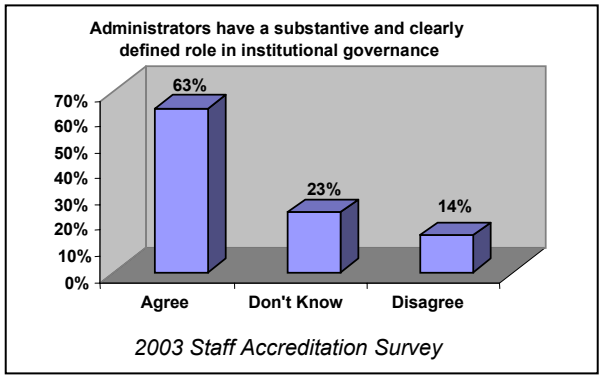
        standard IV: 9

    The composition of each committee is posted at the following intranet address: https://intranet.ivc.edu/accreditation. Each committee also has a liaison support unit to draw upon.[66]

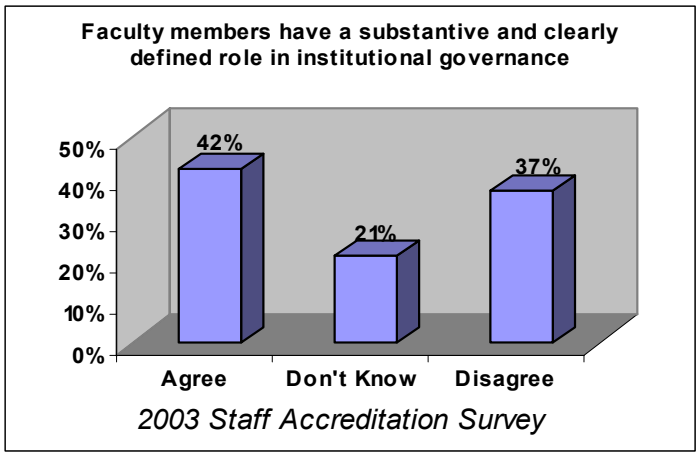
In addition to these examples of various college standing committees, there are numerous *ad hoc* committees established to focus on specific areas of interest. These committees are usually staffed with individuals having clear experience and training appropriate to the area requiring attention. For instance, during 2003 two *ad hoc* committees were established to address enrollments, scheduling, and district data accuracy: the vice president of instruction's scheduling and enrollment committee,[67] and the research advisory group.[68] Members of these committees included classified personnel, administrators, and faculty, as well as district information technology personnel. In December of 2003, the vice president of instruction's then *ad hoc* research advisory group, created to improve the accuracy of data used for management decision-making, became a standing governance committee. Its name was changed to the research advisory committee, reflecting the intrinsic value of this body.

During the fall 2003 semester, the college president and the academic senate president agreed to conduct periodic college-wide meetings in order to provide all college personnel direct access to senior college representatives and to have an open dialogue on any topic of interest. The first meetings were held on November 18 and 19, 2003.[69] While college-wide meetings had been conducted previously, they had not been jointly sponsored by the presidents of the college and academic senate.

SELF-EVALUATION

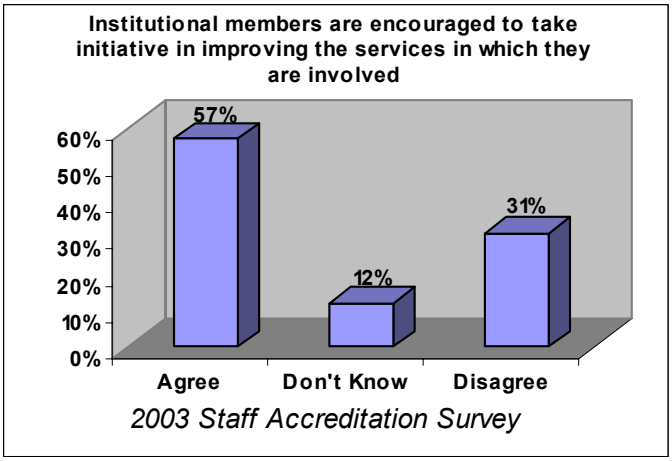


The college under the leadership of the college president has made significant progress in establishing an institutional climate that encourages all of its members to take an active and positive role in the governance and business of the institution. According to the results of the institutional survey conducted by the college,[70] the governance and business climate of Irvine Valley College has improved since the last accreditation process. In response to the question, "Do administrators have a substantive and clearly defined role in institutional governance?" 63% of faculty and staff respondents believed they do, 28% strongly agreeing with this statement. Of the 14% that were in disagreement, only 7% strongly disagreed. By comparison, during the last accreditation period, 60% of those who responded agreed with this statement.[71]

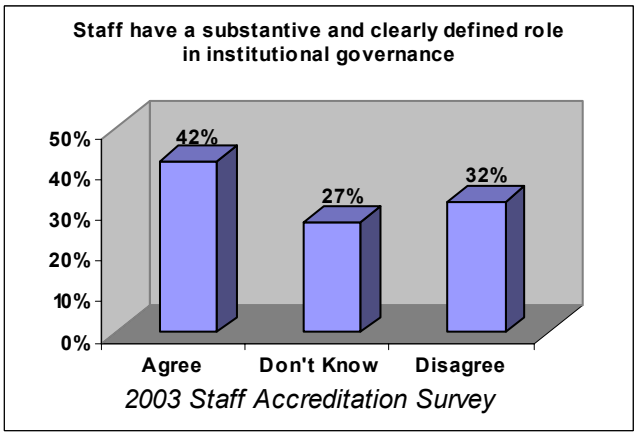


When asked if the faculty have a substantive and clearly defined role in institutional governance, a majority of faculty and staff (42%) concurred with this statement, and 21% indicated that they "lacked sufficient knowledge to respond." However, a significant number of staff and faculty (37%) disagreed with this perception, with . Even so, this represents a significant improvement over 1998, when 71% of staff and faculty respondents disagreed with the statement that "[t]he faculty effectively shares in the governance of the college."[72] By any measure this is a significant improvement in the perception of the faculty's defined role in institutional governance.

Further, in response to the question of whether institutional members are encouraged to take the initiative in improving the services in which they are involved, a very positive picture emerges, with 57% of those responding indicating agreement with this statement, and a full 25% indicating strong agreement. This compares with 31% disagreeing, and only 16% that strongly disagreed with this perception.

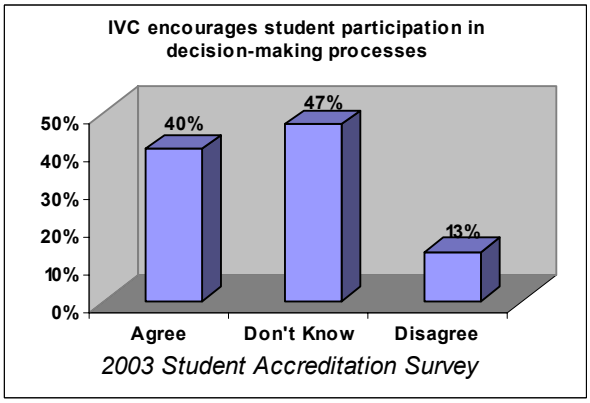


To the question of whether staff had a substantial and clearly defined role in institutional governance, 42% of the respondents answered the question in the affirmative, and another 27% indicated that they lacked sufficient knowledge to render a decision either way.[70] The significant number of responses indicating a lack of sufficient knowledge in order to answer the question suggests that more effort must be directed to improving channels of communication to members of this college body.



Student responses to the question of whether IVC encourages student participation in decision-making indicated that 40% believed it did so. The largest number of responses, almost half at 47%, indicated that they lacked sufficient knowledge to voice an opinion either agreeing or disagreeing. Only 13% of the students disagreed and 4% strongly disagreed with this statement.[73] The greatest difficulty of student participation surrounds their willingness to commit the necessary time and the adjustment of their course schedules to allow them to participate from one semester to the next.

From the collective responses of the college representatives, it is clear that the college is making significant progress toward ensuring that all elements feel empowered and actively engaged in planning, policy, and budget development. This is



especially apparent when the current responses are compared to those obtained in the previous accreditation study. In that document, a majority of the faculty did not voice confidence in the belief that the college was actively supporting an environment of personal empowerment.

It should be noted that for a comprehensive survey of the type used in support of this accreditation report, a large number of individual elements of the college may not have a need to understand or be aware of specific areas identified in the survey, e.g., students and classified members. As a result, one might expect a relatively high number of responses indicating a lack of sufficient information to make an informed response.

PLANNING AGENDA

Irvine Valley College will continue to promote and foster an environment that strongly encourages faculty, student, staff, and administrators to take an active role in the decision making process as it affects the college. As part of this process, it will increase institutional efforts directed to reducing the number of individuals who "lack sufficient knowledge" upon which to base an informed decision on the survey questions.

IV.A.2.b. ***The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.***

DESCRIPTIVE SUMMARY

Board policy 2100.1, ("delegation of authority to the academic senate"), "delegates to the college academic senates appropriate responsibility for and authority over academic and professional matters [532039a]". There are 11 items specifically delegated to this governance body. Of those, seven are specifically directed to student learning programs and services:[4]

- curriculum, including establishing prerequisites and placing courses within disciplines;
- degree and certificate requirements;
- grading policies;
- educational program development;
- standards or policies regarding student preparation and success;
- faculty roles and involvement in accreditation processes, including self-study and annual reports;
- processes for program review.

In order to ensure that the academic senate has meaningful input in the business of the college, a total of 24 committees were established over an extended period of time.[74] A

sample of those committees, their membership, and specific responsibilities are presented below:

1. academic senate: This faculty body is authorized under board policy and consists of three main elements.[75] The first component, the general assembly, consists of the faculty at large, and meets once during each of the spring and fall semesters. The second component, the representative council, meets every two weeks. The third component, the cabinet, meets every two weeks, alternately with the representative council, and consists of individuals from the general assembly who are elected as officers of the academic senate.[76]
2. committee on courses: This faculty-driven committee is charged with ensuring that the college's instructional programs comply with all applicable state and federal regulations. This body consists of two components. The first is the technical review committee,[77] charged with ensuring that course submission materials are complete and accurate. The second element with oversight responsibility is the committee on courses, which formally recommends courses and programs to the representative council of the academic senate for approval. This body consists of faculty representing each school, representatives of counseling and articulation, the vice president of instruction, an instructional dean, and a classified representative from the office of instruction.[78]
3. honors program oversight committee: This body consists of faculty from the academic senate, and is designed to advise the director of the honors program on course offerings, proposed scheduling, and other matters as necessary to create a program of excellence. This committee meets periodically.[79]
4. program review oversight committee: This committee is composed of representatives from both the academic senate and administration. Its charge is to systematically establish an ongoing review of the instructional programs and student services and is designed to confirm that accreditation self-study guidelines are consistently applied to the college's instructional components. This committee meets bi-weekly.[80]
5. staff development oversight committee: This body consists of six voting representatives from each of the college's governance groups as outlined in the staff development guidelines and regulations:[81] 1) vice president of instruction representing administration, 2) academic affairs committee representing the academic senate, 3) classified staff representing classified personnel, 4) classified management council representing classified managers, supervisors, and confidential employees, 5) college leadership committee (formerly administration staff development committee) representing all certificated administrators, and 6) staff development officer drawn from the college membership.[82] This committee is charged with providing staff development opportunities during the course of each academic year to expand the knowledge of faculty, staff, and administrators, and increase institutional success. Topics include improving student learning outcomes, effective administrative and management use of advanced technology for record keeping, student enrollment

procedures, curriculum procedural updates, information on new programs recently developed, and data tracking and analysis. Other topics include safety issues, changes in benefits or procedures provided to the college community, changes in board polices, etc.

During the difficult economic conditions that existed during the 2002-2003 fiscal years, no funding was provided for staff development activities. In order to allow for required staff development activities related to flex contractual requirements, the president appointed the vice president of instruction to serve as the staff development coordinator until such time as funding was reinstated by the state. Under his guidance, the staff development committee has continued to operate and has continued flex week activities.[83] Currently, this body is reviewing and upgrading the staff development guidelines and regulations manual to reflect administrative and operational changes the college has witnessed since its last revision.

SELF-EVALUATION

The college engages in a systematic, ongoing process to ensure that the academic senate and academic administrators are primarily relied upon for the development of curriculum, program development and reviews, accreditation processes, and student services.

In 2003, the academic senate, with the encouragement and support of the administration, began to review the number of existing committees under their charge as it had become apparent that adjustments to the number and types of committees might be required in order to ensure continued institutional effectiveness. Upon conclusion of this review, a consensus was reached that the number of established committees had grown to the point of becoming unmanageable and, to some degree, ineffective. Responding to this conclusion, the academic senate moved to reduce the number of committees to a total of five standing committees. These committees are academic affairs, instructional processes, support services, college affairs, and student affairs.[84] The president and vice president of instruction are working with the academic senate leadership in the redesign of the number and type of college standing committees. This mutual effort is designed to establish a more effective and manageable academic senate committee structure that will better serve the college mission.

PLANNING AGENDA

The administration, working closely with the academic senate and other constituent bodies of the college, will work to implement the new committee structure.

IV.A.3. ***Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.***

DESCRIPTIVE SUMMARY

The institution in paragraphs IV.A.1 and IV.A.2 of this section identified the various governance structures and processes that have been developed within the district and college to encourage the sharing of ideas and effective communication among the various constituencies. Through meeting agendas and minutes of the board,[85] administrative councils and committees, the academic senate,[76] classified senate,[86] and the associated student body,[65] there is clear evidence that these governance processes provide an educational climate that encourages all the college constituencies to work together within an environment that fosters exploration of ideas and effective communication.

SELF-EVALUATION

Irvine Valley College has established governance structures and appropriate processes that encourage and support its constituents to work together for the good of the institution. These processes continue to be refined and improved as suggestions from various members of the college community are reviewed and acted upon, and with the establishment of periodic college-wide meetings co-hosted by the college president and the president of the academic senate.[69]

PLANNING AGENDA

IVC will continue existing practice in this area.

IV.A.4. ***The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.***

DESCRIPTIVE SUMMARY

Board policy 1400, ("code of ethics for members of the board of trustees"),[87] establishes the ethical foundations under which district and college personnel operate with respect to both internal and external functions. Specific elements of the code address this section of the accreditation report. These are:

2. "Accept the legal and ethical commitments and responsibilities of the colleges to residents of the district, to the staff, to the taxpayers and, most importantly, to the students I serve;
3. Dedicate myself to the highest ideals of honor, honesty, and integrity in all public and personal relationships;
5. Render all decisions regarding the issues at hand based on the available facts and my independent judgments and to refuse to surrender that judgment to individuals or special interest groups;
11. Avoid any conflict of interest or the appearance of impropriety that could result because of my position, and avoid intentionally using my board membership for personal gain or personal prestige."

California education code, section 70902, California administrative code title 5, and other statutes and laws require that the institution comply with accrediting commission standards, policies, and guidelines. Under board policy 6120, ("academic freedom"), the board of trustees directs the colleges "to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process."[88] Board policy 2100.1, ("delegation of authority to the academic senate"), specifically delegates to the academic senate its "roles and involvement in accreditation processes, including self-study and annual reports."[4]

In November 2001, Irvine Valley College submitted its accreditation midterm report,[89] addressing the recommendations of the accreditation commission and visiting team following the 1998 accreditation self-study.[90]

In preparation for the current accreditation report, the college formed an oversight committee[11] and four standard teams.[91,92,93,94] Each team was assigned a specific accreditation standard. The accreditation oversight committee was co-chaired by a representative of the academic senate and the vice president of instruction. The committee consisted of the co-chairs of each standard committee as well as other representatives of the college community. It was charged with ensuring that the process included all college constituent groups and fostered an open and supportive environment for input from all sectors of the college. The committee placed special emphasis on requiring that the process, meetings, and all reports resulting from this process be made public and available to all of its members. To foster this openness an accreditation intranet site (https://intranet.ivc.edu/Accreditation/default.aspx) was established. The college established an access button on its IVC home page (http://www.ivc.edu) that greatly assisted in accessing this intranet site. A screen shot of this page is presented below:

Included on this site is information about the accreditation commission, new accreditation standards, a letter from the western association of schools and colleges accepting IVC's 2001 midterm report, the 2001 midterm report, and the 1998 accreditation self-study report. The link from the IVC home page to the accreditation intranet was established to provide information on the structure, process, and reports on the four standards as they became available.

Through the board policies noted previously and its operational guidelines, the college assures a climate of honesty and integrity toward external agencies, including those conditions required by the accrediting commission for self-study, public disclosure, team visits, and responding to the recommendations of those teams.

SELF EVALUATION

The college widely published and disseminated the outcomes of its accreditation efforts to the general public and internal institutional audiences through bi-annual retreats of shared governance groups, email, postings on the accreditation intranet site, president's council, college leadership council, instructional deans council, instruction/student services council, school meetings between deans and faculty, and presentations to the academic senate. The college president also presents the accreditation accomplishments at the bi-annual college-wide breakfast meetings scheduled during flex week activities.

In order to ensure that the current accreditation process was as open as possible and that all members of the college community had direct access to the initial and subsequently revised standard drafts as completed by the various committees, a direct email distribution process was initiated on February 5, 2004 by the vice president of instruction and co-chair of the accreditation self-study process. The vice president of instruction directly emailed each college constituent group the initial, unedited draft of standard IV, and requested that the director of research, planning, and grants follow up with the completed revised drafts of Standards I, II, and III commencing the week of February 9, 2004. As further drafts were completed they were similarly distributed to all members of the college community. Additionally, the semi-final drafts were printed and placed in strategic locations across the campus. These locations included the library, administration building lobby, and the offices of the president, vice-president of instruction, vice president of student services, school deans, directors, and associated students. The campus community was invited to review these documents and to directly submit their comments and suggestions to the co-chairs of the accreditation self-study committee. These suggestions were reviewed by co-chairs and where determined appropriate, inserted into the final document. The proposed accreditation report was submitted to the chancellor for his review and submission to the board of trustees as an informational item at the April 26, 2004 board meeting. The finalized report was submitted to the board of trustees on May 24, 2004, and approved for submission to the accreditation commission.

In addition, it was recognized that the existing program review process required modification, since it was based on the previous, and not the current accreditation standards. The vice president of instruction requested that the academic senate suspend for one year the program review process in order to allow the program review oversight committee to adjust both the review timelines and guidelines to bring them into compliance with the new accreditation standards. This request was granted by the academic senate.[95] As a result, the program review oversight committee has modified the program review time lines to a five-year cycle that coincides with the accreditation cycle, and has adjusted the review procedures to match those of the new accreditation standards.[96]

PLANNING AGENDA

Commencing with the 2004 fall semester, Irvine Valley College will reestablish its program review process using the newly established accreditation standards. In addition

to the aforementioned methods of disseminating information on the accreditation progress, the college president will also present accreditation accomplishments at the periodically held co-sponsored college-wide meetings recently instituted.

> **IV.A.5.** ***The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.***

DESCRIPTIVE SUMMARY

Board policy 102[132] ("functions of the board of trustees") requires the board to "appraise the effectiveness of the educational program and its progress toward meeting the district's goals," by evaluating "the conduct of the colleges' educational program and the operation of the business of the district."

In order to guarantee compliance with board policy 102, the governance group leaders of Irvine Valley College are regularly contacted in person, by phone, email, or in meetings and their members are invited to participate in retreats conducted by the administration. The review and update of the college vision and mission statements is a recent example of this, and included college members in the decision making process. The entire campus community was involved in constructing the statements, discussing its contents, and rewriting the proposed goals and mission statement as necessary. The vision and mission statements were revised during the 2003 fall semester and replaced the statements developed in 2001.[97,98] It is the second revision of these statements since the last accreditation review in 1998, and demonstrates the college's commitment to ensure that these statements accurately reflect the foundation upon which the college is based.

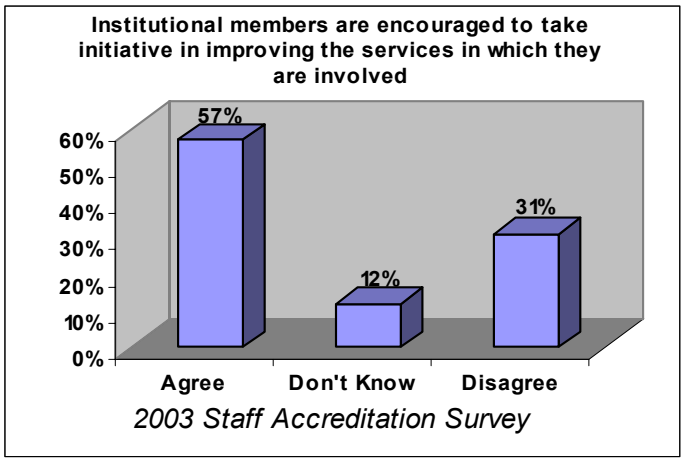
As part of an ongoing and systematic strategic planning process, the college establishes annual goals and objectives. The president issues a request that each element of the college consider potential goals and objectives as part of the next year's objectives to be accomplished.[99] These are either directly submitted to the office of the president or gathered at various administrative levels and forwarded to the appropriate senior administrator. These lists are then reviewed by the president, combined and resubmitted to each of the campus governance groups for further consideration.[100] Eventually through this evaluation and examination process, the goals and objectives are filtered into the goals and objectives established by the college and approved by the president's council.[101] These in turn form the foundation for individual action plans against which individuals and the college can measure their progress in achieving the established goals and objectives of the college.[102] These plans, which are posted on the college web site,[103] are evaluated twice during the course of the year. The first is an intermediate progress report,[104] and the second the final accomplishment report.[105] This reflects the consensus building process adopted by the college to ensure an effective governance and decision making process that is inclusive of the college members, is widely communicated, and promotes continual improvements as required.

Another example of the college's ongoing effort to consistently evaluate the effectiveness of its leadership and governance was the recent review of the academic senate's committee structure. The academic senate decided to streamline the committee process by establishing five standing committees to replace the existing 24 committees.[74,106]

A further reflection of the college's ongoing efforts in this area was the review of the existing instructional council and subsequent decision to establish the instruction/student services council by the vice presidents of instruction and student services.[37] This administrative committee allows common issues affecting both instruction and student services to be explored by all the parties that may be involved. This process encourages full disclosure of the issues and challenges that periodically rise to the surface of institutional awareness, and provides a forum for thorough review of the issues and discussion of the means to address them effectively. Additional review of the effectiveness of specific governance bodies has resulted in membership adjustments to the president's council[107] and the college leadership council.[108]

Lastly, all administrators and managers are evaluated annually by their supervisors against individually established goals and objectives mutually approved by themselves and their supervisor.[109] These evaluations provide a foundation for determining leadership effectiveness and the conditions and requirements for the next annual evaluation of goals and objectives.

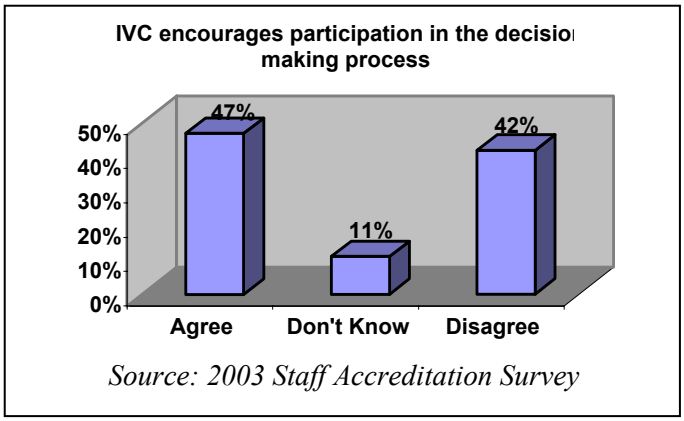
SELF EVALUATION



The college governance groups periodically review the effectiveness of their leadership, governance and decision-making processes, and when required, adjust those processes appropriately to ensure continued integrity and effectiveness. Responses to the staff accreditation survey* indicated that 57% of the respondents agreed with the statement that institutional members are encouraged to take initiative in improving services in which they are involved. Of the respondents, 12% indicated that they lacked sufficient information to render a judgment, and 16% strongly disagreed with the statement. In response to the question of whether IVC encourages participation in the

* As part of the accreditation self-study, the 2003 staff accreditation survey was distributed to all the faculty and staff of Irvine Valley College in August, 2003. A total of 120 responses were received. In addition, 687 students responded to the 2003 student accreditation survey. The data from these surveys has been incorporated throughout this report.

decision-making process, 47% concurred, and 11% indicated a lack of sufficient information to make an informed judgment. However, 42% disagreed with this statement and 23% strongly disagreed.[70]



Source: 2003 Staff Accreditation Survey

A majority of the college community believes that they are provided ample opportunity to have regular input into the governance and decision-making structures and processes. This is a significant improvement since the last accreditation report, and indicates that administrative efforts to include all members of the college community in the governance and decision-making process at Irvine Valley College is progressing satisfactorily from the institutional status reported in the previous self-study.[72]

PLANNING AGENDA

IVC will continue existing practice in this area.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. ***The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.***

IV.B.1.a. ***The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.***

DESCRIPTIVE SUMMARY

The board of trustees governing Irvine Valley College and Saddleback College is an independent policy-making body that reflects the public interest in its activities and decisions. Board policy 101[110] ("authority and powers of the board of trustees") defines its authority in the context of the South Orange County Community College district, a political subdivision of the state in accordance with the California education code, title 5 of the California administrative code, and other applicable law.

Board policy 101 authorizes the board of trustees to exercise those powers expressly granted to it or implied by statute, and any powers not restricted by statute, to govern and manage the district and the district's property. In accordance with the California education code, the board of trustees may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which community college districts are established.

Board policy 106,[111] "meetings of the board of trustees," states that the board welcomes open discussion and provides opportunities for members of the staff and the public to address the board. This policy also requires the advance posting of agendas, establishes a protocol for public comment on agendized and nonagendized items, and requires the keeping and preservation of minutes of all board meetings. The board has the ultimate authority for all decisions under Education Code section 70902[112] and the 100 series of board policies.[113] The board delegates to the chancellor the implementation of this authority, and the chancellor delegates to others within the district/colleges.

The trustees hold their regular monthly meetings where they can solicit and discuss inputs from the colleges and the public. All decisions of the board of trustees must be passed by majority vote before any action is taken. The board as a group will act only upon the majority decisions of its members. Each board meeting is televised on a local television station (channel 33).

SELF-EVALUATION

The above mechanisms ensure that the board is an independent policy-making board capable of reflecting the public interest in its activities and decisions. Examples of past actions by the board of trustees include:

- disseminating basic aid funding to the district and the colleges
- hiring consultants
- approving co-generation plants for both colleges
- selecting the college's executive staff
- selecting administrators, managers and staff
- appointing the chancellor

Although he or she is an elected official and representative of an area within the district, each trustee pledges under board policy 1400[87] ("code of ethics of the board of trustees") to "[r]ender all decisions regarding the issues at hand based on the available facts and my independent judgments and to refuse to surrender that judgment to individuals or special interest groups…" This defends the institution and protects it from undue influence or pressure.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.b. ***The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.***

DESCRIPTIVE SUMMARY

The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

IVC VISION STATEMENT

Irvine Valley College is an institution of higher learning that delivers innovative instruction and student services programs, provides opportunities for student success, and enters into dynamic community partnerships. The college maintains high

educational standards as measured by student learning outcomes including skills and knowledge gained.

IVC MISSION STATEMENT

Irvine Valley College is an accredited, comprehensive institution of higher education, dedicated to excellence and committed to meeting the current and future learning needs of the diverse communities it serves. As an educational institution within the South Orange County Community College district, the college provides a broad range of programs and courses. Student learning outcomes and student success are the measure of quality for all offerings.

The college serves students seeking to transfer, enhance career skills, obtain a degree or certificate, or improve basic skills, and provides student support services, community education, opportunities for lifelong learning, cultural experiences, and activities promoting economic development and partnerships with the community. The central purpose of these programs and services is the education of students to think critically and act responsibly within the global community.

To best serve the needs of the diverse population and workforce, the college delivers its curriculum in a variety of traditional and distance learning methods. In this era of rapid change, the college commits itself to being at the forefront of instructional and administrative technologies while providing exemplary services to ensure student success.

To these ends, the college offers and commits to the allocation of its resources in support of a variety of lower-division transfer programs.

SOCCCD MISSION STATEMENT

The South Orange County Community College district is committed to providing high quality, post-secondary educational opportunities. Through its colleges, the district is a participant in building the communities it serves and in enhancing the quality of life of individuals in those communities. Underlying the mission of the South Orange County Community College district is the indispensable condition of public access without discrimination, which is based upon the recognition of the dignity and worth of the individual in a free society.

In order to carry out its mission, the board of trustees has established colleges, programs of study, and support services. It is a policy of the South Orange County Community College district to employ academic and classified staff of the highest quality in order to carry out the mission and functions of the district.

As entrusted to it by law, the board of trustees defines as essential the following functions:

1. *Provision of rigorous, high-quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields.*

2. *Provision of remedial instruction, English as a second language instruction, and support services which help students succeed at the postsecondary level.*

3. *Provision of educational services such as counseling, career guidance, tutoring, financial aid, and specialized assistance for the disabled.*

4. *Provision of lifelong learning opportunities through credit and noncredit courses and programs as exemplified in the Emeritus Institute and other curricula.*

5. *Provision of Community Education seminars, short courses, workshops, and programs to support community needs not met by traditional college curriculum and consistent with the primary missions of the district.*

Board policy 6100[114] ("curriculum") provides that courses of instruction and educational programs shall be prepared under the direction of the board of trustees, that the board shall approve individual courses offered in approved educational programs, and that all courses in educational programs shall be submitted to the chancellor's office of the California Community Colleges for approval as prescribed by law.

Furthermore, the 6000 series of board policies ("instruction") covers the following items:

- Board policy 6124[115] ("minimum class size") provides for a minimum class size of eighteen (18) students, with college presidents authorized to make exceptions to this figure.

- Board policy 6125[116] ("field trips and field courses") provides that field trips and field study courses are valuable elements of the instructional program." The board of trustees in the curriculum approval process approves field trips and field study courses.

- Board policy 6130[117] ("textbook adoption") provides that textbooks should be recommended by the full-time faculty to the vice president of instruction for approval prior to adoption. "The criteria used in considering textbooks for adoption shall include the nature of the course objectives, specific requirements set forth in the course outline, and the proposed methods of instruction (Calif. Ed. Code, Section 70902)."

- Board policy 6132[118] ("selection of library materials") requires that the library meet academic standards consistent with higher education accreditation guidelines and purposes, and charges the appropriate library administrator and the administrative personnel of the district with selecting and acquiring these materials, and making available adequate working collections for each major field of the curriculum.

- Board policy 6135[119] ("library charge non-students") policy states: "…the board of trustees may establish a library User Fee to be charged to anyone who is not currently enrolled at Irvine Valley College and/or Saddleback College for the privilege of checking out books or materials. The fee and

term of such privilege shall be determined by the board of trustees (Calif. Ed. Code, Section 70902)."

- Board policy 6140[120] ("college speakers") states that: "…college speakers are subject to district rules and regulations, including regulations adopted making reasonable provisions for time, place, and manner of student expression…."

- Board policy 6150[121] ("study abroad programs") states that study abroad programs will be encouraged within specified parameters.

- Board policy 6160[122] ("final examinations") mandates final exams of at least two hours in all courses, with examinations to be filed with the office of the vice president of instruction.

The 5000 series of board policies ("students") covers the following items:

- Board policy 5205[123] ("charge for catalog") provides for availability of the college catalog in the college bookstore.

- Board policy 5606[124] ("international student admissions") states that the United States department of justice has approved the district colleges as institutions of higher learning for international students, and that the colleges will seek to achieve broad representation from nations of the world.

- Board policy 5300[125] ("grading policy") states that this grading policy is based on sound academic principles and conforms to the applicable provisions of the Title 5 of the California code of regulations.

- Board policy 5301[126] ("course repetition") sets forth the conditions under which a student may repeat a course, consistent with Title 5 regulations.

- Board policy 5403[127] ("student policy prohibiting discrimination and harassment") prohibits any form of discrimination or harassment on the basis of race, color, religion, religious creed, ancestry, national origin, sex, age, physical disability, mental disability, medical condition, disabled veteran and Vietnam-era status, marital status, and sexual orientation, pursuant to applicable federal and state statutes, guidelines, and regulations, and district policies and regulations.

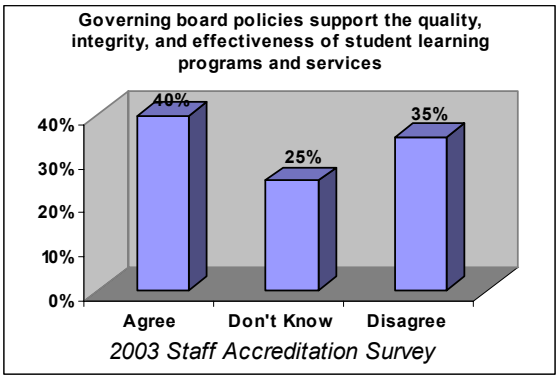
The 5000 series of board policies[113] also covers several other areas including: victims of sexual assault, student complaint policy, financial obligation owed to the district, rules pertaining to classroom activities, grade and instructional related grievance, accommodations for students with disabilities, associate degree requirements, certificate programs, eligibility for admissions, residence regulations, international student

admissions, nonresident student tuition, tuition refund policy, matriculation, enrollment in courses, student fees, open enrollment policy, adding courses, transcripts, withholding of academic services, access to records and release of information, attendance, credit by examination, advanced placement examination program, college level examination program, English equivalency examination, and student participation in governance.

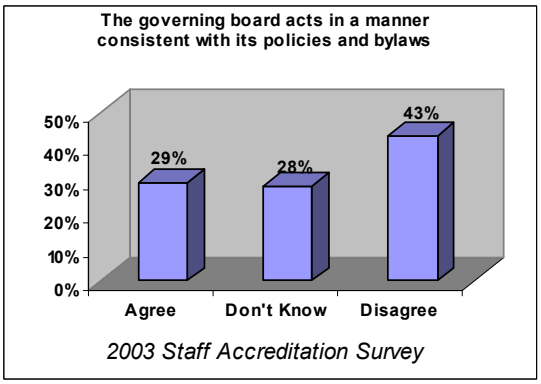
The board routinely reviews and approves all instructional programs, curriculum, hiring, and expenditures of funds. The board receives and discusses quarterly and annual reports, and has adopted the goal of fiscal solvency in its district goals for 2003-2004.[128]

SELF-EVALUATION

According to the 2003 staff accreditation survey[70] conducted during the fall semester of 2003, 40% agreed that the governing board policies support the quality, integrity and effectiveness of student learning programs and services versus 35% that did not agree. 25% of the faculty indicated that they lacked sufficient knowledge to comment.

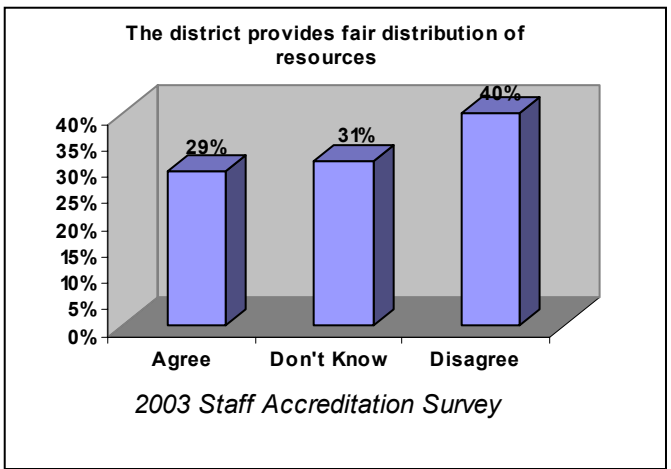


When asked specifically if the governing board acts in a manner consistent with its policies and bylaws, 43% disagreed and 29% agreed, with 28% of the responders lacking sufficient knowledge to answer the question.



In the same survey when asked if the district provided a fair distribution of its resources, 40% of the respondents disagreed and 29% agreed, with 31% lacking sufficient knowledge to answer the question.

The respondents agreed by 39% that the district provides the necessary services that support IVC's mission. 25% disagreed with this statement, and 35% lacked sufficient knowledge to respond.



PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.c. ***The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.***

DESCRIPTIVE SUMMARY

The governing board ensures that the educational program is of high quality, as required by board policy 6100[114] ("curriculum"):

> *Courses of instruction and educational programs shall be prepared under the direction of the Board of Trustees. The Board of Trustees shall approve individual courses which are offered in approved educational programs. All courses in educational programs shall be submitted to the Chancellor's Office of the California Community Colleges for approval as prescribed by law (Calif. Ed. Code, Sections 70902, Title 5, Calif. Code of Regulations, Sections 55100 - 55202).*

The board of trustees has the authority to determine the need for any legal services or not. The board has authorized the chancellor to have access to legal services. Internal practice is that all legal contacts are to be authorized through the chancellor or designee. This process regulates the costs incurred by the district. Currently, the board of trustees uses legal counsel from several legal agencies that assist in the settlement of contractual disputes, negotiations with unions, workman's compensation settlements, and other legal matters. Legal issues are the district's responsibility.

Board policy 3100[129] provides that the board "is responsible for the control of all funds of the district and accepts the responsibility to direct the use of these funds in a prudent manner."

Each year since 1992, the district has ended its budget year with a positive ending balance. The board receives and discusses quarterly and annual reports, and has adopted the goal of "fiscal solvency."

SELF-EVALUATION

The board has operated within the structural constraints of the law, if not to the satisfaction of all, in overseeing the educational and financial activities of the district, and in implementing its view of the mission statement. Disagreements with the elected board's exercise of its discretion must be resolved at the ballot box.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.d. ***The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.***

DESCRIPTIVE SUMMARY

The bylaws of the governing board are set forth in the 100 series of board policies[113] ("bylaws"). Board policy 103[130] specifies the board's size. Board policy 101[131] ("authority and powers of the governing board") and board policy 102[132] ("functions of the governing board") specify the board's duties and responsibilities. Board policy 105[133] ("organization of the governing board") specifies the board's structure, and board policy 106[111] ("meetings of the governing board") specifies the board's operating procedures.

The district publishes a manual of board policies and administrative regulations, a copy of which is maintained in each adminstrative office at IVC. Board policies are also published on the Internet at http://www.socccd.org/board/boardpolicies.asp. The board policy manual is updated every three years under the supervision of the vice chancellor of educational services. Any revisions are forwarded to the chancellor and the board of trustees for final approval.

SELF EVALUATION

All governing groups refer to the board policy manual and if changes are needed there is a mechanism to change the policy or policies every three years.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.e. ***The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.***

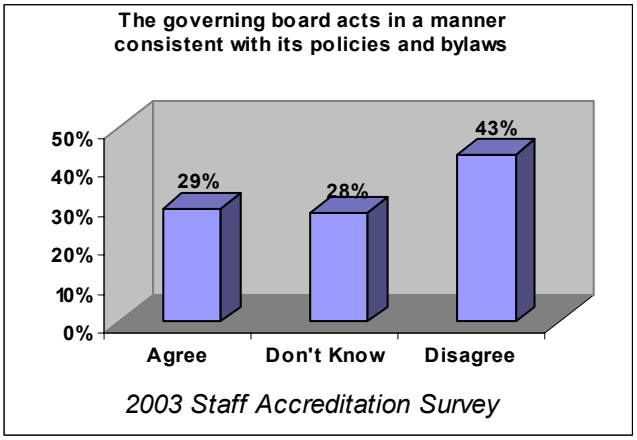
DESCRIPTIVE SUMMARY

Existing board policies define the board's code of ethics, duties and responsibilities, and its structure and operating procedures. Since the last accreditation cycle there have been no challenges to the board's application of its policies or bylaws. The district was challenged on the process used to modify an existing hiring policy (a district hiring procedure not in board policy). Language in the hiring policy indicated to the academic senate that mutual agreement was required to effect any final modification. The district established a shared governance committee to revise the policy and to introduce it as board policy 4011.1.[134] The new policy was adopted by the board. The academic senate sued the district. The courts found that mutual agreement was not required, but stayed the new hiring policy until the district and the academic senate participated in a 90-day substantive and meaningful caucus meant to resolve issues in dispute. At the end of the 90-day period, a revised hiring policy emerged and the stay was lifted with the understanding that the revised hiring policy would be returned to the board for adoption.[135] The board adopted the revised policy. The case is currently in appeal.

The board has established a wide range of institutional policies covering bylaws (100 series), community relations (1000 series), administration (2000 series), business (3000 series), personnel (4000 series), students (5000 series), and instruction (6000 series). These policies are posted on the district's web site (http://www.socccd.org). The vice chancellor of educational services is currently updating the board policies in conjunction with a consultant recommended by the Community College League of California. Since the last accreditation cycle, numerous policies have been revised and approved.

SELF-EVALUATION

It is understood that, at times, disagreement over education code or board policy must be resolved through the judicial system. The situation described above is an example of this process. The board follows its bylaws and policies and operates with competent legal advice. Since the education code is vague on critical issues such as governance, to some faculty, the actions of the board may seem inappropriate. According to the results of the staff accreditation survey conducted by the college, the perception is that the board does not entirely follow its policies and bylaws. In response to the statement "[t]he governing board acts in a manner consistent with its policies and bylaws," 29% of those individuals that responded believed they do, with 43% disagreeing (of these 26% strongly disagree) with this statement. This perception is not at all unexpected when a district struggles with sorting out the ambiguities in the education code. When this process is complete and well understood, an accepted governance model is expected to emerge.



PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.f. ***The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.***

DESCRIPTIVE SUMMARY

Board policy 103[130] provides for a seven-member board, with board members elected to four-year terms. Staggered terms are mandated by state law (Education Code section 72023). Board policy 103 also provides for the filling of vacancies on the board. The district chancellor's office has produced a "board of trustees orientation manual" and distributes it to new board members. This manual includes operating procedures for board members on topics such as meeting dates, information requests, travel and mileage, trustee salary and benefits, and media relations. It also contains reference information, such as the faculty and classified labor contracts and salary schedules, hiring policies, parliamentary procedure, the Ralph M. Brown open meeting act, and the district telephone directory.

The standard practice is that both the president of the board and the chancellor provide orientation to new board members, and the board president continues as a mentor for some time. This is done with the student trustee each year as well.

Board members participate in various organizations at the state level, such as the California Community College League, and receive reports from staff and consultants on new laws and policies affecting them.

SELF-EVALUATION

The governing board has in place adequate development and orientation programs, as well as the necessary mechanism for continuity of membership and staggered terms of office.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.g. ***The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented and published in its policies or bylaws.***

DESCRIPTIVE SUMMARY

Board policies define the board's functions (board policy 102)[132] and code of ethics (board policy 1400).[87] In addition, the board develops and publishes its goals each year.

However, no self-evaluation processes for assessing board performance are published in its policies or bylaws.

SELF-EVALUATION

Since board members are elected public officials, the voters of the district ultimately assess the board's performance.

PLANNING AGENDA

It is recommended that the board consider developing self-evaluation processes and publishing them in its policies and bylaws.

IV.B.1.h. ***The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.***

DESCRIPTIVE SUMMARY

Adopted by the board of trustees in fall 2003, board policy 1400[87] ("code of ethics for members of the governing board") outlines the board's expectations of its members in 17 areas of personal and professional behavior, and places accountability for board members' actions at the highest level.

SELF-EVALUATION

Board policy 1400 addresses the overall purposes and expectations of board members. However, it does not include a clearly defined policy for dealing with behavior that

violates this ethics code. State law provides penalties for malfeasance and misfeasance of public officials, as well as for recall by the voters of the district.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.i. ***The governing board is informed about and involved in the accreditation process.***

DESCRIPTIVE SUMMARY

The board of trustees is informed about the accreditation process and the opportunity is available to board members to participate, as desired, in accreditation activities. The board is kept up-to-date on the self-study process through presentations made at board meetings by the faculty accreditation chair. The board approves the accreditation's self-study and the midterm reports before they are sent to the accrediting commission.

SELF-EVALUATION

The board is informed about and involved in the accreditation process. Trustees reviewed and approved the self-study process used in 1996-1997. A draft version of the self-study report was presented to the board for review and comment at its April and May 2004 meetings, and comments received from board members have been addressed in the final report.

In addition, annual and midterm reports on the 1998 self-study plans and team recommendations have been presented to the board.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.1.j. ***The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.***

DESCRIPTIVE SUMMARY

The governing board selects the chancellor under the employment procedures for executive positions.[136]

Board policy 2100[137] ("delegation of authority to the chancellor") provides that the governing board shall employ a qualified person as chancellor and chief administrative officer of the district, and delegates to the chancellor "full authority and responsibility for the proper conduct of the business and educational programs of the district."

Board policy 2001[138] ("administrative organization") delegates to the chancellor the organizing of all district standing and *ad hoc* committees to assist in the operation of the district, and to the college presidents the authority for organizing college committees as needed to assist in college operations. Board policy 2001 further implements this delegation of authority by providing that "all matters called to its attention by district personnel or by students shall be presented through the chancellor," and that "[c]onversely, the board shall direct appropriate matters through the chancellor."

Board policy 3001[139] ("business") delegates to the chancellor or designee the authority to manage and supervise the general business procedures of the district, and requires the chancellor to make periodic reports to the board regarding the financial status of the district.

The employment procedures for executive positions include a clearly defined procedure for selecting the college presidents.

Board policy 4090[140] ("evaluation of administrators and classified leadership") provides that the college president shall be evaluated by the chancellor semi-annually during the first two years of administrative assignment, annually during the third and fourth years of administrative assignment, and biennially thereafter.

New classified leadership employees are to be evaluated at least annually during their first year of employment and every other year thereafter. All evaluations are to be completed by December 20.

SELF-EVALUATION

The board policies and employment procedures provide for the appropriate selection, evaluation, and elegation of authority to the college and district chief executive officers. While the board approves the chancellor's employment contract, no timeline for evaluation is included within the contract.

PLANNING AGENDA

The board will develop a timeline within each executive administrative contract to cover the annual evaluation process of its chancellor and presidents.

> **IV.B.2.** ***The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.***
>
> > **IV.B.2.a.** ***The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.***

DESCRIPTIVE SUMMARY

The institution is administratively organized and staffed to reflect its purposes, size, and complexity. The administration provides effective and efficient leadership and management which make possible an effective teaching and learning environment.

The college president's job description[29] includes the duty to provide "leadership for the educational programs of the college," "leadership to ensure that campus facilities are well planned and well maintained," and "leadership for the development of the college's long-range plans, annual goals and action plans (strategic plan), and short-term objectives." The president has established an organizational protocol[141] to implement the goals and objectives as defined in the strategic plan and uses this organizational protocol as the basis to delegate the responsibilities college-wide.

The organizational chart depicts the delegation of authority from the presidents to managers.[142] The organization of the college consists of six operational units: the offices of the president; the college budget manager; the chief of police; the director of facilities and physical plant; the office of instruction; and the office of student services. The offices of instruction and student services are each under the administrative leadership of a vice president who in turn reports directly to the president.

The office of the president is supported by the executive assistant to the president, the public information officer, the director of the IVC foundation, and the director of research, planning and grants.

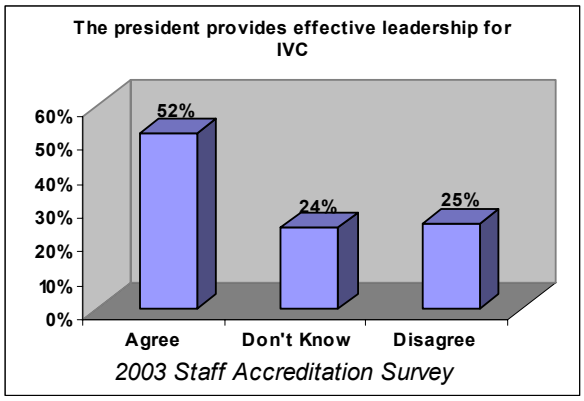
The vice president of instruction is the chief instructional officer in the office of instruction and is supported by the dean of advanced technology and library services; the dean of business and social sciences; the dean of health sciences, physical education, and athletics; the dean of humanities and fine arts; and the dean of life sciences, math, computer sciences, engineering, physical sciences and technologies. The office of instruction is also supported by the director of economic and resource development, and the director of the emeritus institute, community and contract education.

The office of student services is under the direction of the vice president of student services and is supported by the dean of students, guidance, and counseling; the dean of health sciences, physical education and athletics; the director of admissions, records and enrollment services; the director of the child development center; the director of financial aid; the director of the health and wellness center; the director of supportive services; the director of the transfer center; and the director of student affairs.

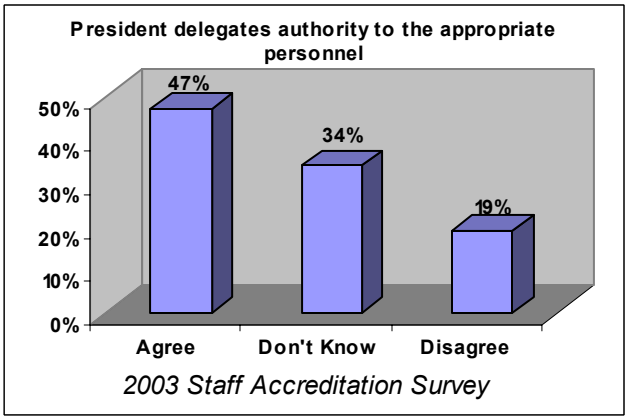
The college president also meets as needed with the representatives of the academic senate, classified senate, and classified management, ASIVC, the California Teachers Association (CTA), the California School Employees Association (CSEA), and the police officers association. The president has offered to meet with all governance leadership groups each week, all governance executive committees each week, and to provide a president's report as well as to be available to answer questions at each governance leadership group's regular meeting.[143] Collaborating with the governance leadership groups, the college president has directed the preparation of a strategic plan ("goals and action plans") for each college unit. Action plans for each college unit become personal goals for the administration.

SELF-EVALUATION

The college president confers biweekly with the president's council, a representative body that collaboratively defines goals, develops plans, and establishes priorities for the college. The meetings of the president's council, college leadership council, and the executive council are the president's venues to delegate the work and to ensure that all governance groups are represented or provided the opportunity for input in all decisions that apply to the college. The president holds college-wide meetings during flex weeks and periodically throughout the year.



In response to the staff accreditation survey,[70] 52% of the respondents agreed with the statement that "[t]he president provides effective leadership for IVC," 25% disagreed, and 24% lacked sufficient knowledge to agree or disagree. In response to the statement that "[t]he president delegates authority to the appropriate personnel," 47% agreed and 19% disagreed, with 34% lacking sufficient knowledge to agree or disagree. In response to the statement that, "[t]he president communicates regularly with all constituencies," 58% agreed and 27% disagreed, with 14% lacking sufficient knowledge to agree or disagree.



PLANNING AGENDA

IVC will strive to formalize the process of strategic planning ("goals and action plans") so that the college's budgetary goals can merge with the action plans for each college unit, thereby allowing the two sets of goals to become one dynamic, functional set. To date, limitations in funding have made this coupling process seem unattainable.

IV.B.2.b. ***The president guides institutional improvement of the teaching and learning environment by the following:***

- ***establishing a collegial process that sets values, goals, and priorities;***
- ***ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***

- ***ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***

- ***establishing procedures to evaluate overall institutional planning and implementation efforts.***

DESCRIPTIVE SUMMARY

At the direction of the chancellor, each college president established an enrollment management committee during the 2003 spring semester. This broad-based committee, co-chaired by the vice president of student services and the dean of advanced technology, consists of representatives drawn from all IVC governance groups. Individuals either volunteered or were assigned to one of four subcommittees—student success, scheduling, outreach, and assessment. From these subcommittees a steering committee was established to meet periodically to ensure that plans were successfully undertaken in an orderly and timely manner and that established subcommittee deadlines were met.

This system ensured an integrated, collegial process that focused on identifying important elements and various components related to the college mission, and that these components were fully considered in the processes developed for student recruitment and retention. These included flexible scheduling to provide day, evening, and weekend availability of classes, and that these met the needs of different categories of students and faculty. Additionally, consideration was given to staff workloads, master calendar requirements, assignment of facilities, student access to facilities and services, customer relations, marketing methods, distance learning and online requirements, research and assessment, and student learning outcomes. Lastly, the committee focused on: ensuring that courses needed for specific degree majors and career certificates were provided within either a single year or a two-year cycle; assessing completion rates of students for certificates and diplomas; insuring quality, accessible services to patrons; and considering possible roles to be played by the IVC foundation.

The enrollment management committee has had a significant positive impact on the effectiveness of the college in meeting its educational goals and objectives, as confirmed by a report presented to the college president in February 2004.[144]

To effectively address research, analysis and planning, the vice president of instruction in spring 2003 established a research advisory group to review how data collection and reporting could be improved with respect to effectiveness and accuracy. Significant improvements in institutional research resulted from the work of this group, consisting of district information technology staff members, faculty, and administrative representatives from the offices of admission and records, and research, planning, and grants. These improvements included ensuring that cross-represented data in various reporting formats is consistent, data language used across different reporting formats is the same, statistical representation is the same for both graphical and numerical formats through comparison of relational databases.[145]

In 1999, the college established the office of research, planning, and grants. This office has worked closely with various components of the college to provide analysis and research data to assist in decision-making processes, has been fully integrated into the program review and accreditation processes of the college, and also supports fiscal management decisions.

Institutional planning has moved from a static five-year planning process to one that annually defines both immediate and longer-term goals and objectives.[146] These district goals are closely tied and integrated with those identified for Irvine Valley College as well as those associated with district directions. District goals are established through a district-wide effort undertaken by the chancellor that encourages faculty, staff, managers and administrators at both colleges and within the district offices to participate in their development. These college and district goals include, among other things, educational planning, course and program development, scheduling effectiveness, resource development and allocation, and facilities management and planning. Individuals' goals and objectives include attention to institutional goals and objectives and those specifically identified with areas of responsibilities to which the individual is assigned. Both institutional and individual goals and objectives have two evaluation periods. A mid-term progress report for institutional goals and objectives is presented in January, and for individual goals and objectives in March.[147] In June, final reports are presented for both institutional and individual accomplishments.[148] The progress and final reports of institutional goals and objectives are presented to the chancellor and board for their consideration.[149]

Bi-annually, the president conducts an institutional retreat away from the college campus, inviting the leadership of the various governance elements of the college to join administrative leaders and college managers in focusing on various planning agendas associated with college endeavors.[150] The last retreat focused on the effective use of words to motivate individuals and groups in a positive way, redefinition of the college's mission, identification of areas of interest related to specific elements of the college, and prioritizing hiring guidelines for classified positions. After the retreat, the college mission effort was continued over several months as suggestions were incorporated, reviewed, modified, and revisited by the various governance elements of the college. In January 2004, the president's council adopted a final version of the college mission statement.[151]

SELF-EVALUATION

Under the guidance of the chancellor, the college president has developed a fully integrated, collegial, and well-defined process for establishing institutional goals and objectives, defining college priorities, and creating an institutional climate that fosters and supports high standards of integrity and professionalism. He has successfully undertaken efforts to ensure a campus that is adequately supported by formal research methodologies, improved data collection and analysis, and access to data important for decision-making requirements. Planning efforts of the college are fully aligned with overall district objectives. These efforts are achieved while fully addressing those

specific planning goals and objectives necessary to advance Irvine Valley College toward maintaining a learning environment that promotes the highest standards, and one that focuses on ensuring student learning outcomes of excellence.

PLANNING AGENDA

IVC will continue existing practice in this area.

IV.B.2.c. ***The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.***

DESCRIPTIVE SUMMARY

The president is charged with the direction and oversight of the educational program of the college, including the district's policies and administrative procedures, master plan for future development of facilities, a master educational plan, strategic and operational planning, and management of the college budget. These duties, along with others, are defined in the president's job description, which includes directing "the development and management of annual college budgets in accordance with accepted governance and accountability standards," and discharging "responsibilities in accordance with the policies, procedures, and approved plans of the district and the board of trustees, as well as state and national organizations." The president regularly meets with the district chancellor and deputy chancellor and reports to the board of trustees at its monthly meetings.

SELF-EVALUATION

The college meets this standard. The president is a regular participant in board of trustee meetings, chairs the president's executive council[59] and the president's council,[57] meets weekly with each governance representative, chairs the college leadership council,[58] and participates in other task-force groups. He meets regularly with constituents regarding the college's broad-based mission and goals. These meetings include monthly student meetings and periodic college-wide informational sessions. He also regularly attends other meetings when invited. He demonstrates knowledge of statewide mandates and regulations originating in the state chancellor's office, and disseminates this information to the college in a timely manner. The president is supportive of faculty and staff, and has an open-door policy to ensure college-wide input on issues. In his leadership of the executive council, president's council, and the college leadership council, the president assures that institutional practices are consistent with institutional missions and objectives.

PLANNING AGENDA

IVC will continue existing practice in this area.

IV.B.2.d. ***The president effectively controls budget and expenditures.***

DESCRIPTIVE SUMMARY

To manage financial resources, all college general fund accounts are centralized in the college business services office, which works collaboratively with the district (resource) financial officer. Through that office and under the responsibility of the college budget manager, financial status reports are generated monthly and distributed to all schools and divisions within the college. Each school within the college has responsibility for managing its own budget. However, internal controls including the monthly distribution of budget reports and regular review of budget activities by the college budget manager, ensure budget allocations are not exceeded. Corrective actions, account adjustments, and redistribution of funds are made as needed.

The president meets weekly with the college budget manager who updates the president on current budgetary matters and areas of financial concern. The president discusses major budget and spending issues as appropriate with his executive staff (vice president of instruction, vice president of student services, and college budget manager) in their weekly meetings. The budget manager also conducts workshops with the president and his executive staff upon adoption of the final budget.

The college has adopted an approval process for the purchase of goods and services. The president must approve any requisition for goods or services totaling more than $10,000. This is accomplished through the online system, Escape, which is programmed to require the president's approval. The president also reviews and approves all travel, conference, and guest speaker requisitions.

To ensure that financial statements are free of material misstatement, independent auditors conduct an audit annually. The president and budget manager are consistently involved in reviewing the results of such audits with the assistance of vice presidents and the deans and directors as needed.

The IVC financial advisory committee which meets bi-weekly, recommends use of available funds to the college president. The president is well informed of state allocations and other income projections early in the budget development cycle. Budget forecast data is provided to the president routinely through a number of sources, including communications from the state chancellor's office, projections from the district deputy chancellor, and the college budget manager.

SELF-EVALUATION

Previous practices at IVC resulted in deficit spending. Prior to the 1999-2000 fiscal year, seven of the ten years ended with a negative balance. Since that time the college has ended each year with a positive balance. The president receives regular updates from the

budget manager projecting a year-end balance. With this information, time is available to make adjustments where needed to ensure effective control and fiscal solvency.

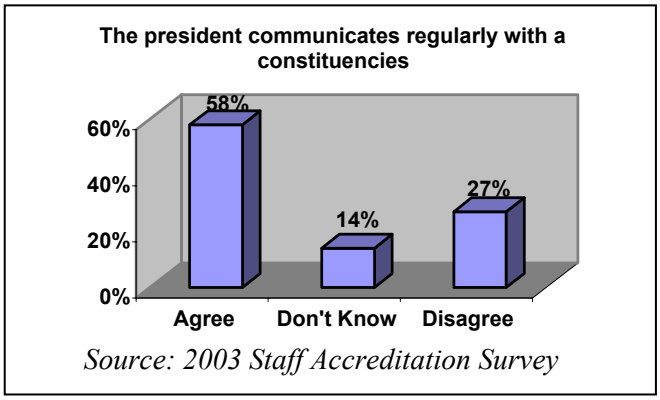
PLANNING AGENDA

IVC will continue existing practice in this area.

IV.B.2.e. ***The president works and communicates effectively with the communities served by the institution.***

DESCRIPTIVE SUMMARY

IVC primarily serves the Irvine and Tustin communities. The IVC president interacts with these communities in a variety of ways. To enhance the workforce partnership, the president networks with various business affiliations. The president is a member of the board of directors of the Irvine exchange club.[152] He is also a member of the Irvine and Tustin chambers of commerce. To enhance the recruitment of freshman students, the president networks closely with the Irvine, Tustin, and Laguna Beach unified school districts.



Source: 2003 Staff Accreditation Survey

SELF-EVALUATION

According to the 2003 staff accreditation survey,[70] 58% of the respondents agreed that "the president communicates regularly with all constituencies."

PLANNING AGENDA

IVC will continue existing practice in this area.

IV.B.3. ***In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.***

IV.B.3.a. ***The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.***

DESCRIPTIVE SUMMARY

Board policy 2001[138] directs the chancellor to organize the necessary committees to assist in the operation of the district, and the college presidents to organize college committees as needed. All matters called to the board's attention "by district personnel or by students shall be presented through the chancellor."

Board policy 2100.1[4] delegates authority in 11 listed areas to the academic senates of the colleges.

SELF-EVALUATION

From an operational perspective, the following activities support communication between the district and college:

- board of trustees meetings – monthly
- chancellor executive council meetings – weekly
- district management council – monthly
- educational services council – weekly
- chancellor's coordinating council – monthly
- chancellor's individual meetings with presidents/vice presidents – weekly

Because the elected board bears the ultimate legal responsibility under state law for the conduct of the district and colleges, it must strike a careful balance in its delegation of authority to the colleges.

PLANNING AGENDA

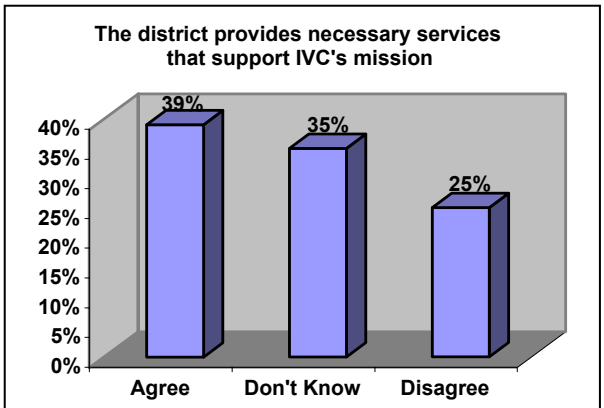
No changes are recommended at this time.

IV.B.3.b. ***The district/system provides effective services that support the colleges in their missions and functions.***

DESCRIPTIVE SUMMARY

The district provides information management, human resources, and business services, including purchasing and receiving, to the college.

SELF-EVALUATION



Source: 2003 Staff Accreditation Survey

When asked in the staff accreditation survey[70] if the district provides necessary services that support IVC's mission, 39% of the respondents agreed, 25% disagreed, and 35% lacked sufficient knowledge to respond.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.3.c. ***The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.***

DESCRIPTIVE SUMMARY

The South Orange County Community College District established the district resource allocation committee (DRAC) to ensure that its fiscal resources are allocated appropriately within the district. DRAC consists of nine voting members and is headed by the deputy chancellor of administrative and business systems, a non-voting member.[153] The administrative voting members consist of administrative representatives from the two colleges and a single representative from the district offices. The college administrators are the vice presidents of instruction and the college budget managers. The faculty voting members consist of four faculty members, two representing each college, selected by their respective academic senates.

DRAC meets periodically during the fiscal year, with the meetings being called by the deputy chancellor. The committee reviews fiscal information presented by the deputy chancellor concerning the expected revenues the district will receive from the state and other resources as appropriate.[154] The method of allocation is based on an integrated formula that is modified periodically to accommodate special funding circumstances that may arise.

Over the past several years DRAC has undertaken a series of meetings to examine the fundamental structure of the distribution formula. During the 2002-2004 period, several significant adjustments were made to the formula to create a more equitable system for the distribution of resources between the two campuses.[155]

SELF-EVALUATION

DRAC implements the district budget model, a detailed formula for allocating funds among the two colleges and the district, approved through the shared governance process.

The DRAC allocation model process is updated annually to reflect the current changes in the budget allocation model. This procedure is appropriate to the current budget demands of each of the colleges.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.3.d. ***The district/system effectively controls its expenditures.***

DESCRIPTIVE SUMMARY

Board policy 3100[129] charges the chancellor with directing the staff in the development of a budget.

As mentioned above, the chancellor has established a district resource allocation committee (DRAC) consisting of ten people. Each college provides the following representatives: vice president of instruction, college budget manager, academic senate president, and faculty member. The district representative is the director of information technology. The deputy chancellor chairs the committee.

This committee implements the district "budget allocation model," a detailed formula for allocating funds among the two colleges and the district as approved through the shared governance process. The district allocation model is a result of the committee's effort for this academic year. This model is for FY 2003-2004 based on 02/03 P2 (2nd principal apportionment) funded FTES.[156]

The board of trustees has established guidelines for budget development requiring general fund reserves for economic uncertainties of no less that 6.5% of projected

unrestricted revenue.[157] This district has been successful in maintaining its reserves since FY 2000-2001.

The existing budget software (ESCAPE) does not allow the processing of any budgetary accounts that are debited in the red. ESCAPE will only process operational accounts that are in the positive. This process is used by district business services to control operational expenditures by each of the colleges and the district.

SELF-EVALUATION

The district allocation process follows most of the guidelines recommended by DRAC and is a continuing collaborative process by this committee to ensure that the colleges receive their fair apportionment from the district allocation model. DRAC meets throughout the fall and spring to update enrollment and address new budgetary issues. Each year it recommends an allocation model to the chancellor and the board of trustees for approval. This process is working and is continually being updated to meet the changing needs of each of the colleges.

No changes are recommended at this time.

IV.B.3.e. ***The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.***

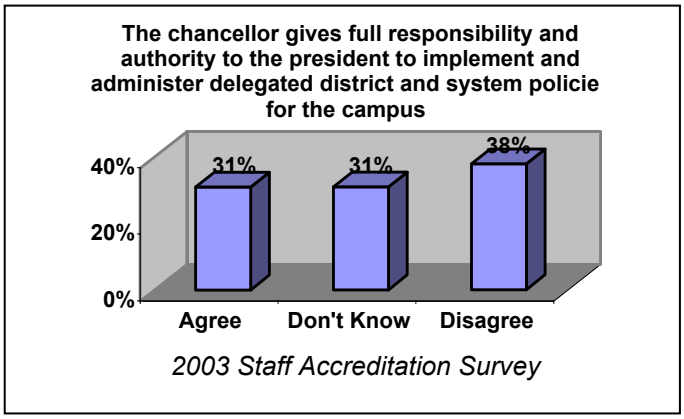
DESCRIPTIVE SUMMARY

Board policy 2001[138] states that "… it is the policy of the board that all matters called to its attention by district personnel or by students shall be presented through the chancellor. Conversely, the board shall direct appropriate matters through the chancellor." This board policy establishes the district, and the chancellor as its leader, to be the liaison between the colleges and the board of trustees.

When the chancellor receives information from the board, he communicates it directly to the college president as he deems necessary. The chancellor and president interact weekly if not more often, and there are multiple opportunities to communicate matters of importance to the president. The president then carries matters, as he deems appropriate, to the campus executive council, president's council, or college leadership council and/or to individual staff meetings.[34]

Board policy 2001 also states: "For the district and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so that they allow for the orderly transaction of business." Communication is enhanced by the district MySite, which provides substantial information and answers many questions for employees. Other sub web sites on both the district web site (http://www.socccd.org) and the college site (http://www.ivc.edu) are maintained by faculty and staff programs and departments, and

provide valuable information and data for the campus community. The community has other opportunities to communicate, such as at campus-wide meetings, flex week events, and campus barbecues.



A question on the fall 2003 staff accreditation survey[70] asked the extent to which "[t]he chancellor gives full responsibility and authority to the president to implement and administer delegated district and system policies for the campus." Of the 120 respondents, 31% agreed with the statement, 38% disagreed, and another 31% lacked sufficient knowledge to answer.

SELF-EVALUATION

In spring 2002, the then president of Irvine Valley College became the chancellor of the district. Therefore, the chancellor has an excellent understanding of the communication systems and the information and guidance needs of the current campus president. The chancellor's first-hand knowledge of the importance of a consistent flow of information from the board to the district to the college benefits the entire campus community. During any meetings held with the board, state personnel or CEO colleagues, the chancellor takes notes for the college president. He immediately corresponds either in writing or by phone with the president. At that point the president has the authority to handle the matter and to be accountable for the outcome of subsequent actions.

An example of this activity is the new planning schedule, which was organized with the chancellor, the college presidents, and the district office of human resources. Instead of each college having a separate strategic and action planning process, the presidents now follow a template. The template was developed so that all departmental and personal plans are collected in an ongoing, calendared process of development, submission, half-yearly checkup, and final verification that goals have been achieved. The president is responsible for requesting and collecting input from staff and for submitting the benchmarked activities to the chancellor in a timely fashion.

In response to the statement, "[t]he chancellor gives full responsibility and authority to the president to implement and administer delegated district and system policies for the campus," 31% of the respondents to the staff accreditation survey[70] indicated that they lacked sufficient knowledge to respond. These results specifically indicate that almost one third of the respondents feel they do not have an accurate perception of the responsibility and authority that the president is given by the chancellor to implement and administer district and system policies on the IVC campus. The current president has

been in office for two years, and the responses to other survey items reflect positively on his ability to provide effective leadership, to communicate regularly with all constituencies and to delegate authority to appropriate personnel.

During public meetings, he consistently requests feedback from faculty and staff, and ensures that there is a smooth flow of communication between his office and that of the chancellor.

PLANNING AGENDA

No changes are recommended at this time.

IV.B.3.f. ***The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.***

DESCRIPTIVE SUMMARY

Board policy 2001[138] ("administrative organization") states that to support the board's philosophy concerning internal administration, "all matters called to the board's attention by district personnel or students shall be presented through the chancellor." The policy also states that the chancellor is "responsible for organizing all district standing and *ad hoc* committees to assist in the operation of the district." This board policy establishes the district as the liaison between the colleges and the board of trustees.

The chancellor communicates directly with the colleges' presidents on matters related to the district. The chancellor's cabinet includes all district office administrators, the colleges' presidents, the presidents of the academic and classified senates of each college, and representatives from all bargaining units. The cabinet meets before each meeting of the board of trustees. A docket meeting is scheduled before each cabinet meeting. In these meetings, items for the next meeting of the board of trustees are proposed. Participants in the docket meetings are: the chancellor, the deputy chancellor, the vice chancellor of educational services, the district director of human resources, the district director of information technology, and the college presidents.

According to board policy 106[111] ("meetings of the board of trustees"), any member of the public "may request that a matter directly related to district business be placed on the agenda of a regular meeting of the board of trustees." The request must be in writing, include all supporting documents, and be made at least ten business days before the meeting. Consistent with section 72121.5 of the California education code, board policy 106 states, "the chancellor shall decide whether the request is directly related to district business, and whether an item is appropriate for discussion in open or closed session."

Board policy 2001[138] also states: "For the district and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so that they allow for the orderly transaction of

business." To this effect, district-wide data network and telephone systems have been established for convenient communication among college and district employees. The data network provides for rapid exchange and storage of electronic mail and documents, and connection to the Internet. Both the district (http://www.socccd.org) and the college (http://www.ivc.edu) maintain sites on the worldwide web. Ongoing instruction is provided for all staff on the use of these communication systems.

The district and the college use email as a regular means of disseminating and gathering information. For example, in past years the chancellor has emailed the district needs survey to every district employee. The responses are returned via the Internet and are then evaluated by the chancellor's office. The accreditation surveys[70,73] designed by the office of research, planning, and grants at IVC, were conducted online. This allowed for fast data collection and analysis. Another example of an effective mode of communication is the use of intranet sites (https://intranet.ivc.edu/) by committees like the oversight committees for accreditation and program review, the committee on courses, and the enrollment management committee.

SELF-EVALUATION

Until fall 2002, the presidents of the academic and classified senates of both colleges and representatives from all bargaining units participated in docket meetings held by the chancellor. Although this procedure allowed only three days for inspection of agenda items prior to publication of the agenda, these groups felt that their participation in those meetings allowed for direct input in the development of the agendas for the meetings of the board of trustees. The chancellor changed this procedure so that these groups would instead meet directly with the college presidents of each institution during the newly established president's docket meetings. The intent was to provide the presidents of the academic senate and bargaining unit representatives direct input on those board agenda items specifically related to their respective colleges nearly two weeks prior to publishing the agenda. In addition, proposed agenda items from Saddleback College and the district would be placed in a notebook in the president's office for review. Questions about the agenda items could then be directed to the author well in advance of the publication date.

In general, this process has worked well as related to specific college issues. However, the change has created the perception among the presidents of the academic senate and bargaining units that opportunities to review and discuss items of common district wide significance have been diminished.

PLANNING AGENDA

The district will review the list of participants in docket meetings and will take corrective action, if necessary, to maintain effective methods of communication.

IV.B.3.g. ***The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and***

effectiveness in assisting the colleges in meeting educational goals. The district/ system widely communicate the results of these evaluations and use them as the basis for improvement.

DESCRIPTIVE SUMMARY

The board of trustees governs the district. The board has directed district administration to undertake the necessary steps to ensure that the district is fully meeting its identified educational goals,[128] and that board policies be systematically reviewed and modified where appropriate.

In response to the first directive, the chancellor communicated with the presidents of Irvine Valley College and Saddleback College requesting input from each of the various representative governance groups on those campuses in defining the goals and objectives for the district.[158] These annual goals and objectives have become the ongoing strategic planning mechanism for each college and the district office. Responding to this request, the president of Irvine Valley College asked the representatives of each of the college's governance groups to assist in developing the annual goals and objectives for the college.[159] These governance groups consist of the academic senate, classified senate, and classified management, as well as each administrative unit supporting the college. In this manner, each of the college's governance units was given the opportunity to provide input into both the district and college goals and objectives. The district and college goals and objectives were then consolidated, reviewed, and refined over a period of months, and finalized after several revisions. The goals and objectives were submitted to the college leadership council and the president's council for ratification.[160]

The process for review of board policies followed a similar structure. Since the last accreditation self-study, the district has revised more than 50 board policies, and made technical adjustments to over 100 others. Listed below are the board policies that have been reviewed, updated and approved since the last accreditation self-study.

year 2004

board policy	date revised
board policy 3451: campus safety and security department standards	1-20-04
board policy 3610: auxiliary organizations	3-29-04
board policy 4000.1: nondiscrimination and equal opportunity	1-20-04
board policy 4000.4: equal employment opportunity	1-20-04
board policy 4000.6: complaints	1-20-04
board policy 4002: job specifications and authorized positions	1-20-04
board policy 4002.1: authorization for employment	1-20-04
board policy 4004: public notice – collective bargaining	1-20-04
board policy 4005: work week (deleted)	1-20-04

board policy	date revised
board policy 4006: medical examinations, communicable disease, and tuberculosis testing	1-20-04
board policy 4008: fingerprinting of personnel	1-20-04
board policy 4012: acquired immune deficiency syndrome (AIDS) (deleted)	1-20-04
board policy 4014: smoking	1-20-04
board policy 4018: alcohol and controlled substances testing	1-20-04
board policy 4020: designated administrators, classified leadership, and confidential personnel	1-20-04
board policy 4030: volunteer assistance	1-20-04
board policy 4055: access to college facilities during non-business hours	5-24-04
board policy 4056: classified employees participation in decision making	5-24-04
board policy 4079: bereavement leave for administrators and classified leadership personnel	5-24-04
board policy 4081: payroll deductions	5-24-04
board policy 4084: employee use of district motor vehicles	5-24-04
board policy 4102: salary schedule placement for administrators and classified leadership	5-24-04
board policy 4111: administrative and classified leadership leave (without loss of pay)	5-24-04
board policy 4201.1: employment of classified confidential personnel	5-24-04
board policy 4202 : transfer of sick leave for classified personnel	5-24-04
board policy 4207: payroll period for classified leadership personnel	5-24-04
board policy 4211: retirement incentive plan for classified administrators and classified leadership personnel	5-24-04
board policy 4316: telephones	5-24-04

year 2003

board policy	date revised
board policy 102: functions of the board of trustees	9-29-03
board policy 107: written commendations (removed)	9-29-03
board policy 108: awarding of honorary degrees (removed)	9-29-03

board policy	date revised
board policy 1311: use of district property for public purposes	9-29-03
board policy 1400: code of ethics for members of the board of trustees	9-29-03
board policy 1415: use of district land (removed)	9-29-03
board policy 1500: naming of college facilities	9-29-03
board policy 2001: administrative organization	9-29-03
board policy 2102: recognition of united states and california flags	9-29-03
board policy 3001: delegation of authority	9-29-03
board policy 3002: audits	9-29-03
board policy 3100: district budget development	9-29-03
board policy 3102: investment policy	9-29-03
board policy 3201: capital construction	9-29-03
board policy 3205: risk management	9-29-03
board policy 3206: security for district policy	9-29-03
board policy 3210: interdistrict attendance	9-29-03
board policy 3300: gifts	9-29-03
board policy 3401: animals or pets on campus	9-29-03
board policy 3450: traffic and parking regulations	9-29-03
board policy 3500: claims procedure	9-29-03
board policy 3510: lost money or property	9-29-03
board policy 3520: refreshments, meals and decorations at district functions	9-29-03
board policy 3600: disposition of district property	9-29-03
board policy 3700: instructional and course material fees policy	9-29-03
board policy 3800: maintenance operations and safety (removed)	9-29-03
board policy 3801: hazardous materials	9-29-03
board policy 4091: administrator retreat rights	6-30-03
board policy 4310: duties and responsibilities of the faculty	2-18-03
board policy 8000: speech and advocacy	2-18-03
board policy 103: membership of the board of trustees	2-18-03
board policy 4000: hiring policy for academic administrators, classified managers, and classified staff	1-23-03
board policy 4011.1 full-time faculty hiring policy	1-23-03
board policy 4011.2 human resources ethics policy, confidentiality and conflict of interest statements	1-23-03

board policy	date revised
board policy 2100: delegation of authority to the chancellor	11-19-02
board policy 4075: health and welfare benefits for former board of trustees	8-26-02
board policy 103: student member of the board of trustees	8-26-02
board policy 2100.1: delegation of authority to the academic senate	2-25-02

year 2000

board policy	date revised
board policy 4506: classified employees participation in decision making	12-11-00
board policy 5627: student participation in governance	12-11-00
board policy 6120: academic freedom	12-11-00
board policy 5506: accommodations for students with disabilities	11-27-00
board policy 6110: articulation of courses and programs	10-23-00
board policy 6170: counseling	10-23-00
board policy 8000: speech and advocacy (adopted)	5-16-00

year 1999

board policy	date revised
board policy 101: authority and powers of the board of trustees	4-26-99
board policy 105: organization of the governing board	4-26-99
board policy 1220: unauthorized persons on campus	4-26-99
board policy 1510: native American and graves and repatriation act	4-26-99
board policy 3220: institutional membership in organizations	4-26-99
board policy 3400: vandalism	4-26-99

SELF-EVALUATION

It is noted that the board of trustees approved board policies 4011.1 ("full-time faculty hiring") and 4011.2 ("confidentiality and conflicts of interest in hiring") in early 2003. The academic senates of Irvine Valley College and Saddleback College legally challenged several components contained within the approved policies. Their position was that these policies were not jointly developed between the district and academic

senates. As a result of these challenges, a judicial review temporarily stayed the policies, and the parties involved were directed to meet during the summer 2003 to clarify areas of common agreement with respect to the policies and identify areas of disagreement. Each side developed its proposal regarding the contested areas, and they were placed side by side within the context of the policies. In November 2003, the judicial process was successfully concluded. The board of trustees reviewed the positions presented by the academic senates and the administration and approved the final board policies now in place.

Another policy that has been contested is board policy 4309[2] ("duties and responsibilities of the faculty"). The California teachers association challenged this policy before the public employees relations board on behalf of the district faculty association. The challenge is based on the belief that an unfair labor practice was involved in approving this policy. This policy is perceived by the faculty association as a contractual matter requiring its involvement and approval through the collective bargaining process. A ruling has not been made at this time.

Both the district administration, under the chancellor's guidance, and Irvine Valley College, under the leadership of the president, have taken significant steps to ensure that the college's educational mission is widely communicated for appropriate consideration by the various governance and administrative components. Additionally, the board of trustees has made a consistent effort to systematically review existing board policies and to revise or establish new policies as required. When creating new policies or revising existing ones, the district office, under the leadership of the chancellor, allows administrative units and college governance representatives to evaluate these revisions or new policies and to comment upon them when appropriate. The input from these respective groups has been considered and incorporated into the board polices as appropriate, and the adopted policies are widely communicated and placed in the campus library.

PLANNING AGENDA

No changes are recommended at this time.

Supporting Documentation
Standard IV

[1] board policy 4056
[2] board policy 4309
[3] academic employee master agreement 2000-2002, appendix k, paragraph 4
[4] board policy 2100.1
[5] board policy 104
[6] IVC college catalog, page 48
[7] IVC student handbook
[8] college leadership council composition
[9] college financial advisory committee composition
[10] president's council composition
[11] college accreditation self-study oversight committee composition
[12] sample meeting minutes of the chancellor's executive council
[13] sample meeting agenda of the chancellors cabinet
[14] sample meeting agenda of the district management council
[15] sample meeting agenda of the educational services coordinating council
[16] sample meeting minutes of the educational services coordinating council
[17] sample flex week program
[18] emails from the chancellor inviting participation in developing the district's goals
[19] chancellor's schedule
[20] communications from the chancellor and board of trustees minutes inviting meetings with employee groups
[21] sample locations on campus including Room A126 and the president's office
[22] sample of emailed "chancellor's update"
[23] board of trustees minutes documenting chancellor's support for IVC improvement projects
[24] meeting minutes of the board of trustees documenting hiring of district public information officer
[25] sample minutes of meetings jointly hosted by the president, vice presidents, and the academic senate
[26] sample agenda of administrative retreats for both faculty and classified leadership
[27] agenda and minutes of the first meeting of the instruction/student services council
[28] vice president of instruction's schedule
[29] Irvine Valley College president's job description
[30] sample meeting agenda and minutes of the president's executive council
[31] sample meeting agenda and minutes of the college leadership council
[32] list of college governance standing committees
[33] sample meeting agendas and minutes of the president's council
[34] college president's calendar (summary)
[35] sample meeting agenda of the instructional deans
[36] sample meeting agenda of the student services management group
[37] sample meeting agendas and minutes of the joint instruction/student services council
[38] vice president of instruction's calendar

[39] minutes of the general meeting of the academic senate reflecting attendance of the vice president of instruction
[40] table of academic senate committees
[41] Los Angeles Times article about rental rates and the cost of living in Irvine
[42] district tentative budget, 2004-2005, page 21
[43] meeting agenda of the board of trustees, May 2004, item 32
[44] meeting agenda of the board of trustees, May 2004, item 33
[45] school meeting minutes: advanced technology and library services
[46] school meeting minutes: business sciences
[47] school meeting minutes: fine arts
[48] school meeting minutes: guidance and counseling
[49] school meeting minutes: health sciences, PE, and athletics
[50] school meeting minutes: humanities and languages
[51] school meeting minutes: library sciences
[52] school meeting minutes: life sciences
[53] school meeting minutes: mathematics, computer science and engineering
[54] school meeting minutes: physical sciences
[55] school meeting minutes: social and behavioral sciences
[56] college/district committees
[57] sample meeting minutes of the president's council
[58] sample meeting minutes of the college leadership council
[59] sample meeting agenda of the president's executive council
[60] sample meeting minutes of the financial advisory committee
[61] composition of the classified hiring committee
[62] agenda of the administrative retreat during fall 2003
[63] sample meeting agenda of the institutional technology committee
[64] sample meeting agenda of the matriculation committee
[65] sample meeting minutes of the associated students of Irvine Valley College
[66] list of liaisons to the accreditation standards committees
[67] sample meeting agenda of the vice president of instruction's scheduling and enrollment committee
[68] agenda of the October 2, 2003 meeting of the research advisory group
[69] sample college-wide meeting agenda
[70] 2003 staff accreditation survey
[71] "Most of the 131 responding (60%) to Item 172 of the Institutional Effectiveness Survey agreed that '[a]dministration has a substantive and clearly defined role in college governance'..." (IVC 1998 Comprehensive Self-Study Report, page 10-13).
[72] "Of the 147 responding to Item 173 of the Institutional Effectiveness Survey, 71% did not agree with the general statement that "[t]he faculty effectively shares in the governance of the college" or with the statement in Item 174 that "[t]here is adequate faculty participation in the hiring process and the development of educational programs and institutional policy" (10.3, Section Three, page 60). (IVC 1998 Comprehensive Self-Study Report, page 10-14).
[73] 2003 student accreditation survey

[74] list of academic senate committees
[75] bylaws of the academic senate
[76] sample meeting minutes of the academic senate
[77] composition of technical review committee on courses
[78] sample meeting minutes of the committee on courses
[79] meeting minutes of the honors program oversight committee
[80] meeting minutes of the program review committee
[81] staff development guidelines and regulations
[82] sample meeting agenda of the staff development committee
[83] sample flex week programs
[84] meeting minutes of the academic senate of November 13, 2003
[85] sample meeting minutes of the board of trustees
[86] sample meeting minutes of the classified senate
[87] board policy 1400
[88] board policy 6120
[89] accreditation mid-term report: November 2001
[90] IVC 1998 comprehensive self-study report
[91] composition of accreditation standard I committee
[92] composition of accreditation standard II committee
[93] composition of accreditation standard III committee
[94] composition of accreditation standard IV committee
[95] meeting minutes of the academic senate reflecting motion to suspend program review for one year
[96] revised five-year program review cycle and procedures
[97] IVC mission and vision statements, 2001
[98] IVC mission and vision statements, fall 2003
[99] email from college president to all college personnel requesting the submission of potential annual goals and objectives
[100] sample proposed annual goals and objectives submitted by the president to each campus governance group
[101] sample annual goals and objectives approved by the president's council
[102] sample individual action plan
[103] sample individual action plan posted on college web site
[104] sample goals action plan and progress report for 2002-2003 (student services)
[105] sample goals action plan and final report for 2002-2003 (student services)
[106] academic senate's proposal for streamlined committee structure
[107] In 1999, the membership of the president's council was modified to include the newly instituted office of research, planning, and grants.
[108] In 1999, the membership of the college leadership council was modified to include the newly instituted office of research, planning, and grants.
[109] sample annual evaluation of administrator/manager
[110] board policy 101
[111] board policy 106
[112] California education code section 70902

[113] list of board policies
[114] board policy 6100
[115] board policy 6124
[116] board policy 6125
[117] board policy 6130
[118] board policy 6132
[119] board policy 6135
[120] board policy 6140
[121] board policy 6150
[122] board policy 6160
[123] board policy 5205
[124] board policy 5606
[125] board policy 5300
[126] board policy 5301
[127] board policy 5403
[128] district goals for 2003-2004
[129] board policy 3100
[130] board policy 103
[131] board policy 101
[132] board policy 102
[133] board policy 105
[134] board policy 4011.1
[135] court judgment in academic senate lawsuit
[136] employment procedure for executive positions
[137] board policy 2100
[138] board policy 2001
[139] board policy 3001
[140] board policy 4090
[141] SOCCCD strategic planning process, 2003-2004 timelines for goals development
[142] organizational chart of Irvine Valley College
[143] college-wide meeting announcements
[144] enrollment management report, February 2004
[145] minutes of the October 2, 2003 meeting of the research advisory group
[146] institutional goals and objectives
[147] March progress reports of goals and objectives
[148] June final reports of goals and objectives
[149] communications to the board and chancellor regarding institutional goals and objectives
[150] agendas of the bi-annual institutional retreat
[151] meeting minutes of the president's council, January 21, 2004
[152] Irvine police department awards banquet program
[153] meeting agenda and minutes of DRAC
[154] printouts of fiscal information provided by the deputy chancellor

[155] memorandum from IVC vice president of instruction to IVC president re adjustment of DRAC formula
[156] district allocation model, fiscal year 2003-2004
[157] district budget development guidelines
[158] email communications regarding district management committee meetings
[159] emails and memoranda from the college president requesting assistance in developing the college's annual goals and objectives
[160] meeting minutes of the president's council documenting approval of the goals and objectives

LIST OF AVAILABLE EVIDENCE

The documents supporting this self-study report are listed by number at the end of each of the four sections addressing the standards of accreditation. These documents will be filed in numerical order by standard in the team room for reference by the visiting accreditation team. Many of these documents are also available online, and can be accessed by clicking on the links included in the text or endnotes.

ADDENDUM TO
THE COMPREHENSIVE SELF-STUDY REPORT

OF

IRVINE VALLEY COLLEGE

Presented to the Western Association of Schools and Colleges
In support of
Application for Reaffirmation of Accreditation
Fall 2004

South Orange County Community College District
Irvine Valley College
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Board of Trustees

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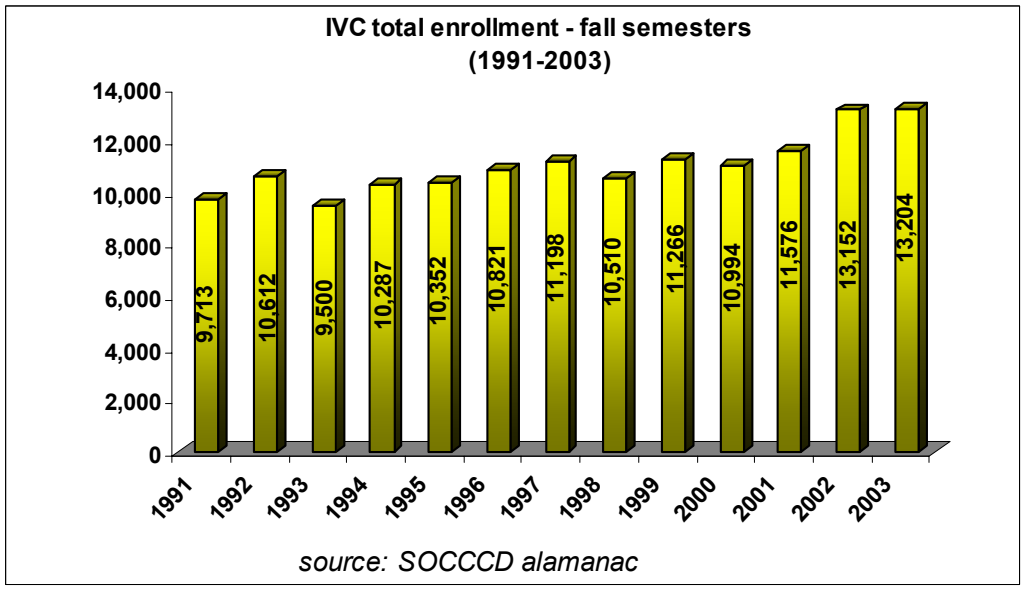
INTRODUCTION: Demographic Information

ORGANIZATIONAL, STRUCTURAL, OR STATUS CHANGES AND ADDITIONAL INFORMATION



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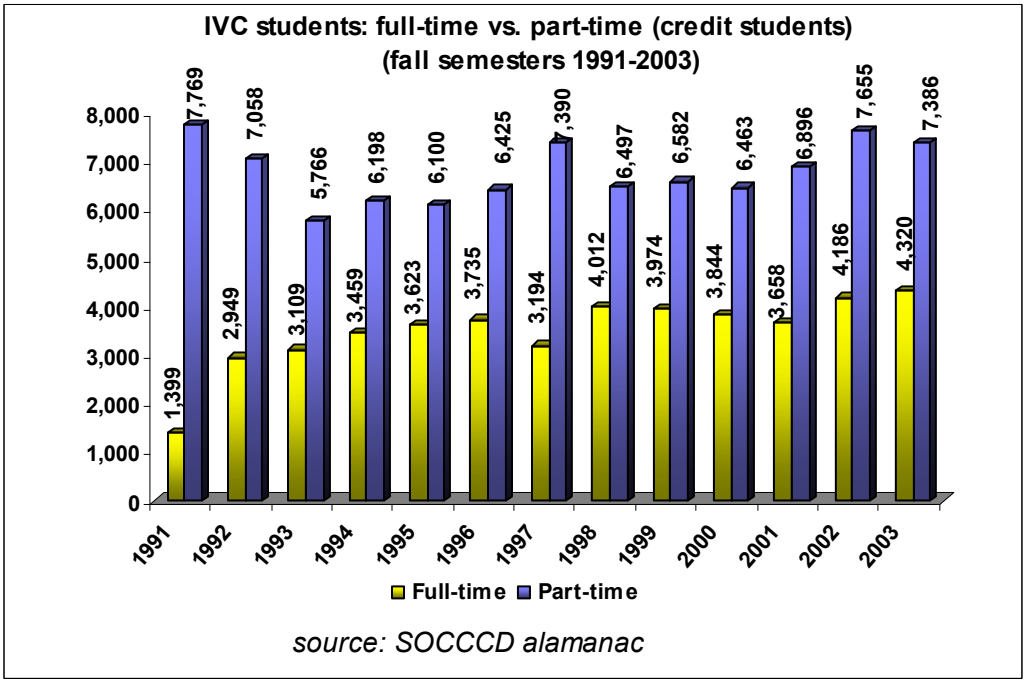

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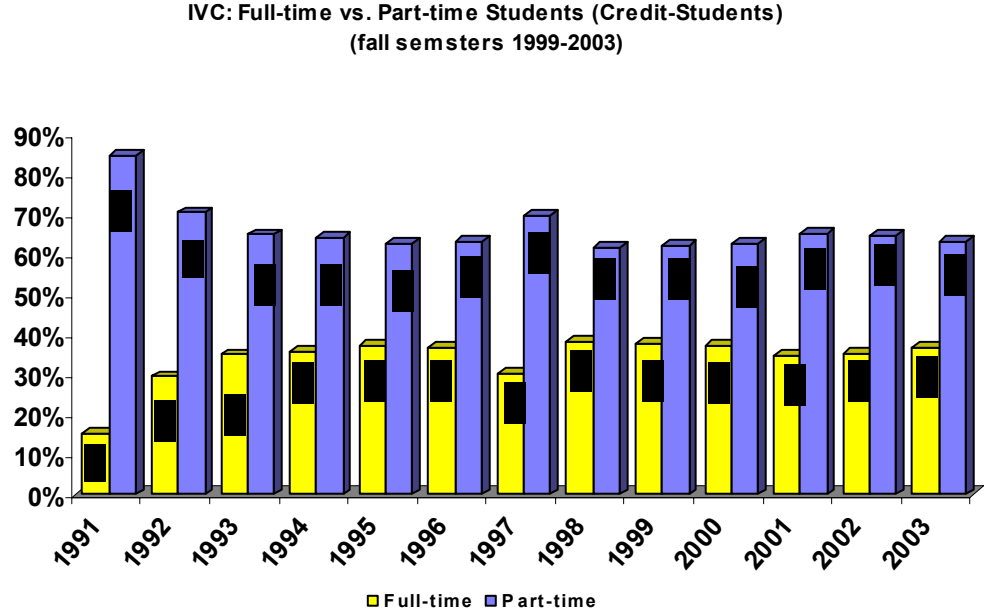

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I. Standard I: Institutional Mission and Effectiveness*

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

I.A. Mission

PLANNING AGENDA (I.A, PAGE I-3)

Because the revised mission statement was included in the original self-study report, the planning agenda on page I-3 should be revised to read as follows:

IVC will continue revisiting its mission statement to assure that its content is accurate, and that it accurately reflects the programs offered and the students served.

ORGANIZATIONAL, STRUCTURAL, OR STATUS CHANGES AND ADDITIONAL INFORMATION

This section focuses on any organizational, structural or status changes that relate to this standard since the report was completed in January 2004, and may provide additional information for the consideration of the accreditation self-study visitation team.

ORGANIZATION OF THE INSTITUTION

The organizational chart for the college indicated a vacancy in the position of interim dean of students, guidance, and counseling. The college has since hired Louis Leo to fill this position.

* Throughout this addendum, only proper names (e.g., California) and acronyms are capitalized. This sparing use of capital letters is for readability and uniformity only, and does not indicate or imply any assessment of importance or respect on the part of Irvine Valley College or the authors of this report.

II. Standard II: Student Learning Programs and Services

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

II.A.2.a. ***The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.***

PLANNING AGENDA (II.A.2.a, PAGE II-12)

The college will incorporate the definition of specific and measurable student learning outcomes in the curriculum development process at the course and program levels.

ACCOMPLISHMENTS

The psychology department has developed an instrument to assess student learning outcomes at the course and program level.[1]

II.A.2.d ***The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.***

PLANNING AGENDA (II.A.2.d, PAGE II-18)

The college will continue to take steps to develop curriculum to increase distance education opportunities and to train faculty to implement course work in this mode of delivery.

ACCOMPLISHMENTS

During the 2003-2004 academic year, the number of courses offered through distance education increased by 11 over the previous academic year, and overall enrollment in distance education courses increased by 23.7%.[2,3,4]

II.A.2.e ***The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.***

PLANNING AGENDA (II.A.2.e, PAGE II-21)

The college will continue to evaluate all courses and programs using the proceses established by the committee on courses and by program review.

ACCOMPLISHMENTS

During the 2003-2004 academic year, 85 courses were submitted to the committee on courses for review and approval. In addition, 71 new courses were developed and approved by the committee.

The program review oversight committee completed the alignment of the program review documents with the accreditation standards. The academic senate approved the new documents on March 4, 2004, and program review resumed for the 2004-2005 academic year using the new documents.[5,6]

II.B.1 ***The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.***

PLANNING AGENDA (II.B.1, PAGE II-56)

IVC will continue to develop online processes that will allow students to maneuver faster and more conveniently through the admissions processes.

ACCOMPLISHMENTS

The college implemented an Add Permission Code (APC) system that allows faculty to download codes that students can use to add classes either online or in person.[7]

Two weeks before the beginning of the fall semester, information technology implemented the familiar "shopping cart" icon next to the listing of each class in the online schedule of classes. As of September 21 2004, IVC students accessing the shopping cart totaled 4,061, and 1,244 of those actually used it to enroll in classes.[8,9]

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On September 16, 2004, the academic senate voted to recommend to the office of instruction that art history, currently in the school of humanities and languages, be placed in the department of visual arts within the school of fine arts.[10]

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[1] psychology department meeting notes of August 19, 2004
[2] president's accomplishments, 2003-2004
[3] schedules of classes, 2002-2003 and 2003-2004
[4] fall 2004 on-line schedule status
[5] 2004-2005 program review workbook
[6] meeting minutes of the academic senate, February 5, 2004
[7] My-Site faculty portal
[8] printout of online schedule of classes illustrating shopping cart icon
[9] email from Jim Gaston dated September 21, 2004
[10] meeting minutes of the academic senate, September 16, 2004

III. Standard III: Resources

The institution effectively uses its human, physical, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

III.A.1.c. ***Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.***

PLANNING AGENDA (III.A.1.c, PAGE III-7)

The college will recommend that the district and faculty association include effectiveness in producing learning outcomes in the contractually negotiated evaluation criteria.

ACCOMPLISHMENTS

The vice president of instruction has sent an email to the vice chancellor of educational services and the faculty association president requesting that effectiveness in producing learning outcomes be included in the contract negotiations currently underway.[1]

III.B.1.b. ***The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, and a healthful learning environment.***

PLANNING AGENDA (III.B.1.b, PAGE III-20)

IVC will continue existing practice in this area.

CURRENT STATUS

Custodial services on the campus have been a concern for several months due to excessive absences. In addition to the retirement of the lead custodian, several other custodians have been absent for medical and family leave reasons. The substitute pool appears sufficiently large, however, upon review, the applicants proved to be unqualified. Management meets with the custodial crew daily, and attendace is improving. Interviews for lead custodian are scheduled for the week of September 20, 2004.

III.B.2.a. ***Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

PLANNING AGENDA (III.B.2.a, PAGE III-24)

IVC will continue to insure that facility planning, asset improvement, and construction planning accurately reflect the priorities set forth in the master plans, maintenance plans, and construction plans.

ACCOMPLISHMENTS

In 2003-2004 and 2004-2005, the state community college budget combined its funding for scheduled maintenance and instructional equipment into a block grant. This block grant reflected an approximate reduction in funding of nearly 50%. Individual colleges have the discretion to use the funds for maintenance or instructional equipment. At its July 2004 meeting, the board of trustees approved the use of $1 million in basic aid funds for district-wide scheduled maintenance projects to replace the lost state funding. The colleges will provide a 1:1 match as the state program requires. Block grant funds will be used for equipment needs.[2]

III.C.1. ***The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.***

PLANNING AGENDA (III.C.1, PAGE III-30)

AT will encourage members of the ITC (Institutional Technology Committee) to attend meetings and share information with their related constituencies.

The college will complete installation of the VoIP (Voice over Internet Protocol) telephone system.

The college will strive to budget ongoing funds to address the technology needs of the campus.

ACCOMPLISHMENTS

Advanced technology has encouraged members of the ITC to attend meetings, name new representatives if the original member cannot attend, and share information with their related constituencies. This was reiterated at each meeting held in the spring semester of 2004 and at the first meeting of fall semester held on September 9, 2004.

The VoIP project has begun with the ordering of network equipment, scheduling of appointments with department heads to discuss extension needs and dialing plans, and

the installation of improved wiring closets and UPS (Uninterruptible Power Supply) units.

While additional ongoing funds have not been allocated for technology needs, the board of trustees at its July 2004 meeting approved a basic aid expenditure of over $5.9 million for technology refresh at Irvine Valley College, Saddleback College and District IT. Of this amount, IVC will receive $1.4 million to refresh the student computer labs and library, and acquire software licenses, studio equipment, multimedia classrooms, and printers.[3,4]

III.C.1.a. ***Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.***

PLANNING AGENDA (III.C.1.a, PAGE III-33)

With available funding, the computer refresh program will continue to replace instructional computing equipment, thus cascading equipment to faculty and staff.

ACCOMPLISHMENTS

At its July 2004 meeting, the board of trustees, distributed $5.9 million in basic aid funding to Irvine Valley College, Saddleback College and District IT for the purpose of technology refresh. Irvine Valley College will receive $1.4 million to refresh student computer lab hardware and acquire software, printers, multimedia classrooms and studio equipment.[3,4]

III.C.1.b. ***The institution provides quality training in the effective application of its information technology to students and personnel.***

PLANNING AGENDA (III.C.1.b, PAGE III-35)

Workshops will be offered in the library computer commons for students who do not desire complete courses.

ACCOMPLISHMENTS

Workshops have been scheduled in a variety of topics pertinent to bibliographic instruction and research in library 101, the laptop computer lab. The monthly schedule can be found on the library website at: http://www.ivc.edu/library/Workshops_1.aspx.

III.D.1.a. ***Financial planning is integrated with and supports all institutional planning.***

PLANNING AGENDA (III.D.1.a, PAGE III-41)

IVC will include financial estimates when preparing annual goals.

The college is currently preparing its goals for the year. Financial estimates will be included with those goals where appropriate.

III.D.1.k. ***The institution regularly evaluates its management processes, and the results of the evaluation are used to improve financial managemnet systems.***

PLANNING AGENDA (III.D.1.k, PAGE III-56)

IVC will develop a process for regularly evaluating its financial mangement processes and using the results of the evaluation to improve financial management systems.

ACCOMPLISHMENTS

The college has participated in a business processing review with district and Saddleback personnel conducted by the Strata Information Group. The processing of requisitions was reviewed and a new online approval process was implemented. Travel procedures and office supply purchasing processes are currently being evaluated and revised. An initial evaluation meeting was held to develop a plan for human resource processes. Followup meetings to create action items are planned.

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[1] email from vice president of instruction to vice chancellor of educational services
[2] item 43, board of trustees agenda, July 26, 2004
[3] item 23, board of trustees agenda, June 22, 2004
[4] 2004-2005 technology refresh plan

IV. Standard IV: Governance and Leadership

The institution recognizes and utilizes leadership contributions from throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and significantly improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.

IV.A. Decision-Making Roles and Processes

PLANNING AGENDA (IV.A.1, PAGE IV-8)

It is recommended that the stated board requirement superimposed on the college administration restricting instructional overload assignments for those faculty receiving reassigned time for serving on approved governance committees be reexamined.

ACCOMPLISHMENTS

In response to the academic senate's request that consideration be given to providing assistance to the recently created president elect position, the college president approved the following operational reassigned time/stipends guideline: faculty members serving in approved governance positions who receive reassigned time may request that such time be converted to stipends. Faculty converting to stipend payments may then engage in OSH overload teaching assignments up to contractual limitations.[1]

IV.B. Board and administrative organization

PLANNING AGENDA (IV.B.3.f, PAGE IV-53)

The district will review the list of participants in docket meetings and will take corrective action, if necessary, to maintain effective methods of communications.

ACCOMPLISHMENTS

The district has reviewed the docket meeting participant list and has re-established the inclusion of representatives of the academic senates and classified senates of both colleges, as well as representatives of all bargaining units. The colleges have also continued the pre-docket meetings in which all governance and bargaining units are included.[2]

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RESTRUCTURING OF THE INSTRUCTION/STUDENT SERVICES COUNCIL AND THE DEANS COUNCIL

The instruction/student services council has been reorganized to more effectively serve the college. This council has been replaced by the instructional council chaired by the vice president of instruction. The council is composed of the academic deans, including the dean of students, guidance and counseling, curriculum managers, college research and planning analyst, director of CACT (Center for Applied Competitive Technologies), registrar, and the academic senate president (or designee).

The deans council was expanded to include curriculum managers.[3]

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[1] memorandum from the office of instruction to the president of the academic senate
[2] memorandum from the chancellor's office to the affected governance groups inviting them to rejoin docket meetings as engaged participants
[3] electronic memorandum from the college president dated April 7, 2004