2008 ACCREDITATION PROGRESS REPORT
IRVINE VALLEY COLLEGE

Presented to the Western Association of Schools and Colleges
October 15, 2008

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I. CERTIFICATION OF THE PROGRESS REPORT

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

From: **Irvine Valley College, South Orange County Community College District**

This progress report provides the following: the institutional responses to team recommendations cited in the WASC-ACCJC January 31, 2008 action letter. We certify that preparation of this report included opportunities for participation by the college and district community and that the progress report accurately reflects the nature of this institution in relation to the issues addressed.

Donald Wagner, President, Board of Trustees — **Date** 9/22/08

Dr. Raghu P. Mathur, Chancellor, SOCCCD — **Date** 9/22/08

Dr. Glenn R. Roquemore, President, IVC — **Date** 9/22/08

Dr. Craig Justice, Vice President of Instruction, Accreditation Liaison Officer, Accreditation Co-Chair — **Date** 9/22/08

Wendy Gabriella, Academic Senate President, Accreditation Co-Chair — **Date** 9/22/08

Jerry Rudmann, Accreditation Co-Chair — Date: 9/23/2008

Beep Colclough, Past President, Classified Senate — Date: 9/23/08

Ashley Nguyen, President, ASIVC — Date: 9/25/08

II. STATEMENT ON REPORT PREPARATION

On behalf of the South Orange County Community College District, Irvine Valley College submits this progress report to the Accrediting Commission for Community and Junior Colleges. This report addresses the team recommendations identified in the commission action letter of January 31, 2008. In accordance with commission guidelines, the college recognizes that this progress report requires that the college correct all deficiencies noted by the commission by January 2009 as stated in the January 31, 2008, action letter.

Pursuant to commission guidelines, the January 31, 2008, commission action letter was made available to the college community and the public by posting both documents on the Irvine Valley College web site on February 8, 2008.[1]

The following procedures were utilized in preparing the 2008 progress report:

1) In order to meet the directive stated in the January 31, 2008, commission action letter regarding the implementation of good practice in governance, the college, the board, and the district formed the 2008 accreditation progress report focus group. The focus group included representatives from all constituent groups, including the board president, the deputy chancellor, the college president, the vice president of instruction (ALO and focus group co-chair), the vice president of student services, two faculty co-chairs (including the senate president), four representatives from the academic senate, two representatives from the classified senate, and one representative from the Associated Students of Irvine Valley College.[2] The faculty and classified bargaining units were consulted on an as needed basis.

2) In order to engage the college and district community in inclusive, informed, and intentional dialogue regarding the 2008 accreditation progress report, the college president, the board president, the deputy chancellor, and the senate president held a college-wide "accreditation dialogue" meeting on April 30, 2008, to discuss the January 31, 2008 action letter and the preparation of 2008 progress report.[3] A subsequent college-wide "accreditation dialog" was held on August 19, 2008 in order to update the college and district community of the development of the progress report.[4]

3) The focus group met twice monthly beginning March 28, 2008, through July 25, 2008, to discuss necessary changes, development of policies and procedures necessary to comply with the commission recommendations, and to review drafts of the progress report. Proposed drafts of the progress report and revised policies/procedures were reviewed and revised at each focus group meeting.[2]

4) From August 1, 2008 to August 22, 2008, a preliminary draft of the progress report was distributed through the college process to all constituent groups, including the college council; the academic planning, facilities and technology council; the dean's council; the general assembly of the academic senate (all faculty); the classified senate; the classified leadership council; and the associated student government.[5] Input from the

constituent groups was submitted to the accreditation co-chairs and brought to the focus group for review. After reviewing and incorporating (when appropriate) the input from all aforementioned constituent groups, the focus group prepared a draft of the progress report which was submitted to the board of trustees of the South Orange County Community College District on September 22, 2008.[6]

Evidence: Statement on Report Preparation

[1] *Office of the President Announcement: January 31, 2008, Commission Action Letter Available on College Website (2-8-08)*
[2] *2008 Accreditation Progress Report Focus Group Meeting Agendas & Minutes (3-28-08) (4-11-08) (4-25-08) (5-2-08) (5-16-08) (6-6-08) (6-13-08 (6-27-08) (7-9-08) (7-25-08)*
[3] *Office of the President Announcement: College- wide Accreditation Dialog Meetings (April 30,2008)*
[4] *Office of the President Announcement: College- wide Accreditation Dialog Meetings (8-19-08)*
[5] *Announcements: Progress Report Draft Available for Review (8-1-08)*
[6] *Agenda Meeting of the Board of Trustees: Review Draft IVC Progress Report (Item 7.1) (9-22-08)*

Reviewed and Revised: Accreditation Focus Group 4-11-08
Approved: Accreditation Focus Group 4-25-08

A. Recommendation 6: The board of trustees cease involvement in college and district operations, delegate all non-policy issues and policy implementation in the district and college level to the chancellor and presidents respectively. (Standard IV. B. 1. e. j)

Response: The board of trustees, district leadership, and college leadership addressed this recommendation in the 2005 Progress Report, the 2006 Progress Report, and in the 2007 Focused Midterm Report.

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

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

In order to address recommendation 6 for the 2008 progress report, the accreditation focus group conducted a content analysis of the aforementioned accreditation reports in order to assess areas of progress from 2005 to 2008 and areas of future planning.[1] The content analysis included a review of the 2005 Accreditation Progress Report, the 2006 Accreditation Progress Report, and the 2007 Focused Midterm Report with respect to commission recommendations 6, 7, and 8.

Areas of Progress 2005-2008: Content Analysis of the 2005 Progress Report, 2006 Progress Report, and 2007 Focused Midterm Report

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

In order to clarify the process for the development, evaluation, and revision of board policies and administrative regulations, on April 24, 2006, the board of trustees approved board policy 107 and the chancellor approved a companion administrative regulation 107, forming the board policy and administrative regulation advisory council. The membership of the advisory council includes representatives from the academic senate(s),

the classified senate(s), the exclusive bargaining representatives for the faculty and classified units, the Irvine Valley College director of student services, and district and college administrators. (2006 Progress Report, 18-19) Therefore, all constituent groups and administrators have the opportunity to review and to provide input into the development of board policies and regulations.

The board policy and administrative advisory council continued to develop, evaluate, and revise board policies throughout 2006-2007, and evidence of the continued progress was provided to the commission in 2007. (2007 Focused Midterm Report, 51, Reference 18 List of Approved Board Policies and Administrative Regulations)

The advisory council has continued to work together in a collegial manner in the development, evaluation, and revision of board policies throughout 2007-2008 resulting in the adoption of numerous revised board policies.[2] The open process for input and regular evaluation of policies/revisions has contributed to the reduction in tension between the college community and the board of trustees. In accordance with Standard IV. B. 1. e, the board has consistently adopted the revised board policies as recommended by the advisory council/chancellor with minor revisions to a few policies.[3]

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

In 2006, board policy 4011.6 (Chancellor Employment Procedures) was revised by the board policy and administrative advisory council and adopted by the board. The revised procedures meet the commission's definition of best practices and properly define the level of board involvement in executive hiring procedures. (2006 Progress Report, 13) Because no vacancy in the chancellor's position has occurred since the 2006 revisions, this policy has not been implemented.

Also in 2006, board policy 4011 (Employment Procedures for Administrators and Managers) was revised by the board policy and administrative council and adopted by the board .[4] The revised procedures meet the commission's definition of best practices and properly define the level of board involvement in hiring procedures for administrators and managers. The board has acted in a manner consistent with board policy 4011 commensurate with Standard IV. B. 1. e and there have been no allegations of board violations in executive hiring practices since 2006.

Administrative Regulation 6140 College Speakers: Approved by Chancellor

On January 4, 2007, the chancellor approved the recommendation of the board policy and administrative regulation advisory council regarding procedures for the approval of college speakers (AR 6140).[5] Prior to the revised regulations, the board of trustees approved college speakers. This requirement precluded some events because the board meets one time per month and the necessary approval could not be obtained in a timely manner. The focus group agreed that the original allegation of board micromanagement in the 2006 Progress Report was unfounded because the board was acting in accordance with the former version of AR 6140 in approving college speakers.[6]

The revised regulations require that at least three business days prior to the event the college president be notified of the speaker's name and background. The board is subsequently notified at each board meeting as to the events on campus. Travel expenses or honoraria for speakers may be paid only under the following circumstance: Any travel expense or honorarium must be recommended by the college president and chancellor, and submitted to the board for approval prior to any district reimbursement of travel expenses or payment of honorarium.[5]

The revised regulations have reduced the tension between the college community and the board of trustees, and the board has acted in a manner consistent with the revised regulations from 2007 to the present.

College Study Abroad Programs Resolved

During the November 30, 2006 team visit, the student government leadership raised concerns regarding the board approval process of study abroad programs. At that time, certain study abroad programs were not approved by the board. In addition, the board set a $50 million dollar liability insurance requirement for all study abroad programs resulting in a substantial decrease in the number of programs offered. (2007 Focused Midterm Report, 34)

Subsequently, the board reduced the liability insurance to $5-$10 million per program, and consequently, the number of study abroad program has steadily increased. (2007 Focused Midterm Report, 35)

At the April 23, 2007, special meeting of the board of trustees, the student trustee reported that the students' concerns regarding the study abroad programs had been adequately addressed. (2007 Focused Midterm Report, 35)

No further issues regarding the study abroad programs have been raised from 2007 to the present.

Board of Trustees Expressed Intent to Avoid Micromanagement

In the previous Accreditation Reports, there were at least six instances of comments by the board of trustees and chancellor during public board meetings demonstrating sensitivity to practices that could possibly constitute micromanagement. For example, in 2005, the chancellor distributed an article to the trustees from the *Chronicle of Higher Education* entitled *How to Keep Trustees from Being Micromanagers*. The chancellor included excerpts from board minutes documenting instances where the board properly referred items to the chancellor for final disposition in the 2005 Progress Report. (2005 Progress Report, 17-18)

At the February 13, 2006, special meeting of the board of trustees, the issue of board practices relative to college operations was addressed by some trustees at the meeting. One trustee stated:

> I believe the 1994 bankruptcy caused an unprecedented involvement and subsequent micromanaging behaviors by members of this board over the past ten years. Members of this board have micromanaged district matters lately, including giving staff directions and bypassing college presidents and the chancellor at the colleges and district offices [*sic*]. The pendulum has now swung back so that such close board involvement in district matters is not necessary or proper. The board needs to take a step back and let the administrators we've hired do what we pay them to do, that is manage the day to day operations of this district and the colleges. (2006 Progress Report, 9)

At the February 13, 2006, special meeting, another trustee stated that the level of board participation within college operations had become problematic. (2006 Progress Report, 9)

At the March 27, 2006, meeting of the board of trustees, the chancellor commented on micromanagement and stated that:

> …the board is aware of the issue. According to the chancellor, micromanagement is often mentioned during regular board meetings. He went on to state that faculty and staff may incorrectly label some decisions with which they disagree as instances of micromanagement. He stated that only one or two board members micromanage periodically and that the colleges cannot lose accreditation because of micromanagement. He cautioned that faculty and staff invite micromanagement if they go directly to board members about college issues. (2006 Progress Report, 10-11)

In the 2007 Focused Midterm Report, the section inserted by the board into the college report states that:

> …in the course of monthly board meetings, trustees do point out to each other when they perceive members may be engaging in micromanagement. While any member of the district community may disagree with the board's decision as to that consistency [*sic*], the decision legally resides with the board. The commission's criticism and evident conclusion to the contrary is inherently inappropriate. However, because trustees are publicly elected and an independent body, they must consider many factors in their decisions. (2007 Focused Midterm Report, 38)

College and District Administrators Report Collaborative Interactions

In 2007, the deputy chancellor, vice chancellor of technology and learning, and the vice chancellor of human resources reported positive and collegial interactions with the shared governance groups and cited a "tremendous" positive change with respect to micromanagement. (2007 Focused Midterm Report, 32) Additionally, the college president provided examples of the positive and collegial interaction with the shared governance groups citing the strategic planning process, the revision of the classified hiring priority development process, the revision of the program review process, and the efforts of the faculty regarding student learning outcomes. He stated his appreciation for support provided by the academic senate. (2007 Focused Midterm Report, 33)

The collaborative interactions between the district administration, the college administration, and the constituent groups have continued from 2007 to the present. Similarly, the collaborative interactions within the college have continued from 2007 to the present and as documented in the response to recommendation 8.

Board of Trustees and District Participation in 2008 Progress Report

In order to address the issues raised in the 2007 Focused Midterm Report (32) regarding the appropriate level of involvement of the board and the district in the development of the 2008 Progress Report, the college formed an accreditation focus group which included the board president, the deputy chancellor, all senior college administrators, and representatives from all constituent groups.[7] The focus group met bimonthly beginning in March of 2008 through July of 2008. The board president and the deputy chancellor attended the meetings and participated in the development of the 2008 Progress Report.[7]

The collaboration with the board president and the deputy chancellor in the preparation and development of the 2008 Progress Report was extremely helpful and collegial. The board president, deputy chancellor, administrators, academic senate representatives, classified senate representatives, and an ASIVC representative participated in open and honest dialog regarding the commission recommendation pertaining to board micromanagement. Within the deliberations and dialog of the focus group, it was

recognized and agreed that some allegations of board micromanagement were unfounded as in the case with administrative regulation 6140 discussed in the above section.[6]

The college plans to continue the practice of including a representative of the board and a representative of the district in the preparation and development of the 2010 Accreditation Self-Study.

What Constitutes Micromanagement: Dialog and Understanding

The collaboration with the board president, deputy chancellor, administrators, and constituent groups in the preparation of the 2008 Progress Report was important in establishing a dialog regarding what actions could be regarded as micromanagement and coming to agreement to avoid future misunderstandings. Within focus group discussions, it became apparent that many former issues may have stemmed from a lack of understanding of the appropriate roles and scopes of authority by all parties.[6, 8] For example, the March 27, 2006, board resolution entitled "Implementation of Accreditation Recommendations by the District and the Board of Trustees" provides:

> Whereas the board and the district are committed to clarifying the respective roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision-making processes and, *thereby avoiding macromanagement on the part of other constituent groups*…. (2006 Progress Report, 11)

In order to address this issue and to respond to commission recommendation 7, the focus group developed a written policy manual, Planning and Decision-Making Manual for Irvine Valley College, which clearly delineates the roles and scopes of authority of all parties, including the board of trustees, administrators, and the constituent groups. The manual will be discussed in the response to recommendation 7. The college reviewed, adopted, and published the manual on September 10, 2008. [9]

Evaluation and Selection of the Chancellor: Standard IV. B. 1. j

In 2006, the board policy and administrative advisory council revised the chancellor employment procedures (BP 4011.6). The revised procedures were adopted by the board of trustees. The revised procedures meet the commission's definition of best practices and properly define the level of board involvement in executive hiring procedures. (2006 Progress Report, 13.) Therefore, in accordance with Standard IV. B. 1. j, the governing board has a written policy for selecting the chancellor in a multi-college district.

On August 27, 2007, board policy 112 (Duties and Responsibilities of the Board of Trustees) was revised and adopted by the board. Board policy 112 specifies that it is the responsibility of the board to hire and evaluate the chancellor.[10]

Analysis of Results

The continued work of the board policy and administrative regulation advisory council and the open process for the regular evaluation of policies/regulations have contributed to resolution of many prior issues for example, the revision of board policy 4011.6 (Chancellor Employment Procedures), board policy 4011 (Employment Procedures for Administrators and Managers), and administrative regulation 6140 (College Speakers). The board has consistently adopted the revised policies and regulations and has acted in a manner consistent with the policies and/or regulations. In addition, the number of study abroad programs have steadily increased due to the reduction in liability insurance.

The concern expressed by the board regarding the practices that could possibly constitute micromanagement and the board's expressed intent to avoid micromanagement can be interpreted as a trend of growing awareness of and sensitivity to the commission recommendation.

Future Planning

1999 Board Action: Limit on Reassigned Time

Prior Accreditation Reports raised the issue of the 1999 board action limiting the amount of reassigned time to 2% of the college budget and the method prescribed by the board for calculating the cost of reassigned time.[11]

Since the 1999 board action has not been re-evaluated in the last decade, on June 13, 2008, and June 27, 2008, the focus group recommended that the board policy administrative regulation advisory council develop a board policy that reflects the board's philosophical commitment to student learning and success while balancing the needs of the college.[6, 8]

Board Policy 109 Board Education

In order to provide training for new trustees and continuing board members as to the role of a local governing board, the board adopted board policy 109 (Board Education) which provides that:

> The Board of Trustees is committed to ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.
>
> It is the responsibility of each individual trustee to pursue professional development opportunities to maintain knowledge of evolving educational governance, policies, legislation, best practices, employee relations, and leadership.[12]

Given the availability of activities such as study sessions and conferences that foster trustee education, new and continuing trustees may access information regarding the role and scope of authority of local governing boards in order to preclude micromanagement.

Conclusion

The inclusion of representatives of the board and the district in the development of the 2008 progress report created a mechanism for open and honest dialog regarding the aforementioned issues as well as other concerns addressed in recommendations 7 and 8. The dialog resulted in clarification of prior misunderstandings and proposed resolutions (future planning) to avoid future problems.

Evidence: Recommendation 6

6[1] Content Analysis of 2005 Progress Report, 2006 Progress Report, and 2007 Progress Report (6-13-08)
6[2] Board Policy and Administrative Regulation Advisory Council Agendas (2007-2008)
6[3] Board of Trustees Meeting Minutes: Adoption of Board Policies (6-24-08, Item 6.6) (5-27-08, Item 6.5) (4-28-08, Item 6.7) (3-24-08, Items 6.7-6.9) (2-20-08, Item 6.6)
6[4] Board Policy 4011 Employment Procedures for Administrators and Managers (11-20-06)
6[5] Administrative Regulation 6140 (College Speakers) (1-4-07)
6[6] Accreditation Focus Group Minutes (6-13-08)
6[7] See Statement on Report Preparation, Reference 2
6[8] Accreditation Focus Group Minutes (6-27-08)
6[9] See Recommendation 7, Reference 2: Planning and Decision-Making Manual for Irvine Valley College (9-10-08)
6[10] Board Policy 112 Duties and Responsibilities of the Board of Trustees (8-27-07)
6[11] 1999 Board Action: Limit on Reassigned Time (7-26-99)
6[12] Board Policy 109 Board Education (8-27-08)

Reviewed and Revised: Accreditation Focus Group 6-13-06
Reviewed and Revised: Academic Senate Cabinet 6-13-08
Reviewed and Revised: Accreditation Focus Group 6-27-08
Reviewed and Approved: Accreditation Focus Group 7-9-08
Reviewed and Revised: College Community 8-22-08

B. Recommendation 7: The board of trustees, district leadership and college leadership, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision making processes. (Standard IV. A. 1, 2, 3, 5)

Response: The board of trustees, district leadership, and college leadership addressed this recommendation in the 2005 Progress Report, the 2006 Progress Report, and in the 2007 Focused Midterm Report.

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

> [T]here continues to be some disagreement among college governance leaders, and the chancellor and board of trustees regarding roles and authority among them, and what constitutes non-policy operational matters. There continues to be blaming of responsibility for their failure to be in agreement, and lack of understanding between them. While continued progress is needed, the team commends the college leadership, district leadership and board of trustees for the actions they have taken to define leadership roles and scopes of authority in the governance of the colleges and the district, and to implement structures and processes to facilitate collegial decision-making. In spite of continued strained relationships between the college and the chancellor and board, the college's leadership and governance bodies, the chancellor and district leadership, and the board of trustees are making progress in addressing recommendation #7."

In order to address recommendation 7 for the 2008 progress report, the accreditation focus group first conducted a content analysis of the aforementioned accreditation reports in order to assess areas of progress from 2005 to 2008.[1] Second, the focus group developed and proposed a Planning and Decision-Making Manual for Irvine Valley College which defines the roles of all constituent groups.[2] The manual specifies the processes by which individuals and constituent groups work together on appropriate policies, procedures, and planning. The charge, membership, role and scope of authority of the academic senate, the classified senate, the associated students of Irvine Valley College (ASIVC), the exclusive bargaining representatives for the faculty and classified staff, and the strategic planning committees, college committees, and task forces are clearly delineated within the manual. In addition, the manual specifies the relationship between college constituent groups and the district administrative councils and, when appropriate, defines the process by which the college participates in district-wide decision-making as well as the process by which college leadership interacts with the board of trustees.[2] (Standard IV. A. 2. a. b. 3.)

The Planning and Decision-Making Manual for Irvine Valley College was adopted and published by the College on September 10, 2008.[2]

Areas of Progress 2005-2008: Content Analysis 2005 Progress Report, 2006 Progress Report, and 2007 Focused Midterm Report

Development of Faculty Hiring Policy, Procedures, and Criteria Resolved

On June 8, 2005, the Court of Appeals, Fourth Appellate District of California, Division Three (129 Cal. App. 4th 1482, 2005) defined the role and scope of authority of the board of trustees and the academic senates regarding the joint development and mutual agreement on full-time faculty hiring criteria, policies, and procedures pursuant to Education Code §87360(b). (2005 Progress Report, 19) On December 12, 2005, the board and the academic senates jointly developed and mutually agreed upon revisions to board policy 4011.1, the faculty hiring policy.

Since 2005, there has been no further need to engage the legal system and/or the state chancellor's office in resolving disputes relative to the role of the board of trustees and the academic senates regarding the development of faculty hiring procedures. In addition, in 2007-2008, board policy 4011.1 was consistently applied in the hiring of 38 new faculty members district-wide.

Level One Technical Assistance 2005-2006

On August 22, 2005, the chancellor and the academic senate(s) agreed to participate in a level one technical assistance conducted by the California League of Community Colleges and the Academic Senate for the California Community Colleges. On February 13, 2006, all district and college leaders participated in the level one technical assistance process and on April 24, 2006, all district and college leaders participated in a technical assistance follow-up meeting. (2006 Progress Report, 15-18) A common theme running throughout the technical assistance meetings was the need to clearly define the roles and scope of authority of all constituent groups and to agree upon a process for effective participation in the decision-making process at the college level as well as at the district level. (2006 Progress Report, 17) This issue has been addressed in 2008 with the development of the Planning and Decision-Making Manual for Irvine Valley College which will be discussed below.

Board Policies Defining the Roles and Scope of Authority

The board of trustees adopted three board policies that further define the role of the board of trustees, and the role and scopes of authority of the academic senate(s) and the classified senate(s). On August 27, 2007, the board adopted board policy 102 (Functions of the Governing Board) that delineates the role and function of the governing board. On September 25, 2006, the board approved board policy 2100.2 (Role and Scope of the Academic Senates) and on December 11, 2006, the board approved board policy 4056 (Classified Employees Participation in Decision-Making). (2007 Focused Midterm Report, 41-42) The SOCCCD has formally reviewed and updated board policies that clarify the roles and scopes of authority of all constituent groups in accordance with Standard IV. A. 2. a. b. and 3.

Clarification of Roles and Scope of Authority: Planning and Decision-Making Manual for Irvine Valley College 2008

In order to further address recommendation 7, the accreditation focus group developed and proposed a Planning and Decision-Making Manual for Irvine Valley College. The manual was adopted and published by the College on September 10, 2008.[2] The manual establishes systematic processes to institutionalize and ensure effective participation, widespread discussion, and implementation of ideas for improvement that have significant policy and/or institution-wide (district-wide) implications in accordance with Standard IV. A. 1. 2 a. b. The manual clearly describes and establishes governance structures, processes, and practices by which the governing board, administrators, faculty, staff and students work together for the good of the institution in accordance with Standard IV. A. 3.

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

In order to assure integrity and effectiveness, the manual provides for an annual evaluation of the role of leadership and the decision-making processes. In accordance with Standard IV. A. 5, the results of the evaluation are widely communicated and used as a basis for improvement.[2] (pgs. 22-23)

The Planning and Decision-Making Manual is the product of a collaborative effort of the president of the board of trustees, the deputy chancellor, the president and vice presidents of Irvine Valley College, the faculty accreditation co-chairs, the academic senate, the classified senate, and ASIVC. The sections pertaining to the role of the students in planning and decision-making were reviewed by the associated students of Irvine Valley College (ASIVC). The sections pertaining to the role and scope of authority of the faculty and classified bargaining representatives were reviewed by the respective bargaining representatives.

To increase effective communication and encourage widespread participation in the development of the Planning and Decision-Making Manual, on April 30, 2008, and on August 19, 2008, the accreditation focus group held college-wide accreditation dialogs.[3] The college-wide accreditation dialogs were video-taped and are included in this report.[4]

Decision-Making Philosophy and the Hourglass Model

To create an environment for empowerment, innovation, and institutional excellence, college and district leadership encourage faculty, staff, managers, administrators, and students to participate fully in the strategic planning process and decision-making. To this end, the college and district have numerous committees, task forces, and administrative councils with representation from all constituent groups. The Planning and Decision-Making Manual for Irvine Valley College clearly delineates the role and scope of authority of each constituent group, planning committee, college committee/task force, college administrative councils and district administrative councils.[2] In addition, the college developed an Effective Participation/Planning Process flow chart. (Appendix D)

College committees and task forces that operate on the principle of consensus generally follow these guidelines: at the outset of a discussion, the issue is clearly presented and a range of alternatives may be considered. Where possible, the committee modifies alternatives to accommodate the interests of committee members. Committee members accept responsibility for attending meetings and contributing to the discussion. The committee reaches consensus once all members have had the opportunity to contribute to the discussion. However, consensus does not mean unanimity. Once consensus is achieved, committee members support decisions of the committee. Committees work with the assumption that silence during the discussion or speaking against the committee decision after consensus is reached undermines the process.[2] (pgs. 5-6)

Irvine Valley College supports an hourglass model of decision-making and implementation. The top of the hourglass represents the college, including the college strategic planning committees, the other college committees/task forces, the academic senate, the classified senate, ASIVC, and the administrative councils. Strategic planning and institutional direction is determined by data-driven recommendations developed through college and district processes. Recommendations from the top of the hourglass flow to the middle of the hourglass, which consists of the IVC college council, the SOCCCD district administrative councils, the chancellor's cabinet, and the board of trustees. The base of the hourglass consists of the traditional administrative structure of the college and the district administrative councils which are ultimately responsible for implementation of policies and procedures.[2] (pg. 6)

The hourglass model of decision-making and implementation achieves a balance between decentralized and centralized decision-making and ensures efficient and effective participation of the college community. In adopting an hourglass model, all constituent groups recognize that the hourglass may be flipped in order to address time sensitive issues. In those instances, communication within the college and between the college and the district is essential.[2] (p. 6)

The hourglass model of decision-making allows for constant feedback loops and communication between constituent groups, the administration of the college, and the district.

The college and district community supports the following decision-making principles:

- Effective participation does not always imply total agreement;

- Effective participation does not require equivalent levels of involvement by all participants;

- The ultimate responsibility for decisions rests with the college president, the chancellor, and the board of trustees as delineated and delegated in board policies and job descriptions.[2] (pgs. 6-7)

The Role and Responsibilities of the Governing Board, the Chancellor, and the College President

Education Code §70902 and board policy 112 (Duties and Responsibilities of the Board of Trustees) define the role of the SOCCCD governing board.[2] (pgs. 7-9) According to the Education Code and board policy, every community college district shall be under the control of a board of trustees which is responsible for the development of policies, rules, and regulations which provide for the government and operation of the district as follows:

- Establish policies for, and approve, current and long-range academic and facilities plans and programs…establish policies for, develop, and approve comprehensive plans. Comprehensive plans are submitted to the board of governors for approval. (E.C. §70902(b)(1))

- Establish policies for and approve courses of instruction and educational programs. Educational programs are submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors. (E.C. §70902(b)(2))

- Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors. (E.C. §70902(b)(3))

- Employ and assign all personnel…and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state. (E.C. §70902(b)(4))

- To the extent authorized by law, determine and control the district's operational and capital outlay budgets…determine the need for elections for override tax levies and bond measures. (E.C. §70902(b)(5))

- Manage and control district property…contract for the procurement of goods and services as authorized by law. (E.C. §70902(b)(6))

- Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (E.C. §70902(b)(7))

- Establish rules and regulations governing student conduct. (E.C. §70902(b)(8))

- Establish student fees as it is required to establish by law. (E.C. §70902(b)(9))

- In its discretion, receive and administer gifts, grants, and scholarships. (E.C. §70902(b)(10))

- Provide auxiliary services as deemed necessary to achieve the purposes of the community college. (E.C. §70902(b)(11))

- Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe. (E.C. §70902(b)(12))

- Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the functions of the district. (E.C. §70902(b)(13))

- Participate in the consultation process established by the board of governors for the development and review of policy proposals. (E.C. §70902(b)(14))

Board policy 112 further specifies the role of the board of trustees within the district.[2] (p. 9)

Delegation of Authority to the Chancellor

According to E.C §70902(d) and board policy 2100 (Delegation of Authority to the Chancellor), the board of trustees shall employ a qualified person as chancellor and chief executive officer of the district. The chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district. Board policy 2100 authorizes the chancellor to perform, but is not limited to, the following functions:

- To hire academic and classified employees for the district, subject to ratification by the board.

- To authorize and direct employees of the district to incur travel expenses, including but not limited to, mileage to conduct district business, including conference travel, within the limits and budget requirements.

- To sign applications for funds and contracts for the district, subject to ratification by the Board.

- The Board hereby delegates to the Chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the Chancellor or his or her designee. If the resignation does not specify an effective date, the Chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting (E.C. §§87730 and 88201).

- To establish and maintain the district's purchasing procedure (Calif. Public Contract Code, §20650, et seq, and E.C. §81641 et seq; Board Policy 3200).[2] (p. 10)

Board Policy 2001 (Administrative Organization) further provides that the board of trustees affirms its legal responsibility to adopt policies governing the district and its colleges. In so doing, it directs the chancellor to implement those policies within an approved organizational structure (E.C. §70902).

- The chancellor is authorized and responsible for organizing all district standing and ad hoc committees to assist in the operation of the district. Each college president is authorized and responsible for organizing college committees as needed to assist in college operations.

- The chancellor is responsible to support the board's stated philosophy concerning internal administration. [*sic*] 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.[2] (pgs.10-11)

Delegation of Authority to the College President

According to the SOCCCD job description for the college president (ID #006), the president is the chief executive officer of the college, with leadership and management responsibility for the effective operation of the college, including the educational programs, student support services, personnel, budgets, facilities, community and external relations, planning, evaluations, and special projects related to the mission of the college. The college president reports to and is directly responsible to the district chancellor. The college president exercises supervision over the administration, faculty, and classified staff of the college.[2 (p. 11)] The duties and responsibilities of the college president include the following:

- To discharge responsibilities in accordance with the policies, procedures, and approved plans of the district and the board of trustees, as well as state and national requirements.

- To provide leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.

- To provide leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.

- To direct all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.

- To direct the development and management of annual college budgets, in accordance with accepted governance and accountability standards.

- To provide leadership to ensure that campus facilities are well planned and well maintained.

- To maintain an effective administrative organization and delegate appropriate responsibilities to the college administrative staff.

- To provide leadership for the development of the college's long-range plans, annual goals, and short-term objectives.

- The responsibility for the safety and well being of college staff and students.

- To implement a college governance program which is participative, accountable, and effective.

- To promote effective communication within the college, with the district, and with the board of trustees.

- To represent the college to the community, schools, four-year colleges and universities, state and national agencies, professional organizations and other publics [*sic*].

- To assist the college foundation in its efforts to develop resources for the college.

- To attend meetings of the district and the board of trustees.

- To perform additional duties as assigned by the chancellor and the board of trustees.[2] (pgs. 11-12)

Effective Participation and Planning: Academic Senate, Classified Senate, and ASIVC

California Education Code §70902(b)(7) requires the board of governors to enact regulations to "ensure faculty, staff, and students…the right to participate effectively in district and college governance" (emphasis added). Education Code §70902(b)(7) further specifies "the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." The board of governors adopted Title 5, California Code of Regulations, which defines the right of the academic senate, classified senate, and ASIVC to participate effectively in district and college governance.

The Academic Senate

The role and scope of authority of the academic senate is defined by the Education Code, Title 5 Regulations, and SOCCCD board policies. Board policy 2100.1 (Delegation of Authority to the Academic Senates) requires that the board of trustees consult collegially with the academic senate on academic and professional matters that include:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development;

- Other matters as mutually agreed upon between the board of trustees and the academic senate, or as otherwise provided by statute or regulation.[2] (pgs. 13-14)

- According to board policy 2100.1, consult collegially means that the board will rely primarily on the recommendations of the academic senate. Primary reliance means the acceptance of the recommendations of the academic senate unless there are exceptional circumstances or compelling reasons. If a recommendation of the academic senate pertaining to academic and professional matters is not accepted, the board of trustees or its designee will promptly communicate its reasons in writing. Such explanation will convey the "exceptional circumstances and compelling reasons" that necessitated the action in question. (Title 5, §53203(d)(1)) (Board Policy 2100.1) [2] (pgs. 13-14)

Board policy 2100.2 (The Role and Scope of the Academic Senates) provides further clarification as to the role of the academic senate. Board policy 2100.2 provides for the joint development of procedures and mutual agreement between the board of trustees and the academic senate in three narrowly defined areas.

- The development of hiring criteria, policies, and procedures for new faculty members. (E.C. §87360)

- The process by which the board of trustees determines whether an administrator whose administrative assignment has expired or has been terminated possesses the minimum qualifications for assignment as a first year probationary faculty member. (E.C. §87458)

- The process as well as the criteria and standards by which the board of trustees determines whether a potential faculty member possesses qualifications at least equivalent to the minimum qualifications specified in the board of governor regulations. (E.C. §87359)[2] (pgs.14- 15)

The manual delineates the relationship between the academic senate and the exclusive bargaining agent for the faculty (faculty association) regarding consultation on tenure evaluation procedures, faculty evaluation procedures, and the determination of faculty service areas.[2] (p. 18)

The academic senate also participates in college and district planning and decision-making through representation on college committees, task forces, and district administrative councils as described below.

The Classified Senate

Board policy 4056 (Classified Employees Participation in Decision-Making) defines the right to participate effectively for the classified senate as follows:

- The classified staff shall be provided with opportunities to participate effectively in district and college governance.

- In the joint formulation and development of district policies and procedures, the board will reasonably determine, in consultation with the classified senates, which policies will significantly affect the classified staff.

- The opinions and recommendations of the classified senates of the district will be given every reasonable consideration.

- Except in unforeseeable, emergency situations, the board of trustees shall not take action on matters significantly affecting the classified staff until it has provided an opportunity for participation in the formulation and development of those matters [*sic*] through appropriate structures and procedures, as determined by the board, in accordance with the provisions of this policy.

When a college or district committee and or task force consults with classified staff regarding implementation of Board Policy 4056 or deals with other issues which have been determined by the board of trustees to significantly affect classified staff, the appointment of classified representative(s) shall be made as follows:

- The exclusive representative shall appoint the first classified staff representative for the respective bargaining unit. When additional representatives are to be selected from the classified staff, appointments will be made in consultation with the appropriate classified senate(s).

- Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives.

- In all cases, representatives shall be selected from the category that they represent.[2] (pgs. 18-19)

Classified staff participate in college and district decision-making through representation on college committees, task forces, and district administrative councils as described below.

The Associated Students of Irvine Valley College (ASIVC)

Board policy 5627 (Student Participation in Governance) defines the right to participate effectively for ASIVC as follows:

- The associated students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students.

- The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the associated student governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.

- Except for emergency situations, the board of trustees shall not take any action on matters subject to this policy until the designated student groups have been provided the opportunity to participate.[2] (p.20)

ASIVC also participates in college and district decision-making through representation on college committees, task forces, and district administrative councils as described below.

Effective Participation and Planning: Irvine Valley College Committees and Task Forces

In 2005, Irvine Valley College adopted a strategic planning process. (2005 Progress Report, 3) The strategic planning process is based on the college mission and vision statements and the college goals, which are reviewed annually by the college community in October of every year (see college mission/vision statement and college goal revision process) [2] (Appendix E) The college mission and vision statements and the college goals are posted on the college website and are included in all major college publications. The college strategic planning goals are based upon ACCJC accreditation standards, the California strategic plan, and data relevant to South Orange County.

The Irvine Valley College Strategic Planning Goals for 2006-2008 are:

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

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

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

4. To provide cultural experiences and activities that promote economic development and partnerships with the community.

5. To focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.

6. To expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success.

7. To increase awareness of IVC as an institution of higher education that is dedicated to student success and access.

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

9. To leverage resources to implement the initiatives identified in the college's strategic plan.[2] (p. 21)

Each college goal forms the basis for strategic planning objectives (statements based on internal and external data scans) and strategic planning strategies (the actions taken to implement and achieve the objectives). Measurable outcomes are stated for each strategic planning objective. Outcomes are continuously evaluated in order to make institutional improvements.[2] (Appendix B, Appendix C)

In August of 2007, the leadership roles and the college governance and decision-making processes were evaluated and the college committee structure was reorganized in order to fully integrate strategic planning within the decision-making and budget development processes. (2007 Focused Midterm Report, 65)

There are five college strategic planning committees:

1. The strategic planning oversight and budget development committee;
2. The academic, facilities, and technology planning committee;
3. The institutional effectiveness committee;
4. The enrollment management committee (marketing and outreach);
5. The student success/access and matriculation committee.

The five college strategic planning committees have specific charges, defined membership (including representation from all college constituent groups), and clearly delineated reporting/recommending responsibilities as described in the Planning and Decision-Making Manual.[2] (pgs.22-27) For example, the strategic planning oversight and budget development committee provides oversight for the college strategic planning process, including regular evaluation of the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness and recommends improvements based on the evaluation. In addition, the strategic planning oversight and budget development committee integrates data into the planning process via internal/external data scans, annually reviews the college mission and vision statements and the college goals, and connects program review planning strategies within the college

budget development process. The charges of the committee include development and implementation of strategic planning objectives and strategies, scheduled maintenance, capital outlay, classified hiring priorities (funding), resource and budget development, and the college budget development process. The committee is co-chaired by the director of fiscal services (classified manager) and the chair of academic affairs (academic senate officer). The membership of the committee includes the college president, the vice president of instruction, the vice president of student services, the academic senate president, the director of facilities, the research and planning analyst, an instructional dean, two classified staff representatives, and a representative from ASIVC. The primary reporting/recommending responsibilities are to the college president and the college council.[2] (p. 23)

There are two college operational committees that address specific college functions:

1. The technology and distance education committee;
2. The honors advisory committee.

The specific charge, membership, and reporting/recommending responsibilities of the two college operational committees are clearly defined for each committee.[2] (pgs. 28-30)

In order to address specific tasks, the college has formed numerous task forces through a defined process. A task force is distinguished from a college committee in that a task force meets on an as-needed basis, membership is determined as-needed, and responds to a focused task or charge.

The college task forces include the student learning outcomes-program review task force, the commencement task force, the commencement speaker selection task force, the teacher of the year task force, the scholarship task force, the classified hiring priority list development task force, the professional development task force, the bookstore task force, the cafeteria task force, and the grade grievance task force. Each task force has a specific charge and membership includes appropriate representation from all constituent groups as well as defined reporting/recommending responsibilities.[2] (pgs. 31-42)

Effective Participation and Planning: Irvine Valley College Administrative Councils

The college administrative structure consists of the college council, the president's executive council, the deans' council, and the student services council.

The College Council

The college president chairs the college council. Membership includes all administrators, all classified managers, and the presidents of the academic senate, classified senate and ASIVC. The college council serves as the primary participatory governance body and is designed to facilitate communication and understanding among administrators, classified managers, academic senate, classified senate, and ASIVC. The college council reviews and recommends to the president's executive council approval of all policies and procedures affecting the operations of the college.[2] (p.43) (Appendix D)

The President's Executive Council

The president's executive council is chaired by the college president and includes the vice president of instruction, the vice president of student services, and the director of fiscal services. All academic senate (except those exempted by law), classified senate, ASIVC, strategic planning committee, college committee, and task force recommendations are forwarded to the college council and then the president's executive council for final disposition. Based on the recommendations of the strategic planning oversight and budget development committee, the college president has final decision-making authority regarding the college budget (including the implementation and funding of strategic planning and program review objectives/strategies) as well as college policies and procedures. All college recommendations requiring board approval are submitted to the chancellor by the college president. Monthly board item review meetings are held in order to prepare college items for board approval.[2] (p. 44) (Appendix D)

The Deans' Council

The deans' council is chaired by the vice president of instruction. Membership includes the deans representing the ten academic schools, and the dean of career technical education and workforce development. The deans' council is the principle administrative body with oversight for planning, coordination, and operational functions for the instructional units of the college. The deans' council is responsible for promoting the principles of effective participation in decision-making, including efficient, fair, and effective implementation of management rights, review of the instructional budgets, establishment of OSH allocations and WSCH per FTE targets per academic school/discipline area, allocation of state-funded growth monies, room and facilities utilization, review of the guidelines for faculty evaluations, implementation of college and district policies/procedures, and recommendations for classified and faculty hiring priorities.[2] (p.45) (Appendix D)

The Student Services Council

The student services council is chaired by the vice president of student services. Membership includes the dean of counseling services, the directors of admissions and records, the child development center, financial aid, fiscal services, health and wellness,

outreach, community relations and matriculation, student development, supportive services, and the registrar. The student services council is the principle administrative body that has oversight of student services. The student services council is responsible for oversight of college-wide events such as commencement, the scholarship ceremony, senior day, Veterans Day, and transfer celebrations, job fairs, and ASIVC activities. The student services council has oversight responsibility for the implementation of student learning outcomes and program review within student services, participates in the development of college and district-wide goals, the planning and sponsoring of enrollment growth activities (outreach), implementation of interventions to increase student success, review/implementation of college and district policies/procedures, the oversight of student services budgets, and the development of student satisfaction surveys.[2] (p. 46) (Appendix D)

Irvine Valley College Policies and Procedures

The college has adopted policies and procedures to assist in further defining the roles and scope of authority of all college constituent groups and college administrative councils. The complete compilation of college policies and procedures is included as Appendix E: in the Planning and Decision-Making Manual.[2] (Appendix E)

College policies and procedures include:

- The Irvine Valley College Mission Statement & College Goals Annual Revision Process
- The Irvine Valley College Strategic Planning Process
- The Irvine Valley College Strategic Planning Oversight and Budget Development Committee: Strategic Planning and College Budget Development Process
- The Irvine Valley College Program Review/Planning Process
- The Irvine Valley College Program Review Second Cycle 2007-2012
- The Irvine Valley College Academic Program Review Template
- The Irvine Valley College Student Services Program Review Template
- The Irvine Valley College Process for Discipline/Course Realignment
- The Irvine Valley College Policy and Process for Program Discontinuance
- The Irvine Valley College New Program Approval Policy
- The Irvine Valley College New Program Development Procedures
- The Irvine Valley College Faculty Hiring Priority List Development Process (Full-Time Faculty)
- The Classified Hiring Priority List Development Process for New Positions
- Curriculum Approval Procedures
- Distance Education Policy

District Administrative Structure, Planning, and Decision-Making

The district administrative structure consists of the chancellor's executive council, the educational services coordinating council, the district technology council, the chancellor's docket, the chancellor's cabinet, the board policy/administrative regulation advisory council, the district resource allocation council, and the advanced technology education park (ATEP) advisory council. The relationship between the district administrative councils and the board of trustees is demonstrated in the district-level decision making/organization chart.[2] (Appendix F) The charge, membership, and reporting/recommendation responsibilities are defined for each district-level administrative council as indicated below. [2] (pgs. 50-58)

The college administration and college constituent groups participate in district decision-making through a representative model. College administrators are included on all district-level councils. Representatives of the academic senate, the classified staff, and representatives of the exclusive bargaining representatives are included on appropriate district administrative councils.[2] (pgs. 50-58) For example, the chancellor's docket meetings include all district administrators, the college presidents, the presidents of the academic senates, the presidents of the faculty and classified bargaining representatives, the presidents of the classified senates, the president of the police officers' association, and a classified manager. The charge of the chancellor's docket meetings is to set and review agenda items for the monthly meetings of the board of trustees. Therefore, representative from all college-level constituent groups and college administrative representatives review items that are sent to the board for approval.

The chancellor's cabinet meets monthly. Membership includes the aforementioned representatives as well as the district director of marketing and community relations. The charge of the chancellor's cabinet is the forum for discussion of district-wide issues. All college constituent group representatives and college administrative representatives are given the opportunity to participate in the discussions and to provide a report.

Analysis of Results

In accordance with Standard IV. A. 1. 2. 3, the Planning and Decision-Making Manual establishes a written policy providing for faculty, staff, administrator, and student participation in decision-making processes at the college as well as within the district, where appropriate. The manual further specifies the procedures by which individuals bring forward ideas from their constituencies and work together on policy development, planning, and decision-making commensurate with Standard IV. A. 2. b. Further, the manual establishes a process wherein the role of leadership and the governance and decision-making processes are regularly evaluated to assure their integrity and effectiveness, and the results are widely communicated and used as the basis for improvement according to Standard IV. A.5.

Through the development of The Planning and Decision-Making Manual, the college community clarified the roles and scopes of authority of all college constituent groups and clarified the relationship between college-level and district-level decision-making. The development of the manual provided an opportunity for dialog among the college administration, the district administration, the board of trustees, and the college community. During development of the manual, the accreditation focus group identified several additional areas in need of clarification. The accreditation focus group submits the following recommendations for future planning and.

Future Planning

Delegation of Authority to the College President: Board Policy Needed

On May 2, 2008, the accreditation focus group recommended the development of a board policy delegating authority to the college president in a multi-college district.[5] Although the job description of the college president clearly defines the duties and responsibilities of the college president, presently there is no board policy delegating authority to the college president other than board policy 2100. This issue is not unique to the South Orange County Community College District. The Community College League of California (CCLC) does not provide a model policy for the delegation of authority to a college president in a multi-college district.

Clarification of the Role and Scope of Authority of the College President: Board Policy 4011 (Employment Procedures for Administrators and Managers)

According to board policy 4011 (Employment Procedures for Administrators and Managers)[6], college-level administrative hiring is conducted by carefully selected, highly qualified representatives from all constituent groups who commit hours of time to screen applications, develop interview questions, conduct interviews, engage in extensive post-interview discussions, and make reference checks. This process is then followed by another round of screening applicants, second level interviews, and reference checks by the college president and college vice presidents. Therefore, according to the adopted hiring procedures, the college community fully participates in the recommendation to hire college administrators and managers. The final decision is made by the college president pursuant to board policy 4011.[6]

In 2007, the chancellor conducted meetings with the finalists and extended the offer of employment to the Irvine Valley College vice president of instruction, the dean of the school of math, sciences and engineering as well as the interim dean for the school of humanities/languages and the school of fine arts. This practice raises a concern with regard to board policy 4011, Section VIII. Second Level Interviews 1, that states "[S]imilarly, ultimately the final hiring decision for college administrators or managers shall be the College President's decision".[6] Further, the practice raises an issue with regard to the president's job description.[7]

On June 27, 2008, and July 9, 2008, the focus group recommended further clarification from the board policy and administrative regulation advisory council regarding the respective and relative roles and scopes of authority of the college president and the district chancellor regarding college administrative hiring procedures pursuant to BP 4011 and the president's job description.[8, 9]

Clarification of the Role and Scope of Authority of the College President: Development of 4-6 New Programs and the 1999 Board Limit on Reassigned Time

The 2006-2007 college president's goals, as set by the chancellor, were cited as examples of board micromanagement in the 2007 Focused Midterm Report (35-37). However, based on discussion at the June 13, 2008 focus group meeting, it was decided that these issues more appropriately fell within the purview of recommendation 7 regarding clarifying the role and scope of authority of the college president.[10]

The first goal, set by the chancellor in 2006-2007 and included the college president's evaluation, was "[T]o increase student enrollment by 333 full-time equivalent students during the academic year through strategies such as the development and offering of 4-6 new academic and/or career programs, 4-6 online degree programs, and continued marketing and outreach efforts". In 2006-2007, the chancellor also included a 2.4% limit on reassigned time as a goal for the college president and included the 2.4% limit in the president's evaluation. (2007 Focused Midterm Report, 35-37)

The college accepts the chancellor's role in setting goals for the college president. However, the above goals were not derived from data resources routinely used by the college to guide strategic and fundable growth and, if strictly implemented, could cause a failure to balance the college budget and cause unnecessary legal challenges. Further, the goal to develop 4-6 new academic and/or career programs (and 4-6 online degree programs) conflicts with board policy 2100.1 (Delegation of Authority to the Academic Senate).[10] Pursuant to board policy 2100.1, curriculum and program development is within the purview of the academic senate. The college president is precluded from developing curriculum and must consult collegially with the academic senate as stated within the board policy, Education Code, and Title 5 Code of Regulations.[10]

On June 27, 2008, the focus group recommended further clarification from the board policy and administrative regulation council regarding the respective roles and scopes of authority of the college president and the district chancellor with regards to new program development as well the development of a board policy relative to reassigned time that balances the board commitment to student learning and success with the needs of the college.[8]

Classified Hiring Priority List Development Process

In 2005, during the team site visit meeting with the classified senate, classified staff raised concerns regarding the process to develop the classified hiring priority list. The classified hiring priority list was presented to the classified staff by the visiting team. However, that list was developed without the knowledge or input of the classified senate. (Accreditation Progress Visit Report, November 3, 2005, 8-9.) On August 17, 2006, the college internally addressed the issues regarding the prioritization of classified positions by adopting an agreed upon process and implementing the process to ensure both classified participation and broad college participation in the development of the classified hiring priority list.[11, 12] On April 10, 2007, the vice chancellor of human resources issued a memorandum, effective immediately, stating that all proposed new classified positions must be discussed with the chancellor before submitting any paperwork to the department of human resources. According to the memorandum, "[U]nless the chancellor approves the classified position; human resources will not act on any requests to add positions to the board agenda." (2007 Focused Midterm Report, 37)

In spring/summer of 2008, following the adopted procedures, the college completed the classified hiring priority list.[11, 12] After a review of the priority list, the college budget, the strategic planning oversight and budget development committee recommended funding for six to ten positions.[13] The president's executive council recommended funding for 17 upgraded and new positions.

In accordance with board policy 4011.3, the hiring policy for classified staff, the college recognizes that the chancellor has a defined role and scope of authority in the final approval of classified hiring; however, with regard to the development of the college classified hiring priority list, (a list initiated by the college's operating units and developed by the college's decision-making processes), the college requests that the priority list be used by the president's executive council to determine classified hiring at the college.

Board policy 4011.3 provides:

> Recommendation for Appointment: Upon selection of the finalist by the Executive, a recommendation will be submitted to the OHR for the offer of employment and an Authorization for Employment (Board Policy 4002.1) shall be signed by the Chancellor and reported to the Board of Trustees at its next regular meeting for ratification.

Board policy 4011.3 defines "the executive" as follows:

> Executive: The appropriate Executive most directly responsible given the position or context (i.e. Chancellor, Deputy Chancellor, Vice Chancellors, Presidents and Provost or their designees).

On June 27, 2008, and July 9, 2008, the focus group recommended further clarification from the board policy and administrative advisory council regarding the respective roles and scopes of authority of the college president and the district chancellor with regards to the implementation of the classified hiring priority list at the college.[8, 9]

Clarification: Chancellor's Coordinating Council

On May 2, 2008, the accreditation focus group recommended clarification regarding the charge and membership of the chancellor's coordinating council.[5] Currently, the charge of the council is to coordinate education programs and services among the local K-12 school districts and universities with a focus on developing partnerships. This charge had rested with the individual colleges, but it became centralized through the district in 2002. Because the membership of the coordinating council is large and because the colleges would like greater contact with their feeder high schools, the accreditation focus group recommends that the council consider providing one district-sponsored coordinating council meeting at the beginning of each term and that in the following months of each term the colleges hold meetings with their school district representatives.[5]

Clarification: Collegial Consultation Process Between the Board of Trustees and the Academic Senate

On May 2, 2008, the accreditation focus group addressed the collegial consultation process between the board of trustees and the academic senate. In order to increase communication between the district, the board, and the academic senate, the focus group discussed the development of an additional process to ensure that items requiring collegial consultation have actually undergone the required process of collegial consultation before they are presented at a public meeting of the board of trustees.[5] The focus group recommended that the verification of collegial consultation be included, within the "status" section of the board agenda item when required by Title 5. If there is disagreement on a particular issue, an explanation regarding the nature of the disagreement would also be included within the status section of the board agenda item. The focus group further recommended the development of a process to inform the college president of deletions, additions or substantial modifications to board agenda items after discussion at the chancellor docket meetings and recommended that the college president be responsible for informing the constituent groups of the deletions, additions or substantial modifications to board agenda items.[5]

Conclusion

According to the Irvine Valley College mission statement, the college "is dedicated to excellence and committed to meeting the current and future learning need of the diverse communities it serves." Fulfilling this mission depends on strategic planning and effective decision-making. The Planning and Decision-Making Manual was developed to promote and sustain planning and effective decision-making at the college. The manual describes the roles of the members of the college and district community involved in the strategic planning and decision-making processes and clearly delineates the roles and scope of authority of all constituent groups as defined by law and regulation. The manual provides a clear road map as to how the college functions and identifies the college's role in district planning and decision-making. The manual serves as a living document that will be regularly updated to reflect continuous improvements in the strategic planning and decision-making at the college. The development and implementation of the manual addresses the commission's concerns raised in recommendation 7. Moreover, implementation of the manual will address the commission's concerns raised in recommendation 6 because the role of all constituent groups is clearly defined to clearly demarcate the responsibility of the board of trustees and its relationship with the college.

Evidence: Recommendation 7

7[1] See Recommendation 6, Reference 1
7[2] Planning and Decision-Making Manuel for Irvine Valley College (9-10-08)
7[3] See Statement on Report Preparation, References 3 and 4
7[4] College-wide Accreditation Meeting Video (4-30-08) http://www.ivc.edu/video/all-college.wmv; College-wide Accreditation Meeting Video (8-19-08) http://www.ivc.edu/video/all-college2.mov
7[5] Accreditation Focus Group Meeting Minutes (5-2-08)
7[6] See Recommendation 6, Reference 4, Board Policy 4011 Employment Procedures for Administrators and Managers (11-20-06)
7[7] Irvine Valley College: President Job Description-ID #006
7[8] See Recommendation 6, Reference 8, Accreditation Focus Group Meeting Minutes (6-27-08)
7[9] Accreditation Focus Group Minutes (7-9-08)
7[10] Board Policy 2100.1 Delegation of Authority to the Academic Senates (7-26-04)
7[11] Classified Hiring Priority List Development Process (8-17-06)
7[12] College Council Meeting Minutes: Review 2008-2009 Classified Hiring Priority List (6-11-08) 2008-2009 Classified Hiring Priority List (8-08)
7[13] Strategic Planning Oversight and Budget Development Committee Retreat Agenda and Minutes: Recommendation 2008-2009 Classified Hiring Priority List (6-20-08)
7[14] Board Policy 4011.3 Hiring Policy for Classified Staff (6-25-07)

Reviewed and Revised: Accreditation Focus Group 6-6-08
Reviewed and Revised: Accreditation Focus Group 6-13-08
Reviewed and Revised: Academic Senate Cabinet 6-13-08
Reviewed and Revised: Accreditation Focus Group 6-27-08
Reviewed and Approved: Accreditation Focus Group 7-9-08, 7-25-08
Reviewed and Revised: College Community 8-22-08

C. Recommendation 8: The board of trustees, chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the college. [Standard IV. A. 1. 2. 2.a. 2.b. 3. 5]

Response: The board of trustees, district leadership, and college leadership addressed this recommendation in the 2005 Progress Report, the 2006 Progress Report, and in the 2007 Focused Midterm Report.

As stated in the the Accreditation Progress Visit Report of November 30, 2006**:**

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

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

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

In order to address recommendation 8 for the 2008 progress report, the accreditation focus group conducted a content analysis of the aforementioned accreditation reports in order to assess areas of progress from 2005 to 2008 as well as areas of future planning.[1] The content analysis is a review of the 2005 Accreditation Progress Report, the 2006 Accreditation Progress Report, and the 2007 Focused Midterm Report with respect to commission recommendation 8.

The focus group readily acknowledges the importance of reducing the level of despair, fear, hostility and cynicism seen by past visiting teams as plaguing the college and the district. The remainder of this report strongly suggests an upward trend demonstrating that the college has moved and continues to move toward a much more positive climate. In order to objectively gauge campus climate, and to provide direct evidence of this

positive trend, the college will regularly assess, through the use of comprehensive sampling, both campus climate and employee awareness of the recently developed Planning and Decision-Making Manual and the procedures described in that manual. (The Planning and Decision-Making Manual is one strategy designed to boost climate.) The survey will be deployed in spring of 2009. The survey, which is described more fully later in this report, is a comprehensive measure of campus climate. Meanwhile, the accreditation focus group has identified in the following pages an extensive list of examples that demonstrate a positive, cooperative working relationship between the college and the district. The following examples are offered as indirect, nevertheless strong, evidence that the college and district climate indeed has improved considerably. Had the climate remained at its prior negative level, the progress described below would not have been possible.

Areas of Progress 2005-2008: Content Analysis of the 2005 Progress Report, 2006 Progress Report, and 2007 Focused Midterm Report:

College and District Progress: 2008 Accreditation Focus Group

In accordance with Standard IV. 1. 2. a. and b., college leaders have created an environment for empowerment, innovation, and institutional excellence. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies and planning. (Standard IV. 2. a.) The college consistently relies on its faculty, its academic senate, or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations regarding student learning programs and services. (Standard IV. 2. b.)

For example, since 2005, the college administration has accepted the academic senate recommendations for a faculty accreditation co-chair to assist in the preparation of the 2005 Accreditation Progress Report, the 2006 Accreditation Progress Report, and the 2007 Focused Midterm Report. Since the faculty accreditation co-chair has been the academic senate president since 2005, the academic senate has had an integral role in the accreditation processes. In 2008, the administration accepted the academic senate recommendation for an additional faculty accreditation co-chair to assist in the preparation of the 2008 Accreditation Progress Report and the faculty accreditation co-chairs were provided with compensation to assist in the preparation of the report.[2] Further, in 2008, the administration accepted the academic senate recommendation to include additional senate representatives on the 2008 Accreditation Focus Group and in response to a request from the classified senate, the administration also approved additional classified representatives to the Focus Group.[2] The 2008 Accreditation Focus Group also included a representative from ASIVC. In order to address issues raised in the 2007 Focused Midterm Report, the 2008 Accreditation Focus Group included the board president and the deputy chancellor.[2]

As documented in the responses to commission recommendation 6 and recommendation 7, the expanded membership of the 2008 Accreditation Focus Group resulted in

communication and dialog among all constituent groups, commensurate with commission recommendation 8.

College and District Progress: Strategic Planning

In accordance with Standard IV. A. 3, the college strategic planning process and its integration with the district-wide planning process has resulted in the collaboration of the board, college and district administrators, faculty, classified staff, and students. As documented in previous Accreditation Progress Reports and in the response to recommendation 7 of this report, the college remains committed to implementing the data- driven strategic planning process formally adopted by all constituent groups in 2005. The strategic planning process is designed to be a broad based, inclusive college-wide continuing project involving all members of the college community.

The college strategic planning model is based on the college mission and vision statements and the college goals which are reviewed annually in October.[3] The college mission and vision statements and the college goals form the basis for the development of strategic planning objectives (statements based on internal and external data scans) and strategic planning strategies (the actions taken to implement and achieve the objectives). Measurable outcomes are stated for each strategic planning objective. The outcomes are continuously evaluated in order to facilitate institutional improvements.[4]

The college research analyst and the district research analyst provide external and internal data scans in five categories including demographics, economy and employment, educational trends, social trends, public policy, and technology as well as internal data from the college institutional effectiveness report. In the fall of each year, the data are provided to each of the five college strategic planning committees for review and analysis in the development of planning objectives and planning strategies.[3]

In 2006-2007, the college produced a strategic plan consisting of eleven major planning objectives and numerous planning strategies for achieving the objectives. (2007 Focused Midterm Report, 11) The measurable outcomes for each planning objective and the implementation of the planning strategies were monitored and evaluated by the strategic planning oversight and budget development committee.[4]

In 2007-2008, the college continued the strategic planning efforts outlined above and developed planning objectives and planning strategies for 2008-2009.[5] On June 20, 2008, at the annual strategic planning oversight and budget development committee retreat, the committee developed measurable outcomes for the 2008-2009 objectives and strategies that will be implemented in 2008-2009.[6]

The implementation of the college strategic planning process, a process which is broad based and inclusive of all constituent groups, has assisted the college in clarifying the decision-making process and has enhanced the climate at the college. On April 28, 2008, classified staff reported to the accreditation focus group that

> [T]here has been a tremendous improvement in college planning within the last two years. There is now a highly visible and clear path reflecting IVC's goals, strategic plan, budget development, marketing, enrollment management, [and] institutional development. Increased opportunities for staff participation in planning processes such as strategic planning and program review have increased morale. Staff feel a greater sense of empowerment with regards to their ability to influence college goals and objectives. IVC's decision-making process is more transparent and invites review and feedback.[7]

As will be discussed in the "Future Planning" section below in accordance with Standard IV. A. 5., which requires regular evaluation and continuous improvement of "…the role of leadership and the institution's governance and decision-making structures to assure their integrity and effectiveness", the college plans to pilot a college-wide survey in the fall of 2008 and implement the survey in spring of 2009 to systematically measure the improvement at the college as well as identify and clarify areas still needing improvement

The integration of the district-level planning process with the college strategic planning process provides evidence that the college and the district continue to work together to develop positive and in-depth dialogue on essential issues such as planning.

In October of 2006, the district planning task force recommended that in February and April of every year beginning in 2007, the chancellor's cabinet (including representatives from all district and college constituent groups) develop annual district-wide goals and district-wide mission and vision statements. (2007 Focused Midterm Report, 8). In order to integrate district and college planning, the task force also recommended that the district-wide goals be associated with the college goals and reflected in the college strategic plan. (2007 Focused Midterm Report, 8) The recommendations of the district planning task force were adopted and implemented on February 27, 2007, and April 11, 2007. (2007 Focused Midterm Report, p. 47)

According to the agreed upon procedures, the above process for district-level planning was implemented in 2008. On February 27, 2008 and April 2008, the chancellor's cabinet conducted two district-wide planning sessions to review and revise the district-wide goals and the district-wide vision and mission statements.[8] All constituent groups, college and district administrators, and college and district classified managers were invited to participate in the planning sessions. Final drafts of the district-wide goals and the district-wide vision and mission statements were circulated district-wide for review. During the June 20, 2008 strategic planning oversight and budget development committee retreat, the district-wide goals were integrated with the college goals through the agreed upon process.[9] On June 24, 2008, the district-wide mission/vision statements and the district-wide goals were adopted by the board of trustees.[10]

In the time since the 2007 Focused Midterm Report, the college and the district have continued to work together in the area of district-wide planning.

College and District Progress: Student Learning Outcomes

In accordance with Standard IV. A. 2. b. and as documented in previous Accreditation Reports, the college administration has continued to rely on the academic senate recommendation that faculty co-chairs chair the student learning outcomes task force Fortunately, the college has maintained continuity with the faculty co-chairs of the learning outcomes task force from 2005 through 2009.

The administration and the faculty leadership remain committed to making student learning outcomes a visible priority across the institution. To this end, the college has continued to allocate resources for the implementation of the student learning outcomes assessment plans. On June 18, 2008, the college president agreed to support a substantial increase in the learning outcome budget to accommodate the additional workload associated with implementation of a software management system to track assessment data (explained below).[11] The student learning outcomes budget provides stipends for the learning outcomes co-chairs, as well as additional stipends for 1) faculty who will participating in piloting the assessment software management system, 2) clerical support, 3) technological resources, including hardware and software, and 4) requested conference money.[11]

Given increased institutional support, the learning outcomes co-chairs, the office of research and planning, the academic senate, and the administrative councils continue to work diligently to assist the college in the establishment and assessment of learning outcomes. In June of 2008, the college hired a research assistant to assist the college research analyst.[12] Thus, the office of research and planning now comprises two full-time positions to assist the college in tracking student learning outcomes assessment data.

As documented in the 2008-2009 ACCJC Student Learning Outcomes Annual Report, student learning outcomes have been developed for 95.5% of all courses. Moreover, 15.4% of all courses now have assessment plans, but instructors have gathered and used assessment data for only 5% of courses. All services within student support services have learning outcomes and accompanying assessment plans, while 38% of the services have gathered and used learning outcomes assessment data. Therefore, the focus in 2008-2009 will be the further development and implementation course and service assessment plans. In order to assist the college in the implementation of assessment plans, the learning outcomes co-chairs developed and validated the Academic and Career Goal Clarity Assessment now being used in EOPS and DSPS. The co-chairs are developing three new assessment tools: The Self-Advocacy Awareness Assessment, Campus Connectedness, and an assessment tool to determine a student's level of Academic Self-confidence/Study Skills Efficacy.

To assist in the college learning outcomes assessment efforts, on March 9, 2007, district and college leaders met to explore the purchase of the software management system eLumen, which would allow the research team to store, organize, aggregate, and sort assessment data. On June 25, 2007, the board of trustees authorized the purchase of

eLumen software. (2007 Focused Midterm Report, 25) As indicated in the learning outcomes budget, the software management system was purchased in July of 2008; the co-chairs received training in July/August of 2008, and will conduct workshops throughout the fall semester to implement the software through a pilot program.[11] It is expected that implementation of the eLumen software will facilitate further faculty engagement in learning outcomes work.

Thus, the college and the district continue to work together to support the continued progress at the college in the development of learning outcome assessment plans, the implementation of the assessment plans, the analysis of the results, and recording modifications to instruction (where necessary) based on assessment data in accordance with accreditation standards.

College and District Progress: Board Policy and Administrative Regulation Advisory Council

As discussed in the response to Recommendation 7, throughout 2007-2008, the board policy and administrative advisory council has continued to work together in a collegial manner in the development, evaluation, and revision of board policies and, as a result, numerous revised board policies have been adopted.[13] In accordance with Standard IV. B. 1. e., with minor revisions to a few policies, the board has consistently adopted the revised board policies as recommended by the advisory council/chancellor.[14]

The open process established by the chair of the board policy and administrative regulation advisory council allows for consideration of recommendations from all constituent groups. For example, in response to commission recommendation 7 regarding the clarification of roles of the college president and the chancellor, the focus group recommended that the council develop a board policy delegating appropriate authority to the college president in a multi-college district. The Focus Group recommendation was considered by the council beginning on June 27, 2008.[15]

In addition, in order to re-evaluate the 1999 board limit/method of calculating reassigned time at the college, the Focus Group recommended that the council develop a board policy regarding reassigned time that reflects the board's commitment to student learning and success while balancing the needs of the college. The Focus Group recommendation was considered by the council beginning on June 27, 2008.[15]

College and District Progress: Irvine Valley College Annual Institutional Effectiveness Report

The current collaboration between the college and the district on the 2007-2008 Institutional Effectiveness Report for Irvine Valley College provides further evidence that all constituent groups are working together for the good of the institution. During the preparation of the 2006-2007 Institutional Effectiveness Report for the college, there was a lack of college input in the preparation of the college report.[16, 17, 18] College participation and review of the data within the report are critical for the college strategic

planning process as the data is heavily used in the development of planning objectives and strategies. Additionally, the data in the report are an important review of the institution's effectiveness. Therefore, college participation in the preparation of the report is important.

On March 10, 2008, these concerns were addressed at the college institutional effectiveness committee meeting and a reasonable timeline was proposed to accommodate college participation in the preparation of the 2007-2008 Institutional Effectiveness Report.[17] To this end, on July 2, 2008, the college institutional effectiveness committee co-chairs met with district (and Saddleback College) representatives to discuss the timeline and college participation in the preparation of the 2007-2008 report.[19, 20] At the meeting, a reasonable timeline and process was adopted permitting college participation in the preparation of the report as well as college review of the data. The college looks forward to working with the district in the preparation of the 2007-2008 Institutional Effectiveness Report and using the data for planning and evaluation purposes.

College and District Progress: Planning and Decision-Making Manual for Irvine Valley College

As discussed in the response to recommendation 7, the college adopted the Planning and Decision-Making Manual for Irvine Valley College. In the development and preparation of the manual, representatives of the board, the district, and the college community came together to discuss, and agreed upon, the roles and scope of authority of all constituent groups and clarified the decision-making processes. Even in the initial phases of the development of the manual, it was well received by the college community and created in-depth dialog and communication. The in-depth dialog continued throughout the development of the manual and brought the college constituencies together regarding decision-making roles and responsibilities which will ultimately lead to strengthening student learning and success at the college.[21, 22, 23, 24] On July 25, 2008, the classified senate passed a resolution strongly supporting the implementation of the manual. The resolution states that the Classified Senate will adhere to the role and authority defined in board policy 4056 and implemented in the Planning and Decision-Making Manual for Irvine Valley College and that the classified senate acknowledges the respective roles and scopes of authority of the board of trustees, chancellor, district administration, college administration, academic senate, associated ASIVC, the SOCCCD faculty association and the California School Employee Association (CSEA), chapter 586. The classified senate renews their commitment to work collegially with the board of trustees, chancellor, district administration, college administration, faculty and students in order to maximize student success and institutional effectiveness.[25]

The Planning and Decision-Making Manual is intended to provide the necessary clarification of roles and scopes of authority of all constituent groups. The implementation of the manual is intended to enhance communication and clarity within the college in order to reduce the frustration and confusion that can often lead to hostility, cynicism, despair, and fear as noted by the commission in recommendation 8. The

agendas and minutes of the college committees and administrative councils will be organized and archived on the college website so they are readily available to the college community. This strategy is designed to improve communication, understanding, and appreciation of the decision-making processes at the college and the district. The decision-making processes, the role of leadership and the governance processes will be continuously evaluated and improvements based on the evaluation will be incorporated into annual updates of the manual. The regular publication of the proceedings of college committees and administrative councils and the evaluation and annual update of the manual are intended to improve the college and district climate issues noted by the commission in recommendation 8.

However, based on past history as documented in previous Accreditation Reports, and in this report, the faculty remain skeptical that the recommendations of the focus group will be accepted and that the Planning and Decision-Making Manual will be fully implemented by the chancellor pursuant to Standard IV. A. 2. b in order to ameliorate the concerns raised by the commission in recommendation 8.

In the past, constituent groups have alleged that the chancellor has demonstrated a pattern of interference in college decision-making. The college is hopeful that adherence to the Planning and Decision-Making Manual will address these concerns.

Continued College Progress

As noted by the team in the November 30, 2006, "[T]he team was impressed with the college climate that was even more relaxed, collegial, and positive than the team found during the prior Progress Report visit in October, 2005."

As documented in the previous Accreditation Reports and in the responses to recommendations 6, 7, 8 of this report, all constituent groups and the college administration remain committed to work together in a collaborative and collegial manner in order to reduce the hostility, cynicism, despair, and fear as noted by the commission. The college has continued and enhanced the practices developed in 2005, 2006, and 2007, to address commission recommendation 8.

As documented in recommendation 7, in August of 2007, the college revised strategic planning committee structure in order to fully integrate strategic planning within the decision-making process. In addition, the composition of the five major strategic planning committees was revised to include increased representation from administration, classified managers, academic senate, classified senate, and ASIVC. The increased representation is intended to make the decision-making process inclusive and create in-depth dialog regarding student learning and student success at the college.

In spring/summer of 2007, the academic senate, administration, and the former strategic planning steering team developed a college budget development process that integrates strategic planning and program review objectives and strategies within the development of the college budget. (2007 Focused Midterm Report, 11-13) The new process was

adopted by the college on October 10, 2007.[26] The strategic planning oversight and budget development committee, one of the five college strategic planning committees, monitors budget development for the college. Funding requests are evaluated in light of the college goals, strategic planning objectives, and strategies.[26] The membership of the committee includes representatives from all constituencies, including the administration, the academic senate, classified managers, classified senate, and ASIVC. The committee is co-chaired by the director of fiscal services and the chair of academic affairs (faculty). The charge of the committee is to make recommendations to the president's executive council regarding monetary implications and needs in the following principal areas: strategic planning, scheduled maintenance, capital outlay, classified hiring priorities, departmental budget development, and funding of program review planning objectives and strategies.[26]

The new college budget development process was implemented in 2007-2008. The process is reviewed annually by the strategic planning oversight and budget development committee. At the June 20, 2008 strategic planning retreat, the committee reviewed several proposals to streamline the process.[9]

In 2006, the visiting team noted that "[T]he faculty at Irvine Valley College view their working relationships with the college administration as progressing in a positive direction." The relationship between the senate and the administration continues to progress in a positive direction. In July of 2007, the college was fortunate to have hired an experienced and talented vice president of instruction, and the practice of inviting the vice president of instruction to the bimonthly meetings of the academic senate has continued. This practice continues to enhance the communication between the faculty and the administration as the vice president is present to hear and participate in senate deliberations. Further, the senate president continues to meet with the vice president weekly and with the college president bimonthly. The college president has been invited to attend senate meetings to provide information and clarification regarding issues facing the college. The senate and the administration continue to stay in close communication via regularly scheduled meetings, email, and telephone. There is open and collaborative dialog between the senate and the administration on all college issues. In addition, as previously documented, the college president and the senate have co-hosted several college-wide meetings regarding accreditation, strategic planning, and institutional effectiveness.

The relationship between the classified senate and the administration also continues to progress in a positive direction. On February 8, 2008, the vice president of student services held the annual student services retreat. The office of the vice president of student services puts a great deal of energy and commitment into this annual event. The employees in student services look forward to this event each year since it allows them the opportunity to discuss and be introduced to topics not normally discussed in a normal work day and allows them to get acquainted with new friends and spend time with old friends. The topics of the event included a film called: "You Can Heal Your Life," a presentation on 'How to De-escalate a Hostile Situation,' and a training session on 'What to Do in an Emergency' The topics were thought-provoking and informative.[27]

The college president gave a presentation in regards to the January 31st action letter sent by the ACCJC. The presentation outlined the concerns involved in three recommendations, the timeline, and an initial assessment. The presentation was optimistic and frank. A question and answer session concluded the presentation. The president's openness and honesty regarding the commission recommendations was appreciated.

On April 28, 2008, the classified staff reported that:

> Most of our IVC administration seems to have increased respect for classified employees (especially over the last few years). [For] example, President Roquemore's attendance and frank dialog at recent classified senate meetings and [the] student services retreat. Outreach employees have noted a dramatic increase in faculty and staff participation in out-reach activities such as campus tours…and employee participation in Welcome Day, Senior Day, and other student-focused events has increased over the last few years. This support helps to foster a positive environment for everyone.[7]

In the Accreditation Progress Visit Report of November 30, 2006**,** the classified staff reported that "although they are pleased with the increased involvement they have in district and college governance, during the 2006 team visit, they described one unit of the college in which in their view a hostile work environment still exists". (2007 Focused Midterm Report, 50) On April 28, 2008, the classified staff reported that within the unit in question "[T]he morale has increased dramatically in the last six months, largely due to the efforts of the new director."[7]

On June 13, 2008, the classified staff conducted a staff development activity.[28] The agenda primarily involved an accreditation status report by the college president and an open forum. The open forum was facilitated by industrial psychologist, Dr. Nancy Carritte and only classified staff were in attendance. The president's presentation was well received and his candor with classified employees and consideration for classified employees was appreciated. In the open forum, classified employees were invited to participate in a frank discussion and were asked to provide examples of things they liked about IVC and things they felt needed improvement. This qualitative feedback served as both an evaluation and also an identification of potential future improvements. A follow-up survey of the participants of the staff development activity produced favorable results and the event was considered a success. At the event, Dr. Carritte stated that it was clear the classified employees were getting along with each other extremely well and employees mentioned how proud they are of that fact.

Upon receiving the report from Dr. Carritte, the college president held a follow-up meeting on July 8, 2008, with the classified senate president and the two classified senate representatives from the accreditation focus group. At the meeting, the "needs improvement" list was thoroughly reviewed and the concerns were addressed. The

college president shared specific actions he plans to discuss with the vice president of instruction and the vice president of student services. All classified employees will be provided with more information after further discussions occur among senior administrators. The classified participants felt the meeting with the president was productive and participants were impressed with how the college president responded to and discussed the concerns of classified employees.

The college president's support and full endorsement of the classified staff development day activity, his invitation for classified to be frank and open during the event, and the initial follow-up meeting with classified employees in regards to their stated concerns goes a long way to address issues of morale, hostility, cynicism and despair at the college.

At the June, 2009 classified staff development activity, the results of the action plan and the overall effectiveness of this process will be evaluated. If the process of annual evaluation, planning, implementation, and re-evaluation proves to be effective in improving the morale of the classified staff, it may be a good model for improving the morale of other college constituencies.

Analysis of Results

As noted above, strategic planning has become an integral component of the college decision-making process and the college remains committed to developing and implementing the strategic planning objectives and planning strategies. The procedures designed to integrate the district-wide planning with college planning have been consistently implemented in 2007 and in 2008. The administration and the faculty leadership remain committed to make student learning outcomes a visible priority across the institution and the college has continued to allocate appropriate resources to continue the implementation of the student learning outcomes implementation plan. The board of trustees and district administrators have facilitated the learning outcome efforts at the college with the purchase of the software management system eLumen. The college continues to work together with the district in the review and development of board policies and administrative regulations through participation in the district board policy and administrative regulation advisory council. Further, the college and the district are working together in the preparation of the 2007-2008 Institutional Effectiveness Report, which will be utilized in the development of the 2008-2009 strategic planning objectives and strategies at the college. Finally, the collaborative development of the Planning and Decision-Making Manual for Irvine Valley College and its implementation provides evidence that the board of trustees, chancellor, presidents, academic senate, classified senate, unions, and students have come together to take measures to address commission recommendation 8.

Future Planning

Annual Survey to Evaluate the Effectiveness of the Institution
(Standard IV. A. 5)

In order to assess the impact of the strategic planning process, the revised decision-making processes, the implementation of the Planning and Decision-Making Manual, and to evaluate the role of leadership and governance within the college and the district, the focus group designed a proposed survey to evaluate the integrity and effectiveness of the institution in accordance with Standard IV. A. 5.[29]

The proposed survey is composed of a series of questions in two categories:

1) College Decision-Making, Roles, and Processes (Standard IV.A);
2) Board and Administrative Organization (Standard IV. B.).

Each proposed survey question is associated with the accreditation standards as noted by the commission in recommendations 6, 7, and 8. For example:

- The college has implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. (Standard IV. A. 2; Recommendations 7 and 8)

- The college decision-making processes are regularly evaluated to assure their integrity and effectiveness. (Standard IV. A. 5.; Recommendations 7 and 8)

- Clearly defined district processes allow the college to interact with the district in district-wide decision-making and planning. (Standard IV. A. 1. 2. 3. 5.; Recommendations 7 and 8)

- The governing board regularly evaluates its policies and practices and revises them as necessary. (Standard IV. B. 1. E.; Recommendation 6) [29]

In addition, the proposed survey provides for respondents to rank their *familiarity* with the college processes such as the classified hiring priority list development process, the college budget development process, the college mission/vision statements and the college goals, the faculty hiring process, institutional effectiveness, new program approval procedures, the program discontinuance procedures, the program realignment procedures, the program review process, the strategic planning process, and the Planning and Decision-Making Manual for Irvine Valley College. Respondents are then requested to evaluate the *effectiveness* of each of the aforementioned policies and procedures.[29]

The office of the president in collaboration with the institutional effectiveness committee will administer the final adopted version of the survey annually beginning in spring of

2009, with a follow-up survey every subsequent spring, to monitor the effectiveness of the decision-making processes and make improvements. As documented in the response to recommendation 7, the strategic planning oversight and budget development committee will be responsible for the evaluation of the survey data and communication of the results as well as making recommendations for improvement.

Consultant Site Visit

The College was informed that Dr. William Vega had been hired as a consultant to visit Irvine Valley College to assess the decision-making processes in August of 2008. The college arranged meetings with Dr. Vega and all administrative councils and constituent groups on September 2, 2008.

On September 3, 2008, the college was informed by the chancellor that the consultant's services were discontinued "…based on his interviews with many faculty and staff members, it is his observation that the decision-making process seems to be working well and any further assessment work is not necessary at this time".[30]

Conclusion

This report and The Planning and Decision-Making Manual for Irvine Valley College reflect a positive and constructive collaboration between faculty, classified staff, students, the college administration, and the district, as documented in the responses to recommendations 6, 7, and 8.

In the past, it has not been clear that faculty and administrators have had a substantive and clearly defined role in district governance and were afforded the opportunity to exercise a substantial voice in district policies, planning, and budget that relate to their areas of responsibility and expertise in accordance with Standard IV. A. 2. a., which provides:

> Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators and students, no matter what their titles, to take initiative in improving the practices, programs, and services in which they are involved.

However, all constituent groups are optimistic that the products of the focus group's work: 1) The Planning and Decision-Making Manual that clarifies the respective roles and responsibilities of all constituent groups, 2) the annual survey to evaluate leadership and the decision-making processes, 3) the work of the board policy and administrative regulation advisory council based on the focus group recommendations, and 4) the greater insight and appreciation for the perspectives of each of the constituency groups represented on the focus group, address the issues raised by recommendations 6, 7, and 8.

Evidence: Recommendation 8

8[1] See Recommendation 6, Reference 1, Content Analysis of 2005 Progress Report, 2006 Progress Report, and 2007 Progress Report (6-13-08)
8[2] See Statement on Report Preparation, Reference 2: Accreditation Focus Group Meeting Agendas and Minutes.
8[3] Draft: Irvine Valley College Strategic Planning Timeline (7-14-08)
8[4] See Recommendation 7, Reference 2: Planning and Decision-Making Manual for Irvine Valley College (9-10-08)
8[5] Irvine Valley College 2006-2012 Strategic Plan: Year Two 2008-2009 (7-14-08)
8[6] Measurable Outcomes for 2008-2009 Strategic Planning Objectives and Strategies
8[7] Classified Senate: Areas of Improvement, Areas that Need Improvement (April 28, 2008)
8[8] Chancellor's Memo: District-Wide Planning Meeting (2-5-08)
8[9] See Recommendation 7, Reference 13: Strategic Planning Oversight Committee and Budget Development Retreat Agenda/Minutes (6-20-08)
8[10] See Recommendation 8, Reference 3: Board of Trustee Meeting Minutes: Adopt District-Wide Mission/Vision Statements and District-Wide Goals (6-24-08, Item 6.1)
8[11] 2008-2009 Student Learning Outcomes Budget Proposal Approved (6-18-08)
8[12] Announcement: Office of Research and Planning, Research Assistant (6-30-08)
8[13] See Recommendation 6, Reference 2: Board Policy and Administrative Regulation Advisory Council Agendas 2007-2008
8[14] See Recommendation 6, Reference 3: Board of Trustees Meeting Minutes
8[15] Board Policy Administrative Regulation Advisory Council Agenda (6-27-08)
8[16] College Council Meeting Minutes, Item C (11-14-07)
8[17] Institutional Effectiveness Committee Meeting Minutes, Item 2 (11-26-07 (3-10-08)
8[18] Academic Senate Meeting Minutes, Item 17 (11-29-08)
8[19] 2008-2009 Institutional Effectiveness Report Meeting Agenda (7-2-08)
8[20] 2008-2009 Institutional Effectiveness Report Timeline (7-2-08)
8[21]See Recommendation 7, Reference 4: College-wide Accreditation Meeting Video (4-30-08) http://www.ivc.edu/video/all-college.wmv; College-wide Accreditation Meeting Video (8-19-08) http://www.ivc.edu/video/all-college2.mov
8[22] Academic, Facilities, and Technology Planning Committee Minutes (5-6-08)
8[23] Faculty Professional Development Workshop: Accreditation Update (8-19-08) http://www.ivc.edu/staffdev/Documents/FlexFall2008.pdf
8[24] See Recommendation 6, References 7 and 8: Accreditation Focus Group Meeting Minutes (6-13-08) (6-27-08)
8[25] Classified Senate Resolution (7-25-08)
8[26] Irvine Valley College Strategic Planning Oversight and Budget Development Committee: Strategic Planning and College Budget Development Process (10-11-07)
8[27] Student Services Annual Retreat (2-8-08)
8[28] Classified Staff Development Half-Day Activity (6-13-08)
8[29] Draft: Annual Governance Effectiveness Survey, Irvine Valley College Accreditation Focus Group (6-6-08)
8[30] Chancellor's Memo-Consultant (9-3-08)

Reviewed and Revised: Accreditation Focus Group 7-9-08
Approved Accreditation Focus Group 7-25-08
Reviewed and Revised: College Community 8-22-08
Revised: Accreditation Focus Group 9-16-08

IRVINE VALLEY COLLEGE

PLANNING AND DECISION-MAKING MANUAL

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FOREWORD

According to the Irvine Valley College Mission Statement, the College "is dedicated to excellence and committed to meeting the current and future learning needs of the diverse communities it serves." Fulfilling this mission depends on strategic planning and effective decision-making. This manual was developed to promote and sustain planning and effective decision-making at Irvine Valley College. The manual describes how all members of the College and District community are involved in the strategic planning and the decision-making processes by clearly delineating the roles and responsibilities of all constituent groups as defined by law and regulation. The manual includes College and District policies/procedures and organizational charts designed to promote widespread participation in strategic planning and decision-making. The manual provides a clear road map as to how the College functions as well as identifies the relationship with District planning and decision-making. The manual is intended to serve as a living document that will be regularly updated to reflect continuous improvements in the strategic planning and decision-making at Irvine Valley College.

ACKNOWLEDGMENTS

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Special recognition is given to Chabot Community College and College of the Canyons whose manuals provided guidance in the formulation of the Planning and Decision-Making Manual for Irvine Valley College.

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PLANNING AND DECISION-MAKING AT IVC

I. Introduction and Philosophy

The purpose of the Irvine Valley College Planning and Decision-Making Manual is two-fold. First, this manual describes the decision-making philosophy/model and strategic planning procedures at Irvine Valley College (and where appropriate), shows connections to the South Orange County Community College District (SOCCCD) administrative councils, the Chancellor, and the Board of Trustees. Second, this manual provides clarification of the roles, responsibilities, and scopes of authority of the College and the SOCCCD constituent groups as required by ACCJC Accreditation Standards; the California Education Code; and Title 5, California Code of Regulations.

A. Decision-Making Philosophy

In order to create an environment for empowerment, innovation, and institutional excellence, College and District leaders encourage faculty, staff, managers, administrators, and students to fully participate in decision-making and strategic planning processes. To this end, the College and District rely on numerous committees and task forces with representation from all constituent groups, which creates a structure for widespread participation.[1] Because of the variety and scope of the participating entities, the organizational structure and opportunities for participation must be clearly delineated, communicated, and understood by all members of the College and District community. Therefore, this manual has been designed to provide a roadmap for participation, decision-making, and strategic planning for all employees.

Committees and task forces that operate on the principle of consensus generally follow these guidelines:

1. Clarification of the Issue: At the outset of the discussion, the issue(s) are clearly presented.

2. Discussion: A range of alternatives may be presented to the committee or developed by the committee for discussion. When possible, the committee modifies alternatives to accommodate the interests of committee representatives.

3. Participation: Committee representatives accept responsibility for attending meetings and contributing to the discussion. Silence is not consensus. Absence is not participation.

[1]A College Committee is defined as an ongoing committee that meets on a regular basis throughout the year with more than one or two assigned charges and an agreed-upon membership. A College Task Force meets only on an as needed basis and has a focused task/charge.

4. Consensus Does not Mean Unanimity: The committee reaches consensus once all representatives have had an opportunity to contribute to the discussion. Consensus does not require unanimous approval.

5. Committee Recommendations/Decisions: Once consensus is achieved, all committee representatives support the decision of the committee. Committees work according to the assumption that silence during the discussion or speaking against the committee decision undermines the process.

B. Decision-Making Model: The Hourglass

Irvine Valley College supports an hourglass model of decision-making. The top of the hourglass represents the College, including the College Strategic Planning Committees, the other College committees/task forces, the Academic Senate, the Classified Senate, the Associated Students of Irvine Valley College (ASIVC), and the Administrative Councils. Institutional direction is determined by data-driven recommendations developed through College and District processes.

Recommendations from the top of the hourglass flow to the middle of the hourglass, which consists of the IVC College Council, the SOCCCD District Committees, the Chancellor's Cabinet, and the Board of Trustees. The base of the hourglass consists of the traditional administrative structure of the College and the District Councils ultimately responsible for implementation of policies and procedures.

The hourglass model achieves a balance between decentralized and centralized decision-making and ensures efficient and effective participation of the College community. In adopting an hourglass model of decision-making, all constituent groups recognize that the hourglass may be flipped in order to quickly address time sensitive issues. In those instances, communication within the College and the District is essential.

The hourglass model of decision-making allows for constant feedback loops between each constituent group, the administration of the College, and the District.

The College and District community support the following decision-making principles:

1. Effective participation does not always imply total agreement;

2. Effective participation does not require equivalent levels of involvement by all participants;

3. The ultimate responsibility for decisions rests with the College President, the Chancellor, and the Board of Trustees.

Each component of the hourglass will be more fully described within the body of this manual.

C. The Role and Responsibilities of the Governing Board, Chancellor, and the College President

1. The Role of the Governing Board

Education Code Section 70902 and Board Policy 112 (Duties and Responsibilities of the Board of Trustees) define the role of the SOCCCD Governing Board.

According to Education Code §70902:

> (a) (1) every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board." The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.
> (2) The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.
> (b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:
> (1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.
> (2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.
> (3) Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.
> (4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures and request that those elections be called.
(6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.
(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
(8) Establish rules and regulations governing student conduct.
(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.
(10) In its discretion, receive and administer gifts, grants, and scholarships.
(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.
(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.
(13) Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the powers or functions of the district.
(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.
(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.
(d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate. However, the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

According to Board Policy 112 (The Duties and Responsibilities of The Board of Trustees), the Board governs on behalf of the citizens of the South Orange County Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. The Board is committed to:

- Establish the mission of the District
- Assure the development and implementation of short-term and long-term educational and facilities plans
- Assure fiscal health and stability
- Monitor institutional effectiveness and educational quality
- Delegate power and authority to the Chancellor/Chief Executive Officer to effectively lead the district
- Work respectfully with the Chancellor and the District/College faculty and staff
- Refer suggestions and concerns to the Chancellor
- Work respectfully with other Board members
- Hire and evaluate the Chancellor
- Advocate for and protect the District
- Establish policies that implement the District mission and goals, and set prudent, ethical and legal standards for college operations
- Represent the public interest

2. Delegation of Authority to the Chancellor

According to California Education Code §70902(d) and Board Policy 2100 (Delegation of Authority to the Chancellor):

> [T]he Board of Trustees shall employ a qualified person as Chancellor and chief administrative officer of the district. The Chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district.
>
> The Board of Trustees specifically authorizes the Chancellor to perform, but is not limited to, the following functions:
>
> 1. To hire academic and classified employees for the district, subject to ratification by the Board.

2. To authorize and direct employees of the district to incur travel expenses, including but not limited to mileage to conduct district business, including conference travel, within the limits and budget requirements (Calif. Ed. Code, Section 87032).

3. To sign applications for funds and contracts for the district, subject to ratification by the Board (Calif. Ed. Code, Section 81655).

4. The Board hereby delegates to the Chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the Chancellor or his or her designee. If the resignation does not specify an effective date, the Chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting (Calif. Ed. Code, Sections 87730 and 88201).

5. To establish and maintain the district's purchasing procedure (Calif. Public Contract Code, Sections 20650, et seq, and Calif. Ed. Code, Sections 81641 et seq; Board Policy 3200).

Board Policy 2001 (Administrative Organization) further provides:

> The Board of Trustees affirms its legal responsibility to adopt policies governing the District and its colleges. In so doing, it directs the Chancellor to implement those policies within an approved organizational structure (Calif. Ed. Code, Section 70902).
>
> For the District and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business.
>
> The Chancellor is authorized and responsible for organizing all District standing and ad hoc committees to assist in the operation of the District. Each College President is authorized and responsible for organizing college committees as needed to assist in college operations.
>
> To support the board's stated philosophy concerning internal administration, it is the policy of the board that all matters called to its attention by District personnel or by students shall be presented through the Chancellor. Conversely, the board shall direct appropriate matters through the Chancellor.

3. Delegation of Authority to the College President

According to the SOCCCD job description for the College President (ID #006):

Definition

The President is the chief executive officer of the college, with leadership and management responsibility for the effective operation of the college, including the educational programs, student support services, personnel, annual budgets, facilities, community and external relations, planning, evaluation, and special projects related to the mission of the college.

Supervision Received and Exercised

Reports and is directly responsible to the district Chancellor.

Exercises supervision over the administration, faculty and classified staff of the college.

Examples of Duties and Responsibilities

Discharges responsibilities in accordance with the policies, procedures, and approved plans of the district and the Board of Trustees, as well as state and national requirements.

Provides leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.

Provides leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.

Directs all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.

Directs the development and management of annual college budgets, in accordance with accepted governance and accountability standards.

Provides leadership to ensure that campus facilities are well planned and well maintained.

Maintains an effective administrative organization and delegates appropriate responsibilities to the college administrative staff.

Provides leadership for the development of the college's long-range plans, annual goals, and short-term objectives.

Is responsible for the safety and well being of college staff and students.

Implements a college governance program which is participative, accountable, and effective.

Promotes effective communication within the college, with the district, and with the Board of Trustees.

Represents the college to the community, schools, four-year colleges and universities, state and national agencies, professional organizations and other publics.

Assists the College Foundation in its efforts to develop resources for the college.

Attends meetings of the district and the Board of Trustees.

Performs additional duties as assigned by the Chancellor and the Board of Trustees.

II. Structure of Effective Participation

A. The Right to Participate Effectively vs. "Shared Governance"

According to the guidelines developed by a joint task force of representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate of the California Community Colleges, the term "shared governance" can take on many meanings. The joint task force suggested that the use of the term "shared governance" be curtailed in favor of the more precise terms as defined by Education Code §70902(b)(7), which requires the Board of Governors to enact regulations to "ensure faculty, staff, and students…the right to participate effectively in district and college governance" (emphasis added). Education Code §70902(b)(7) further specifies "the right of academic senates to assume primary

responsibility for making recommendations in the areas of curriculum and academic standards". (Appendix A)

The Board of Governors adopted Title 5, California Code of Regulations, which defines the right of the Academic Senate, the Classified Senate, and ASIVC to participate effectively in District and College governance.

Title 5 procedures specify different levels of involvement for each body:

- The Academic Senate represents faculty;
- The Classified Senate represents classified staff; and
- The Associated Students of IVC (ASIVC) represents students.

The meetings of the Academic Senate and ASIVC are open meetings pursuant to Government Code §54950 et. seq. The meetings of the Classified Senate are also open meetings. For agendas, minutes, meeting dates, and times go to the College Planning and Decision-Making website www.ivc.edu/collegeplanning.

To clarify the roles and scope of authority of the Academic Senate, the Classified Senate, and ASIVC, the right to participate effectively is defined below.

1. <u>The Academic Senate</u>

a) <u>The Right to Participate Effectively</u>

Board Policies 2100.1 (Delegation of Authority to the Academic Senates), 2100.2 (Role and Scope of the Academic Senates), and Title 5, California Code of Regulations, §53203 define the right to participate effectively for faculty. Board Policy 2100.1 requires the governing board to consult collegially with the Academic Senate on academic and professional matters.

b) <u>Academic and Professional Matters</u>

Title 5, §53200(c) and Board Policy 2100.1 (Delegation of Authority to the Academic Senates) define academic and professional matters as follows:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;

- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development and;
- Other matters as mutually agreed upon between the Board of Trustees and the Academic Senate, or as otherwise provided by statute or regulation.

c) Process of Collegial Consultation

Title 5, §53200(d) allows Districts to choose between two mechanisms to implement collegial consultation. The mechanisms are primary reliance or mutual agreement. In order to implement the process of collegial consultation, the Academic Senate(s) and the SOCCCD Board of Trustees have agreed upon the mechanism of primary reliance. (Board Policy 2100.1)

d) Primary Reliance

Title 5, §53203(d)(1) defines primary reliance as the acceptance of the recommendations of the Academic Senate unless there are exceptional circumstances or compelling reasons.

If a recommendation of the Academic Senate(s) pertaining to academic and professional matters is not accepted, the Board of Trustees or its designee will promptly communicate its reasons in writing. Such explanation will convey the "exceptional circumstances and compelling reasons" that necessitated the action in question. (Title 5, §53203(d)(1)) (Board Policy 2100.1)

e) Mutual Agreement Between the Board of Trustees and the Academic Senate

Board Policy 2100.2 (Role and Scope of the Academic Senates) provide for mutual agreement between the Board of Trustees and the Academic Senate in three narrowly defined areas.

First, Education Code §87360, requires that hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senates, and approved by the Board. [2]

Second, Education Code §87458, requires that the process, by which the Board of Trustees determines whether an administrator whose administrative assignment has

[2] Board Policy 4011.1 and 4011.2

expired or has been terminated possesses the minimum qualifications for assignment as a first year probationary faculty member, shall be developed and agreed upon jointly by representatives of the Board of Trustees and the academic senate, and approved by the Board.[3]

Third, Education Code §87359, requires that the process, as well as the criteria and standards by which the Board of Trustees determines whether a potential faculty member possesses qualifications at least equivalent to the minimum qualifications specified in the regulations of the Board of Governors, shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senate, and approved by the Board.[4]

In order to assist the Academic Senate in its responsibilities, the Senate has two standing sub-committees, the Curriculum Committee and the Academic Affairs Committee. The scope of authority, charge, and reporting responsibilities are defined below.

[3] Board Policy 4091
[4] See Board Policy 4011.1

CURRICULUM COMMITTEE

The Curriculum Committee relies on the recommendations of the Technical Review Committee (selected representatives) for specific revisions to the course outlines of record and the General Education Committee (1 representative per academic school) for review/revisions to the general education requirements.

As a subcommittee of the Academic Senate, all Curriculum Committee recommendations are forwarded to the Academic Senate for approval.

Charge:

- Review & Recommend Approval of Course Outlines of Record for all College Curriculum
- Review & Recommend Approval of New Curriculum
- Review & Recommend Approval of Associate Degree and Certificate Requirements
- Review & Recommend Approval of Courses to meet CSU/UC/ IGETC General Education Requirements for Transfer
- Review & Approve College General Education Patterns
- Review & Recommend Approval of Prerequisites, Co-requisites, and Advisory preparation for courses
- Review & Recommend Approval of Distance Learning Modes of Instruction Applications
- Review & Recommend Approval of New Career Technical Education Programs and New Academic Programs
- Review and Recommend Policies Relating to Curriculum, Program, and Distance Learning Approval Processes
- Other charges as determined by the Academic Senate

Chair: Faculty (Appointed by the Representative Council of the Academic Senate)

Members:

Academic Senate: 1 representative per Academic School (10) (Appointed by the Academic School)
Vice President of Instruction
Ex-Officio (voting) Member
Faculty Articulation Officer
Ex-Officio (non-voting) Members:
Curriculum Specialist
Director Admissions & Records or Designee
Publications-Catalog Description Specialist

Reporting/Recommending Responsibilities:

Primary: Academic Senate; Board of Trustees (BP 6100)

ACADEMIC AFFAIRS COMMITTEE

As a subcommittee of the Academic Senate, all Academic Affairs Committee recommendations are forwarded to the Academic Senate for approval.

Charge:

- Review & Recommend Approval of Program Realignment Proposals
- Review & Recommend Approval of Program Discontinuance Proposals
- Review & Approval of Faculty Professional Development Conference Requests
- Review & Approval of Faculty Professional Development Funding Requests
- Review & Develop Faculty Professional Development Workshops
- Co-Chair the Strategic Planning Oversight & Budget Development Committee
- Coordinate the Annual (Spring) Development of the Faculty Hiring Priority List
- Other charges as determined by the Academic Senate

Chair: Faculty (Appointed by the Representative Council of the Academic Senate)

Members:

Academic Senate: 1 representative per Academic School (10) (Appointed by the Academic School)

Reporting/Recommending Responsibilities:

Primary: Academic Senate; Vice President of Instruction

f. The Relationship Between the Academic Senate and the Exclusive Bargaining Agent

The exclusive bargaining representative for the faculty of the SOCCCD is the SOCCCD Faculty Association. Education Code §87610.1(a), §87663(f), and §87743.2 define the relationship between the Academic Senate and the Faculty Association.

First, Education Code §87610.1(a) provides that in districts where tenure evaluation procedures are collectively bargained pursuant to Government Code §3543, the exclusive bargaining agent for the faculty shall consult with the Academic Senate prior to engaging in collective bargaining regarding tenure evaluation procedures.

Second, Education Code §87663(f) provides that in districts where faculty evaluation procedures are collectively bargained, the exclusive bargaining representative for the faculty shall consult with the Academic Senate prior to engaging in collective bargaining regarding faculty evaluation procedures.

Third, Education Code §87743.2 requires each Community College to establish Faculty Service Areas no later than July 1, 1990. The exclusive bargaining representative for the faculty shall consult with the Academic Senate in developing proposals regarding Faculty Service Areas.

2. The Classified Senate

a) The Right to Participate Effectively

Board Policy 4056 (Classified Employees Participation in Decision-Making) and Title 5, §51023.5, define the right to participate effectively for the Classified Senate as follows:

- The Classified Staff shall be provided with opportunities to participate effectively in District and College governance.
- In the joint formulation and development of District policies and procedures, the Board will reasonably determine, in consultation with the Classified Senates, which policies will significantly affect the Classified Staff.
- The opinions and recommendations of the Classified Senates of the District will be given every reasonable consideration.
- Except in unforeseeable, emergency situations, the Board of Trustees shall not take action on matters significantly affecting the Classified Staff until it has provided an opportunity for participation in the formulation and development of those matters through appropriate structures and procedures, as determined by the Board, in accordance with the provisions of this policy.

b) Classified Staff: Representation on College and District Committees

When a College or District committee and or task force consults with Classified Staff regarding implementation of Board Policy 4056 or deals with other issues which have been determined by the Board of Trustees to significantly affect Classified Staff, the appointment of classified representative(s) shall be made as follows:

- The exclusive representative shall appoint the first classified staff representative for the respective bargaining unit. When additional representatives are to be selected from the classified staff, appointment will be made in consultation with the appropriate Classified Senate(s).
- Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives.
- In all cases, representatives shall be selected from the category that they represent.
- In developing and carrying out policies and procedures set forth above, the Board of Trustees shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another.
- In order to comply with Government Code Sections 3540 et seq., such procedures for staff participation shall not intrude on matters within the scope of representation as set forth in Section 3543.2 of the Government Code. The Board of Trustees shall not interfere with the exercise of employee rights to form, join and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Policy shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and the Board of Trustees.

3. The Associated Students of Irvine Valley College

a) The Right to Participate Effectively

Board Policy 5627 (Student Participation in Governance) and Title 5, 51023.7 define the right to participate effectively for the Associated Students of Irvine Valley College as follows:

- The Associated Students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law (Title 5, Calif. Code of Regulations, Section 51023.7 and Calif. Ed. Code, Section 70902[b][7]).

- The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the Associated Student Governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.

- Except for emergency situations, the Board of Trustees shall not take any action on matters subject to this policy until the designated student groups have been provided the opportunity to participate.

- Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Education Employment Relations Act, Government Code, Section 3540, et seq.

- Nothing in this policy shall be construed to cause changes in current practices of student participation in the formulation and development of SOCCCD policies and procedures.

III. Irvine Valley College Strategic Planning Committee Structure

In 2005, Irvine Valley College adopted a Strategic Planning Process based on the principles described in Section I. The Strategic Planning Process is based upon the College Mission and Vision Statement, and the College Goals which are reviewed annually by the College community in October of every year (see the College Mission/Vision Statement and College Goal Revision Process Appendix E). The College Mission and Vision Statements, and the College Goals are posted on the College website and are included in all major College publications. The College Strategic Planning Goals are based upon ACCJC Accreditation Standards, the California Strategic Plan, and data relevant to South Orange County.

A. The College Strategic Planning Goals for 2006-2008:

The Irvine Valley College Strategic Planning Goals for 2006-2008 are:

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

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

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

4. To provide cultural experiences and activities that promote economic development and partnerships with the community.

5. To focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.

6. To expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success.

7. To increase awareness of IVC as an institution of higher education that is dedicated to student success and access.

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

9. To leverage resources to implement the initiatives identified in the college's strategic plan.

Each College Goal forms the basis for Strategic Planning Objectives (statements based on internal and external data scans) and Strategic Planning Strategies (the actions taken to implement and achieve the Objectives). Measurable outcomes are stated for each Strategic Planning Objective. Outcomes are continuously evaluated in order to make institutional improvements. (Appendix B: Irvine Valley College Strategic Plan) (Appendix C: Evaluation of Strategic Planning Outcomes)

To ensure widespread and effective College participation in the strategic planning process, in August of 2007, the College reorganized the College committee structure to fully integrate strategic planning within the fabric of the decision-making structure and the budget development process. The membership of each committee includes senior administrators, deans, classified managers, Academic Senate representatives, representatives from the Classified Senate, and representatives from ASIVC. (Appendix D: Effective Participation/Planning Process Flow Chart-Irvine Valley College.)

B. The Five College Strategic Planning Committees

The five College Strategic Planning Committees[5] are as follows:

1) The Strategic Planning Oversight and Budget Development Committee;
2) The Academic, Facilities, and Technology Planning Committee;
3) The Institutional Effectiveness Committee;
4) The Enrollment Management Committee;
5) The Student Success/Access and Matriculation Committee.

Each Strategic Planning Committee meets regularly throughout the academic year, has specific charges, agreed-upon membership, and reporting responsibilities. All meetings are open and interested parties are encouraged to attend and participate. For Committee agendas, minutes, and meeting dates/times go to the College Planning and Decision-Making website@www.ivc.edu/collegeplanning.

The Strategic Planning Oversight and Budget Development Committee annually evaluates the role of leadership, the governance and the decision-making structures/ processes to ensure integrity and effectiveness. The results of the evaluation are widely communicated and form the basis for improvement.

According to Board Policy 2001, the development of College Committees is the responsibility of the College President. According to Title 5, §53200(c) and Board Policy 2100.1, "District and College governance structures, as related to faculty roles" is defined as an academic and professional matter requiring collegial consultation between the College President and the Academic Senate. Therefore, proposals for new committees or revisions to the pre-existing committees are submitted to the College President and the Academic Senate for deliberation. The College President makes the

[5] A Committee meets regularly throughout the academic year, has a defined membership, and more than one charge.

final decision regarding the charge, membership, and reporting responsibilities of all College Committees.

The College President/College Council and the Academic Senate have agreed upon the five College Strategic Planning Committees and the two College operational committees defined below.

STRATEGIC PLANNING OVERSIGHT & BUDGET DEVELOPMENT COMMITTEE

The Strategic Planning Oversight and Budget Development Committee provides oversight of the College strategic planning process, including regular evaluation of the role of leadership and the governance and decision-making processes to ensure integrity and effectiveness, integrates data into the planning process via internal/external data scans, annually reviews the College Mission and Vision Statement and the College Goals, and connects program review and the planning strategies with the College budget development process.

Charge:

- Oversight: Strategic Planning Process
- Annual Evaluation of the Role of Leadership, College Governance and Decision-Making Processes to Ensure Integrity and Effectiveness
- Distribution of Evaluation Results and Recommended Improvements
- Develop and Implement Strategic Planning Objectives & Strategies
- Scheduled Maintenance
- Capital Outlay
- Classified Hiring Priorities
- Resource and Budget Development
- College Process for Budget Development

Co-Chairs: Director of Fiscal Services & Chair Academic Affairs

Members:

College President
Vice President of Instruction
Vice President of Student Services
Academic Senate President
Director of Facilities
Research and Planning Analyst
Instructional Dean
Classified Staff (2)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: College Council, President's Executive Council, College President

ACADEMIC, FACILITIES, AND TECHNOLOGY PLANNING COMMITTEE

Charge:

- Develop & Implement Strategic Planning Objectives & Strategies
- Academic Program Concepts
- Facility Utilization Recommendations
- Institutional Disaster Management Plan
- Technology Support Recommendations
- Review and Update of the Educational & Facilities Master Plan
- Bookstore Contract Negotiations
- Campus Safety
- Cafeteria Contract Negotiations
- Instructional Council Responsibilities
- Enrollment Management (Instruction)

Chair: Vice President of Instruction

Members:

Vice President of Student Services
Instructional Deans
Academic Senate President
Director of Extended Education,
Director of Admissions and Records
Research and Planning Analyst
Director of Outreach and Community Relations
ASIVC Representative
Academic Senate Vice President
Curriculum Chair
Director of Facilities
Director of Technology Services

Reporting/Recommending Responsibilities:

Primary: College President; College Council

Other: Strategic Planning Oversight and Budget Development Committee

ENROLLMENT MANAGEMENT COMMITTEE
(MARKETING AND OUTREACH)

Charge:

- Develop & Implement Strategic Planning Objectives & Strategies
- Marketing
- Outreach
- Event Planning
- Publications
- Video Production
- Enrollment Management (Marketing/Outreach)

Chairs: Director of Public Information and Marketing/Director of Outreach and Community Relations

Members:

Academic Senate (1 per school)
Dean (1)
Classified Staff (1)
Classified Manager (1 minimum)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: College President; College Council

Other: Strategic Planning Oversight and Budget Development Committee

STUDENT SUCCESS/ACCESS MATRICULATION COMMITTEE

Charge:

- Develop and Implement Strategic Planning Objectives & Strategies
- Matriculation
- State-wide Initiatives

Chair: Director of Outreach and Community Relations

Members:

Academic Senate (3-5)
Dean (1)
Classified Staff (1)
Classified Manager (1)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: College President; College Council

Other: Strategic Planning Oversight & Budget Development Committee

INSTITUTIONAL EFFECTIVENESS COMMITTEE

Charge:

- Develop and Implement Strategic Planning Objectives & Strategies
- AB 1417
- Basic Skills
- Research Advisory
- Annual Survey in Collaboration with the Office of the President
- Student Equity Plan

Chairs: Research Analyst and Academic Senate President

Members:

Vice President of Instruction
Vice President of Student Services
Academic Senate (2-4)
Dean (1)
Classified Staff (1)
Classified Manager (1)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: College President; College Council

Other: Strategic Planning Oversight & Budget Development Committee

C. Operational College Committees

Two College Committees address specific College functions: the Technology and Distance Education Committee and the Honors Advisory Committee. The charge, committee membership, and reporting structure follow.

TECHNOLOGY & DISTANCE EDUCATION COMMITTEE

The Technology and Distance Education Committee revises and updates the Technology Master Plan and creates a comprehensive 3-year plan for technology and distance education development and use at Irvine Valley College.

Charge:

The Technology & Distance Education Committee is charged with maintaining, upgrading as well as expanding existing technology at the College and integrating this information into a College-wide comprehensive plan, contingent upon funding as follows:

- Equipment (hardware)
- Software
- Management
- Security
- Organization and staffing
- Staff development and training
- Budget
- Linkages between systems (connectivity)
- Distance learning
    - Training Standards and Implementation
    - Curriculum development and support
    - Staffing support for faculty, students, and course development

materials

- Evaluation of course deployment, student success, delivery methods, faculty evaluations
- Development and delivery of complete degree and certificate curriculum online
- Implementation timeline

Using the information based on the college-wide technology and distance education needs assessment, the technology and distance education plan is updated annually and implemented on a three-year timeline.

Co-Chairs: Chair, School of Business Sciences & Director of Technology

Members:

Vice President Instruction
Academic Senate: (10) (1 Representative per Academic School)
Dean (1)
Classified Staff (1)
Classified Manager (1)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: Vice President Instruction; President's Executive Council, College President

HONORS ADVISORY COMMITTEE

The Honors Advisory Committee is the organizational group for policy development and other decisions that directly affect the operation of the IVC Honors Program. The committee provides support, advice and assistance to the Honors Program director.

Charge:

- To solicit proposals for honors courses
- To select the honors courses to be offered
- To provide outreach, recruitment, program admission, scholarship selection, advising, program enrichment, and community service projects
- To develop, maintain, and regularly update the student survey instrument used for assessing and improving the Honors Program
- To facilitate the distribution of the student survey instrument to the faculty teaching honors in representative schools
- To facilitate the mentoring of Honors Program students participating in student research conferences such as the annual Honors Transfer Council of California conference at UC Irvine
- To facilitate the development and maintenance of transfer agreements with the various universities and colleges such as the UCLA TAP agreement, the UCI priority admissions agreement, the CSUF Honors School of Business agreement, and others.

Chair: Honors Director

Members:

Vice President of Instruction
Academic Senate: (10) (1 Representative per Academic School)
Honors Counselor (School of Guidance & Counseling)
Honors Administrative Assistant
ASIVC: Honors Program Members

Reporting/Recommending Responsibilities:

Primary: Vice President of Instruction; President's Executive Council, College President

D. College Task Forces

According to the SOCCCD Job Description for the College President, the President is responsible for the implementation of a "college governance program which is participative, accountable and effective." According to Title 5, §53200(c) and Board Policy 2100.1, "District and College governance structures, as related to faculty roles" is defined as an academic and professional matter requiring collegial consultation between the Academic Senate and the College President. Therefore, proposals for Task Forces or revisions to existing Task Forces are submitted to the College President and the Academic Senate for deliberation. The College President makes the final decision regarding the charge, membership, and reporting responsibilities of all College Task Forces.

A Task Force addresses specific College-wide issues, meets on as needed basis, and membership is determined as needed.[6] For Task Force agendas, minutes, meeting dates/times go to the College Planning and Decision-Making website.

The College President/College Council and the Academic Senate agreed upon the College Task Forces defined below:

[6] Ad hoc work groups may be formed informally by administrators, committees, and/or task forces to perform specific advisory functions.

STUDENT LEARNING OUTCOMES-PROGRAM REVIEW TASK FORCE

Charge:

- Assist Faculty in Developing the Following: Course level, Program-level, Degree & Certificate Student Learning Outcomes
- Assist Faculty in the Development of Assessment Plans
- Assist Faculty in Implementing Assessment Plans and Collecting Assessment Data
- Assist Faculty in Modifications (if necessary) Based on Assessment Data
- Assist Faculty in Mapping Student Learning Outcomes to Institutional Learning Outcomes
- Annually Review and Revise Institutional Learning Outcomes
- Develop, Implement, and Maintain eLumen software-Track Student Learning Outcomes and Assessment Data
- Assist Faculty in Completing Program Review
- Annually Review & Revise Program Review Process

Co-Chairs: Student Learning Outcomes (Faculty)

Members:

Academic Senate Officer
Ex-Officio:
Vice President of Instruction
Vice President of Student Services
Research Analyst

Reporting/Recommending Responsibilities:

Primary: Academic Senate
Other: Vice President of Instruction, Vice President Student Services

Commencement Task Force
(Meetings: as needed)

Charge:

- Plan, organize and execute the Commencement Ceremony

Chair: Vice President of Student Services

Members:

Dean (1)
Director of Admissions and Records
Director of Student Development
Director of Facilities
Director of Public Information and Marketing
Director of Technology Services
Chief of Police
Vice President of the Academic Senate
Chair of Academic Affairs
Academic Senate (2)
Classified Senate (2)
ASIVC (2)

Reporting/Recommending Responsibilities:

Primary: College President

COMMENCEMENT TASK FORCE (SPEAKER SELECTION)
(Meetings: As Needed Spring Semester)

Charge:

- Solicit Commencement Speaker Applications
- If Possible, Recommend, at least 3, Candidates for Commencement Speaker to the College President

Chair: Director of Student Affairs

Members:
Vice President of Student Services
Dean (1)
Academic Senate (2)
Classified Staff (2)
ASIVC (2)

Reporting/Recommending Responsibilities:

Primary: Vice President Student Services, President's Executive Council, College President

TEACHER OF THE YEAR TASK FORCE
(Meetings: Twice in Spring Semester)

Charge:

- Review Applications: Teacher of the Year (Full-Time Faculty; Adjunct Faculty; and Emeritus Faculty)
- Recommend Teacher of the Year (Full-Time Faculty; Adjunct Faculty; and Emeritus Faculty)

Chair: Director of Student Affairs

Members:
Vice President of Student Services
Dean (1)
Academic Senate (2)
Classified Staff (2)
ASIVC (2)

Reporting/Recommending Responsibilities:

Primary: Vice President of Student Services, President's Executive Council, College President

SCHOLARSHIP TASK FORCE
(Meetings: As Needed Spring Semester)

Charge:

- Review Applications: Student Scholarships
- Recommend Student Scholarship Awards
- Review and Revise Scholarship Application Process
- Review and Revise Scholarship Ceremony
- Assign Implementation to Operational Units

Chair: Director of Financial Aid and Director of Student Affairs

Members:

Vice President of Student Services
Director of Foundation
Academic Senate (2)
Classified Staff (2)
ASIVC (2)

Reporting/Recommending Responsibilities:

Primary: Vice President of Student Services, President's Executive Council, College President

CLASSIFIED HIRING PRIORITY LIST DEVELOPMENT TASK FORCE
(Meetings: As Needed)

Charge:

- Review College Classified Hiring Priority Needs
- Recommend Classified Hiring Priority List to College President

Chair: Elected from Membership, Convening Chair-Appointed by College President

Members:
Vice President (1)
Dean (1)
Classified Manager (1)
Academic Senate (2)
Classified Staff (1)
CSEA (1)

Reporting/Recommending Responsibilities:

Primary: Vice President Student Services, President's Executive Council, College President
Other: Strategic Planning Oversight & Budget Committee

PROFESSIONAL DEVELOPMENT TASK FORCE
(FORMERLY STAFF DEVELOPMENT COMMITTEE)
(A.K.A. FLEXIBLE CALENDAR COMMITTEE)
(Meetings: As Needed When State Funds are Available)

Charge:

- Review Resource Allocations: Faculty, Administration, Classified Staff, Classified Managers
- Recommend Resource Allocations to College President
- Account for Resource Expenditures

Co-Chairs: Vice President of Instruction/Chair, Academic Affairs

Members:

Vice President of Student Services
Classified Manager (1)
Academic Senate (2)
Classified Staff (2)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: Vice President of Instruction, President's Executive Council, College President

BOOKSTORE TASK FORCE
(Meetings: As Needed for Contract Negotiations)

Charge:

- Bookstore Contract Negotiations
- Review and Address Suggestions/Complaints related to Bookstore Services

Chair: Director of Student Affairs

Members:
Vice President of Student Services
Classified Manager (1)
Academic Senate (2)
Classified Staff (2)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: Vice President of Student Services, President's Executive Council
Other: Academic, Facilities, and Technology Planning Committee; College President

CAFETERIA TASK FORCE
(Meetings: As Needed for Contract Negotiations)

Charge:

- Cafeteria Contract Negotiations
- Review and Address Suggestions/Complaints Related to Cafeteria Menu/Service

Chair: Director of Student Affairs

Members:
Vice President of Student Services
Classified Manager (1)
Academic Senate (2)
Classified Staff (2)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: Vice President of Student Services, President's Executive Council, College President

GRADE GRIEVANCE TASK FORCE PER BOARD POLICY 5500
(Meetings: As Needed)

Charge:

- Review Student Grade Grievances per Board Policy 5500

Chair: Appropriate Dean

Members:
Academic Senate (1)
ASIVC (1)

Reporting/Recommending Responsibilities:

Primary: Task Force
Other: College President-Upon Appeal

IV. College Administrative Structure

The College administrative structure consists of the College Council, the President's Executive Council, the Deans' Council, and the Student Services Council. The charge of each Council, membership, and reporting responsibilities follow. (Also See Appendix D: Effective Participation/Planning Process Flow Chart Irvine Valley College)

A. College Council

COLLEGE COUNCIL
(Meetings: Bimonthly)

The College Council facilitates communication and understanding among all administrators, classified managers, the Academic Senate, the Classified Senate, and Associated Students of IVC. The College Council reviews and recommends approval of all policies and procedures affecting the operations of the College.

Charge:

- Review all College Policy and Procedure Recommendations from the Academic Senate (except those exempted by law), Classified Senate, ASIVC, and College Committees and College Task Forces (when appropriate) and Recommend Approval to the Executive Council
- Information and Communication with College Leadership
- Serves as the Primary Participatory Governance Council

Chair: College President

Members:
Vice President of Instruction
Vice President of Student Services
All Deans
All Classified Managers
Chief of Police
Academic Senate President
Classified Senate President
ASIVC President
Research and Planning Analyst

Reporting/Recommending Responsibilities:

Primary: President's Executive Council, College President

B. The Executive Council

The Executive Council consists of the College President, the Vice President of Instruction, the Vice President of Student Services, and the Director of Fiscal Services. All Academic Senate (except those exempted by law), Classified Senate, ASIVC, Strategic Planning Committee, College Committee, and Task Force recommendations are forwarded to the Executive Council for final disposition. Final decision-making authority rests with the College President. All College recommendations requiring Board approval are submitted to the Chancellor by the College President.[7] Monthly College Board Item Review meetings are held to prepare College items requiring Board approval.

PRESIDENT'S EXECUTIVE COUNCIL
(Meetings: Weekly)

Charge:

- Final Disposition of all College Recommendations (Except Those Exempted by Law)
- Submission of all College Recommendations Requiring Board Approval to the Chancellor
- Preparation of the Final College Budget and Submission to the Chancellor
- Implementation of Policies and Procedures Adopted by the Board of Trustees
- Implementation of Policies and Procedures Adopted by the College
- Oversight of the College Strategic Planning Process
- Implementation and Funding of the College Strategic Planning Goals, Objectives, and Strategies
- Compliance Oversight of the Education Code, California Code of Regulations, Board Policies/Administrative Regulations, Personnel Laws, College Policies/Regulations

Chair: College President

Members:
Vice President of Instruction
Vice President of Student Services
Director of Fiscal Services

Reporting/Recommending Responsibilities: Primary: College President

[7] Education Code §72121.5 requires Community College Districts to adopt reasonable regulations which allow members of the public to place an item directly related to Community College business on the board agenda and that members of the public be allowed to address the board regarding items on the agenda.

C. The Deans' Council

The Deans' Council is chaired by the Vice President of Instruction and consists of Deans representing the ten Academic Schools and the Dean of Career Technical Education and Workforce Development.

DEANS' COUNCIL
(Meetings: Weekly)

The Deans' Council is the principal administrative body which has oversight of the planning coordination, and operational functions for the Instructional units of the College.

Charge:

- To Promote the Principles of Effective Participation in Decision-Making
- To Promote Efficient, Fair, and Effective Implementation of Management Rights
- Develop and Implement the Schedule of Classes
- Review of Instructional Budgets and Advise as to Budget Changes
- Establish Academic School OSH Allocations
- Establish WSCH per FTE Targets per Academic School and Disciplines
- Allocate State Funded Growth Monies per Adopted Process
- Room and Facilities Utilization, Allocations and Re-allocations
- Review Guidelines for Evaluation of Faculty per Academic Employee Master Agreement Faculty Evaluation Instrument
- Facilitate Departmental Program Review
- To promote Effective Participation in Academic School Meetings
- Implement College and District Policies and Procedures
- Provide Recommendations for Classified and Faculty Hiring Priorities

Chair: Vice President of Instruction
Members:

Dean: Guidance and Counseling
Dean: Fine Arts, Business, Technology, and College Online Education
Dean: Math, Sciences, and Engineering
Dean: Humanities/Languages, Social Sciences, and Library Services
Dean: Health Sciences, Physical Education and Athletics
Dean of Career Technology and Workforce Development

Reporting/Recommending Responsibilities: Primary: Vice President of Instruction

D. Student Services Council

STUDENT SERVICES COUNCIL
(Meetings: Bimonthly)

The Student Services Council is the principal administrative operational Council which has oversight of all aspects of Student Services.

Charge:

- Oversight and management of College-wide events as follows:

Commencement	Scholarship Ceremony
Senior Day	Supportive Services Recognition Luncheon
Veterans Day	Adopt-A-Family
Transfer Celebration	Teacher of the Year
Job Fairs	ASIVC Activities (i.e. Multicultural, Club Days)
Student Trustee Elections	Homecoming

- Oversight of the Articulation and Implementation of Student Learning Outcomes within Student Services
- Participate in the Development of District-wide and College-wide Goals
- Oversight of Departmental Program Review within Student Services
- Organize and Plan for Systematic Enrollment Growth (Outreach)
- Organize and Sponsor Outreach activities on and off Campus
- Analyze Student Success Data and Identify/Implement Effective Interventions to Increase Student Success
- Review and Implement District and College Policies and Procedures
- Review and Provide Oversight of Student Services Budgets
- Develop and Review Student Satisfaction Surveys

Chair: Vice President of Student Services

Members:

Dean of Counseling Services
Director of Admissions and Records
Director of Child Development Center
Director of Financial Aid
Director of Fiscal Services
Director of Health and Wellness
Director of Outreach, Community Relations and Matriculation
Director of Student Development
Director of Supportive Services
Registrar

Reporting/Recommending Responsibilities: Primary: Vice President of Student Services

E. The Classified Managers

The classified managers provide assistance to the College administration in the operational functions of the College. Classified managers report to the College President and/or Vice of Instruction and/or the Vice President of Student Services.

The classified managers, depending on their area of expertise, participate in College decision-making through membership on each of the five College Strategic Planning Committees. In addition, the Director of Outreach and Community Relations and the Director of Public Information and Marketing co-chair the Enrollment Management Committee. The Director of Matriculation chairs the Student Success/Access/Matriculation Strategic Planning Committee. The Director of Information Technology co-chairs the College Technology and Distance Education Committee.

V. Irvine Valley College Policies and Procedures

In accordance with Title 5 regulations, the College has adopted policies and procedures to assist in further defining the roles and scope of authority of all College constituent groups and College Administrative Councils. (Appendix E: Irvine Valley College Policies and Procedures.)

The College has adopted the following policies and procedures:

- The Irvine Valley College Mission Statement & College Goals Annual Revision Process
- The Irvine Valley College Strategic Planning Process
- The Irvine Valley College Strategic Planning Oversight and Budget Development Committee: Strategic Planning and College Budget Development Process
- The Irvine Valley College Program Review/Planning Process
- The Irvine Valley College Program Review Second Cycle 2007-2012
- The Irvine Valley College Academic Program Review Template
- The Irvine Valley College Student Services Program Review Template
- The Irvine Valley College Process for Discipline/Course Realignment
- The Irvine Valley College Policy and Process for Program Discontinuance
- The Irvine Valley College New Program Approval Policy
- The Irvine Valley College New Program Development Procedures
- The Irvine Valley College Faculty Hiring Priority List Development Process (Full-Time Faculty)
- The Classified Hiring Priority List Development Process for New Positions
- The Irvine Valley College Institutional Learning Outcomes
- The “Campus Human Resource Development Plan” (required by the State System Office when State monies are available)
- Distance Education Policy
- Curriculum Approval Procedures

VI. District Administrative Structure

The District administrative structure consists of the Chancellor, the Chancellor's Executive Council, the Educational Services Coordinating Council, the District Technology Council, Chancellor's Docket, the Chancellor's Cabinet, the Board Policy/Administrative Regulation Advisory Council, the District Resource Allocation Council, and the Advanced Technology Education Park (ATEP) Advisory Council. The relationship between the District Administrative Councils and the Board of Trustees is demonstrated in the District Level Decision Making/Organization Chart. (Appendix F District Decision-Making Chart.)

A. The Role of the Academic Senate, the Classified Senate, ASIVC and the District

As indicated in the District-Level Decision Making/Organization Chart (Appendix F), the Academic Senate(s), the Classified Senate(s), and the Associated Student Government(s), make recommendations to the Chancellor. As indicated by the dotted line, the Academic Senate(s) additionally make recommendations to the Board of Trustees regarding academic and professional matters as specified in Title 5, §53200 and, must jointly develop with the Board of Trustees (or designees) and mutually agree upon:

- Full-time faculty hiring policies, criteria, and procedures (Education Code § 87360), and
- Policies and procedures by which the Board of Trustees determine whether an administrator whose administrative assignment has expired or has been terminated possesses the minimum qualifications for assignment as a first year probationary faculty member (Education Code §87458); and
- Policies and procedures as well as the criteria and standards by which the Board of Trustees determine whether a potential faculty member possesses qualifications at least equivalent to the minimum qualifications specified in the regulations of the Board of Governors (Education Code §87359).

B. The Role of the Exclusive Bargaining Representatives and the District

The exclusive bargaining representative for the faculty (the SOCCCD Faculty Association), the California School Employees Association (CSEA), and the Police Officers Association (POA) negotiate salaries, benefits, and working conditions for their members with the Board of Trustees through the District negotiating team. In addition, the exclusive bargaining representatives for the respective employee units work with the District and College administration to implement the negotiated collective bargaining contracts.

C. The Relationship Between District Decision-Making and College Decision-Making

The College administration and College constituent groups participate in District decision-making through a representative model. College administrators are included on all District level Councils. Representatives of the Academic Senate(s), Classified Staff, and representatives of the exclusive bargaining representatives are included on appropriate District Councils. The charge, membership, and reporting responsibilities of District Councils follow.

D. District Councils

CHANCELLOR'S EXECUTIVE COUNCIL
(Meetings: Weekly)

Charge:

- Review Issues at the Executive level and Recommend to the Chancellor

Chair: Chancellor

Members:
Deputy Chancellor
Vice Chancellor, Technology and Learning Services
Vice Chancellor, Human Resources
College President, Irvine Valley College
College President, Saddleback College
Provost, Advanced Technology & Education Park

Reporting/Recommending Responsibilities:

Primary: Chancellor

TECHNOLOGY AND LEARNING SERVICES COORDINATING COUNCIL
(Meetings: Weekly)

Charge:

- Coordinate Curriculum, Instructional, and Student Services Functions Among Saddleback College, Irvine Valley College, and the Advanced Technology & Education Park
- Recommend to Chancellor's Executive Council and to the Chancellor Actions for Support and Implementation (sic)

Chair: Vice Chancellor Technology and Educational Services

Members:

Provost, Advanced Technology & Education Park
Vice President of Instruction, Irvine Valley College
Vice President of Instruction, Saddleback College
Vice President of Student Service, Irvine Valley College
Vice President of Student Services, Saddleback College
District Director of Research & Planning
IVC Director of Fiscal Services (need clarification-SC Counterpart?)

Reporting/Recommending Responsibilities:

Primary: Chancellor

CHANCELLOR'S COORDINATING COUNCIL
(Meetings: Monthly)

Charge:

- Coordinate Educational Programs and Services Among the Local K-12 School Districts, Saddleback College, Irvine Valley College, and the Local Universities
- Recommend to Chancellor's Executive Council and to the Chancellor Actions for Support and Implementation (sic)

Chair: Vice Chancellor, Technology and Learning Services

Members:

Vice President of Instruction, Irvine Valley College
Vice President of Instruction, Saddleback College
Vice President of Student Services, Irvine Valley College
Vice President of Student Services, Saddleback College
District Director of Research & Planning
Irvine Valley College Research Analyst
Saddleback College Research Analyst
Dean of the School of Guidance & Counseling, Irvine Valley College
Dean of Counseling Services & Special Programs, Saddleback College
Director of Admissions & Records, Irvine Valley College
Director of Admissions & Records, Saddleback College
Director of Outreach & Community Relations, Irvine Valley College
Chapman University Program Manager, Irvine Campus
Chapman University Campus Director, Irvine Campus
Chief Executive Officer, Capistrano-Laguna Beach ROP
University High School, Assistant Principal, IUSD
Laguna Beach High School, Counselor
Director, Secondary Education, Saddleback Valley USD
District Guidance Specialist, Saddleback Valley USD
Executive Director, Secondary Instructional Services, CUSD
Area Administrator, Santa Ana USD
Director, Secondary Curriculum & Instruction, Newport-Mesa USD
Superintendent, Coastline ROP
Director of Student Services, Secondary Education, Tustin USD

Reporting/Recommending Responsibilities: Primary: Chancellor

DISTRICT TECHNOLOGY COUNCIL
(Meetings: Weekly)

Charge:

- Review District/College Technology Issues and Priorities
- Recommend to Chancellor's Executive Council and to the Chancellor Actions for Support and Implementation (sic)

Chair: Vice Chancellor, Technology and Learning Services

Members:
District Director of Information Technology
District Telecommunications & Network Security Manager
Director of Information Technology, Irvine Valley College
Vice President of Instruction, Saddleback College
Vice President of Student Services, Irvine Valley College
Dean of the School of Life Sciences, Mathematics and Technology, IVC
Dean of Advanced Technology, Saddleback College
(Irvine Valley College Academic Senate Senate President or Designee—added double check)
(Saddleback College Academic Senate President or Designee—added double check)

Reporting/Recommending Responsibilities:

Primary: Chancellor

CHANCELLOR'S CABINET
(Meetings: Monthly)

Charge:

- Discuss District-wide issues at the Cabinet Level, with Governance Groups Represented (*sic*)
- Recommend to the Chancellor (*sic*)

Chair: Chancellor

Members:

Deputy Chancellor
Vice Chancellor, Technology and Learning Services
Vice Chancellor, Human Resources
District Director, Marketing Government & Community Relations
College President, Irvine Valley College
College President, Saddleback College
Provost, Advanced Technology & Education Park
President, Academic Senate, Irvine Valley College
President, Academic Senate, Saddleback College
President, Faculty Association, District
President, California Schools Employee Association
President, Classified Senate, Irvine Valley College
President, Classified Senate, Saddleback College
President, Police Officer Association
Chair, Classified Managers

Reporting/Recommending Responsibilities:

Primary: Chancellor

CHANCELLOR'S DOCKET
(Meetings: Monthly)

Charge:

- Review District/College/ATEP Agenda Items for Monthly Meetings of the Board of Trustees

Chair: Chancellor

Members:
Deputy Chancellor
Vice Chancellor, Technology and Learning Services
Vice Chancellor, Human Resources
College President, Irvine Valley College
College President, Saddleback College
Provost, Advanced Technology & Education Park
President, Academic Senate, Irvine Valley College
President, Academic Senate, Saddleback College
President, Faculty Association, District
President, California Schools Employee Association
President, Classified Senate, Irvine Valley College
President, Classified Senate, Saddleback College
President, Police Officer Association
Chair, Classified Managers

Reporting/Recommending Responsibilities:

Primary: Chancellor

BOARD POLICY/ADMINISTRATIVE REGULATIONS ADVISORY COUNCIL
(Meetings: Bimonthly)

Charge:

- Discuss and Propose Board Policy and Administrative Regulations Additions/Revisions to the Chancellor's Executive Council for Further Discussion and Review, and Subsequent Recommendation to the Chancellor (*sic*)

Chair: Deputy Chancellor

Members:

Deputy Chancellor
Vice Chancellor, Technology and Learning Services
Vice Chancellor, Human Resources
Vice President of Instruction, Irvine Valley College
Vice President of Student Services, Saddleback College
Dean, School of Humanities/Languages & School of Fines Arts, Irvine Valley College
Dean, Liberal Arts & Library Services, Saddleback College
Director of Student Affairs, Irvine Valley College
Director of Instructional Support Services, Saddleback College
President, Academic Senate, Irvine Valley College
President, Academic Senate, Saddleback College
President, Faculty Association, District
President, California Schools Employee Association
President, Classified Senate, Irvine Valley College
President, Classified Senate, Saddleback College
President, Police Officer Association

Reporting/Recommending Responsibilities:

Primary: Chancellor

DISTRICT RESOURCE ADVISORY COUNCIL
(Meetings: Monthly-Spring Semester)

Charge:

- Discuss and Recommend District Budget Allocation Model to the Chancellor's Executive Council for Further Discussion and Review, and Subsequent Recommendation to the Chancellor (*sic*).

Chair: Deputy Chancellor

Members:
Vice Chancellor, Technology and Learning Services
Vice President of Instruction, Irvine Valley College
Vice President of Instruction, Saddleback College
Director of Fiscal Services, Irvine Valley College
Director of Fiscal Services, Saddleback College
Academic Senate, Irvine Valley College (2)
Academic Senate, Saddleback College (2)

Reporting/Recommending Responsibilities:

Primary: Chancellor

ADVANCED TECHNOLOGY & EDUCATION PARK ADVISORY COUNCIL
(Meetings: Monthly)

Charge:

- Keep the College Community Representatives Informed on the Status of Development and Implementation of Educational Programs Services and Activities at ATEP (*sic).*

Chair: Provost (ATEP)

Members:
Vice President of Instruction, Irvine Valley College
Vice President of Instruction, Saddleback College
Vice President of Student Services, Irvine Valley College
Vice President of Student Services, Saddleback College
Director of Public Information & Marketing, ATEP
Director, Center for Applied & Competitive Technologies
Dean of Business Science and Workforce Development, Saddleback College
Adjunct Faculty Member Product Design, Irvine Valley College
CSEA President or Designee
Academic Senate, Irvine Valley College (1)
Academic Senate, Saddleback College (1)

Reporting/Recommending Responsibilities:

Primary: Chancellor

DISTRICT SABBATICAL LEAVE COUNCIL
(Meetings: As Needed)

Charge:

- Evaluate and Recommend Approval of Faculty Sabbatical Leave Proposals per Employee Master Agreement

Chair: Vice Chancellor, Technology and Learning Services

Members:
One (1) Academic Senate Representative per School (Irvine Valley College)
One (1) Academic Senate Representative per Division (Saddleback College

Reporting/Recommending Responsibilities:

Primary: SOCCCD Board of Trustees

The Irvine Valley College Planning and Decision-Making Manual represents a collaborative effort between the South Orange County Community College District Board of Trustees, the South Orange County Community College District, the Irvine Valley College administration, the Irvine Valley College Academic Senate, the Irvine Valley College Classified Senate and the Associated Students of Irvine Valley College. This manual describes the decision-making philosophy/model and strategic planning procedures at Irvine Valley College and (where appropriate), shows connections to the South Orange County Community College District committees, the Chancellor, and the Board of Trustees providing clarification of the roles, responsibilities, and scopes of authority of the College and SOCCCD constituent groups as required by ACCJC Accreditation Standards, the California Education Code, and Title 5, California Code of Regulations.

The Irvine Valley College Planning and Decision-Making Manual was adopted in 2008.

Glenn Roquemore, President
Irvine Valley College

Wendy Gabriella, President,
Irvine Valley College Academic Senate

Reviewed: Accreditation Focus Group 4-11-08
Reviewed& Revised: Accreditation Focus Group 4-25-08
Reviewed: College-wide Meeting 4-30-08
Reviewed: Academic Senate 5-1-08
Reviewed & Revised: Accreditation Focus Group 5-2-08
Reviewed & Revised: Academic, Facilities, & Technology Committee 5-6-08
Reviewed & Revised: College President and Vice President Student Services 5-17-08
Reviewed & Revised: College President and Accreditation Focus Group Co-chairs 5-30-08
Reviewed & Revised: Accreditation Focus Group 6-6-08; 6-13-08; 7-9-08
Reviewed Classified Senate 6-12-08
Reviewed College-wide 8-1-08 through 8-22-08
Adopted: Academic Senate 8-28-08
Adopted: College Council 9-10-08

APPENDICES

APPENDIX A

Participating Effectively in District & College Governance

Guidelines

(April 1999)

CONTENTS

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Part II	**Academic and Professional Matters** *Questions 7 to 10*	Page 73
Part III	**Mutual Agreement and Rely Primarily** *Questions 11 to 15*	Page 75
Part IV	**Implementing the Collegial Consultation Process** *Questions 16 to 24*	Page 77
Part V	**Roles of the Academic Senate and Exclusive Bargaining Agent** *Questions 25 to 27*	Page 84
Part VI	**Students and Staff** *Questions 28 to 32*	Page 85
Part VII	**Keeping Participatory Governance Strong** *Questions 33 to 34*	Page 88
Part VIII	**Compliance** *Questions 35 to 39*	Page 89

INTRODUCTION

The following guidelines on local decision-making processes have been developed by a joint task force of representatives of the California Community College Trustees (CCCT), Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate of the California Community Colleges. They have been endorsed by the boards of directors of the CCCT and CEOCCC and by resolution of the Academic Senate. The guidelines augment ones developed in 1992 by a similar joint task force.

The guidelines are grouped by issue area and are in the form of questions and answers. The questions and answers are not intended to cover all situations which may be encountered, but address questions most frequently raised. In the answers developed, use of the word "should" refers to a good practice, but one that is not required. The word "must" indicates the action outlined is required by law or state regulation.

The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, administrators, classified staff and students that will enable them to fulfill the intent of effective participation in local decision making as delineated in state law and Board of Governors regulations.

modification of the district policy for board action to implement the regulations. This policy can be very general (i.e., a statement that the district will operate according to the provisions of Title 5, Sections 53200-53204) or more specific in terms of how the district carries out the regulations. Different boards and districts may include different amounts of procedural detail in district policy. (However, see recommendations in Questions 4 and 5 on selecting rely primarily/mutual agreement options.)

3. In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate?

No. The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters. It is the responsibility of the designees to communicate with their respective constituencies on an ongoing basis so as to best represent them.

The governing board and the senate may each designate appropriate repre - sentatives as their voices in the mutual development or modification of pol - icy on academic and professional matters

4. The regulations list eleven areas defined as academic and professional matters. The local board must adopt procedures identifying how it will consult collegially in these eleven areas. Those procedures include either to "rely primarily upon the advice and judgment of the academic senate" or to "reach mutual agreement." Must a local board select only one procedure for addressing all of the identified academic and professional matters or can there be a different approach used for the different matters?

Either one of the procedures can be used to address each of the eleven areas defined as academic and professional matters; the procedure need not be the same for all eleven. It is recommended, although not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.

5. Who decides which of the two processes in the regulations ("rely primarily" or "mutual agreement") should be used on a given issue related to academic and professional matters?

The local governing board. However, it is recommended that the eleven categories of academic and professional matters listed in the regulations be the subject of local discussions so that all concerned will know in advance which issues will be dealt with according to which process. These may then be included in adopted policy.

Good practice for developing this mechanism involves agreement between the academic senate or its representative(s) and the Board or its designee.

9. One of the 11 areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district and/or college?

No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district's responsibility to consult collegially with the senate. However, organizational changes which affect academic and professional matters such as curriculum or faculty role in governance would require consultation with the academic senate.

10. Another one of the 11 areas of academic and professional matters is "processes for institutional planning and budget development." Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?

The regulation relates only to the process. The academic senate is to be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either "rely primarily" on the senate's recommendations or reach mutual agreement with the senate on the plans and budgets themselves.

MUTUAL AGREEMENT AND RELY PRIMARILY

11. If the governing board chooses the option to "rely primarily" on the advice of the academic senate in any of the eleven areas of academic and professional matters, is the board required to accept the recommendation of the senate?

No. Title 5 regulations clearly state that in most cases under the "rely primarily" option the recommendation of the academic senate will be adopted. However, there are conditions under which the local board may need to make a decision different from the senate's recommendation. (The circumstances covering such a decision are addressed in the next question.)

Because academic and professional matters are broad in scope, it is important that colleges and districts have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requiring collegial consultation

provided that it has made a good faith effort to reach agreement and has "compelling legal, fiscal or organizational reasons" to act (as the term "compelling" is described in the previous question) without waiting any longer for agreement.

15. The "mutual agreement" procedure appears to contain de facto ability to block changes in policy when an existing policy is in place by failing to agree to needed action. What would happen if this occurs?

It would be bad faith to use the regulations in order to block changes in policy when an existing policy is in place by failing to agree to needed action. If a board refuses or fails to participate or consult constructivelyin the attempt to reach mutual agreement, a senate may choose to initiate the technical assistance process delineated in the Academic Senate/CCLC document "Assistance to Assure Effective Participation in District and College Governance." On the other hand, if the senate attempts to use the regulations process to block board action by refusing or failing to participate or consult constructively, the board and chief executive officer may seek help through the technical assistance process as well.

It would be bad faith to use the regulations in order to block changes in policy when an existing policy is in place by failing to agree to needed action.

Part IV IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS

16. Once board policies on collegial consultation and effective participation have been approved, how can the implementing procedures, structures and committees be developed to ensure the process follows the intent of policy?

Adoption of the governing board policy on collegial consultation is only the first step in complying with the regulations. Procedures, structures, and committees must be reviewed and revised to implement the policy.

The academic senate and the governing board designee should examine existing structures that deal with academic and professional matters. Those committees which are already charged with academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate. (See Question 17 on committee structure.) Where committees may not exist to deal specifically with an academic and professional matter, a new committee may be needed or, perhaps, the charge of a related committee can be modified. For example, the matriculation advisory committee

Operation of the college committee structure takes a commitment of the time and effort of the participants as well as a commitment of resources by the institution. All parties should weigh carefully the developmental needs of the college. To the extent possible, there should be consideration of and accommodation for the time required for student, faculty and staff participation which may be above and beyond their regular duties. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules. Consideration is also needed for technical and clerical support for committees with special needs. Operational requirements should not be ignored: Written minutes should be kept of all committee meetings. Meeting times should be arranged so that all members are available. Agendas should be distributed with adequate time (and all needed reference materials) for members to prepare for meetings. Orientation and training of members should be provided regularly.

18. Some institutions have college or district coordinating councils consisting of representatives of the academic senate, unions, classified staff, administrative staff and students. What is the role of such a council within the dictates of the law and regulations?

Neither the law nor regulations call for any specific committees or structures, nor is a coordinating council prohibited. Many colleges have found coordinating councils useful, but some cautions are warranted.

A forum for communication on common issues and for reporting group activities are important functions coordinating councils can play. Often a particular matter may have implications for other groups that are not evident without discussion.

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. It can be within this forum that the academic senate may identify issues which are academic and professional in nature. These discussions can assure that topics are properly referred to the committee charged with handling that matter. Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriate-

In all procedures, structures and committees, students and staff should be assured of effective participation in matters that affect them.

APPENDIX B

Irvine Valley College

2006 - 2012 Strategic Plan

Year Two – 2008-2009

Prepared by the Research and Planning Analyst

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APPENDICES ERROR! BOOKMARK NOT DEFINED.

Appendix A: Summaries of Research Areas Error! Bookmark not defined.

1. Research Area "Demographics" Error! Bookmark not defined.

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2. Research Area "Economy and Employment" Error! Bookmark not defined.

3. Research Area "Educational Trends" Error! Bookmark not defined.

4. Research Area "Public Policies" Error! Bookmark not defined.

5. Research Area "Social Trends" Error! Bookmark not defined.

6. Research Area "Technology" Error! Bookmark not defined.

7. Research Area "Institutional Effectiveness" Error! Bookmark not defined.

Appendix B: IVC's Planning Assumptions Error! Bookmark not defined.

1. Research Area "Demographics" Error! Bookmark not defined.

2. Research Area "Economy and Employment" Error! Bookmark not defined.

3. Research Area "Educational Trends" Error! Bookmark not defined.

4. Research Area "Public Policies" Error! Bookmark not defined.

5. Research Area "Social Trends" Error! Bookmark not defined.

6. Research Area "Technology" Error! Bookmark not defined.

7. Planning Assumptions of 2008/2009 Strategic Planning Cycle Error! Bookmark not defined.

Appendix C: Strategic Planning Outcome Measures Error! Bookmark not defined.

Appendix D: Strategic Planning Proposal Forms (SP 1 and SP 2) and Strategic Planning Proposal Process (Draft) Error! Bookmark not defined.

Appendix E: Final Resource Assessment Worksheet (RAW) Error! Bookmark not defined.

Appendix F: Irvine Valley College Strategic Planning Oversight & Budget Development Committee: Strategic Planning & College Budget Development Process Error! Bookmark not defined.

Appendix G: Irvine Valley College Program Review/Planning Process Error! Bookmark not defined.

Appendix H: Irvine Valley College Strategic Planning Process Error! Bookmark not defined.

Strategic Planning Matrix

SOCCD Vision

SOCCD Mission

To provide a dynamic learning environment and diverse opportunities, fostering

IVC Vision

The college maintains high educational standards as measured

IVC Mission

Irvine Valley College is an institution of higher learning that seeks to deliver innovative

IVC Institutional Student Learning Outcomes

College Strategic Plans

IVC Strategic Planning Process (IVCSPP)

SOCCCD Goals

1. Promote and support enrollment management, emphasizing online degrees and certificates; new academic and career technical education programs; workforce development; and innovative instructional delivery modes.

2. Engage in systematic and integrated strategic and budget planning within the framework of regulatory compliance and board approved basic aid guidelines.

3. Follow the Educational and Facilities Master Plan and address preventative maintenance and timely rehabilitation when making resource allocation decisions.

4. Develop the Advanced Technology and Education Park (ATEP) through educational and business partnerships with multiple sources of funding.

5. Provide a safe and secure environment supportive of student learning.

6. Promote and strengthen institutional integrity, effectiveness, and accountability consistent with accreditation standards.

7. Communicate the value of our services to stakeholders through increased community involvement and outreach.

8. Promote an environment to foster innovation and an entrepre approach to resource and economic development

9. Recruit a diverse workforce of highly qualified employees and provide them with professional development and other opportunities to succeed

10 .Ensure that students, faculty, and staff are informed of and have access to online and in person services, programs, available resources, and policies.

11. Promote a positive district-wide image through respectful interactions among faculty, staff, students, administrators, trustees and the community.

12. Support legislative efforts to sustain funding for community colleges, increase accessibility for students, and provide regulatory relief.

13. Support the retention and success of all students, especially those with basic skills needs.

14.Work positively and collegially to resolve accreditation recommendations.

IVC Goals

1. Meet the current and future learning needs of our diverse community. (Linked to District-wide Goal # 9)

2. Foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students. (Linked to District-wide Goals # 1, 5, 9)

3. Develop and implement curricula that enable students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning. (Linked to District-wide Goal # 6)

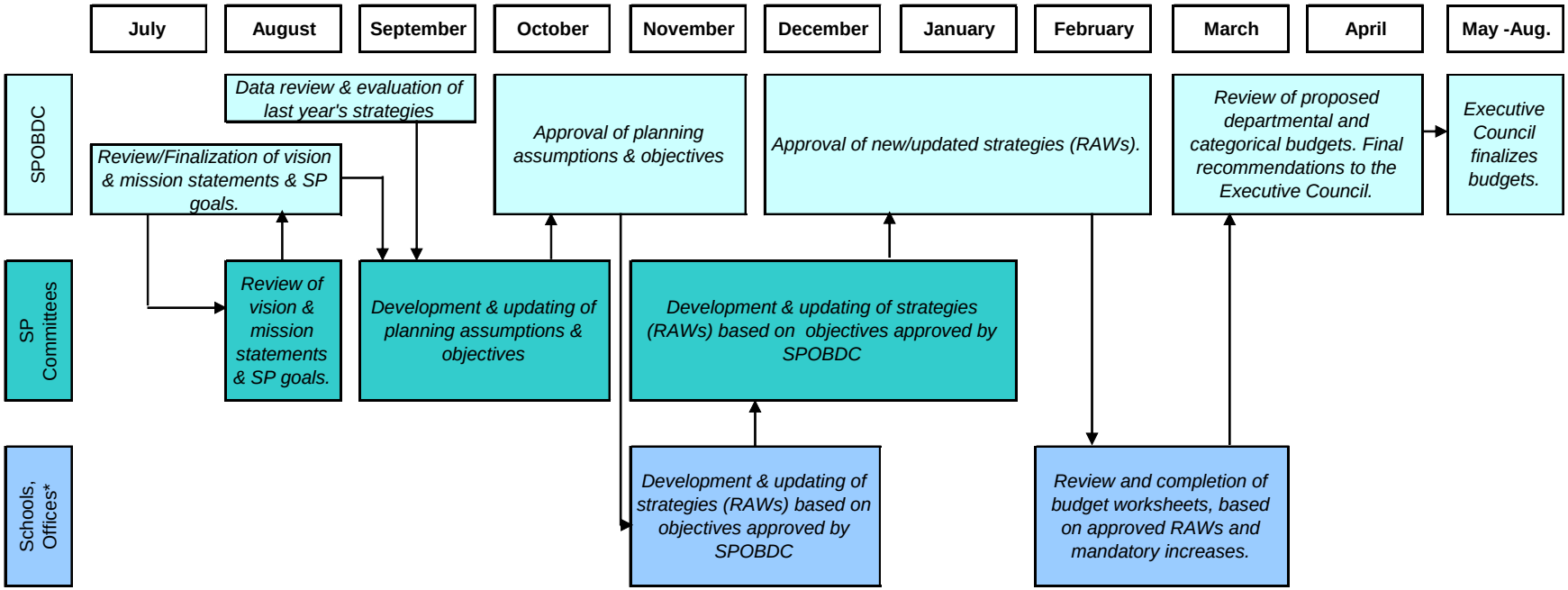
4. Provide cultural experiences and activities that promote economic development and partnerships with the community. (Linked to District-wide Goal # 8)

IVC 2008-2009 Objectives and Strategies

I:	II:	III:	IV:	V:	VI:	VII:	VIII:	IX:	X:	XI:
To increase alternative educational	Develop programs to meet student and	Increase course completion rates	Increase student success and persistence rates.	Increase the number of ESL students	Increase enrollment in Lifelong Learning	Update and implement the college's marketing and	Expand the Early College Program.	Use college resources efficiently.	Strengthen campus security and emergency	Hire full-time faculty on a regular and consistent basis
Strategies I.a-b	Strategies	Strategies a-h	Strategies	Strategies V.a-f	Strategy VI.a-c	Strategies VII.a-e	Strategies VIII.a-b	Strategies IX.a-d	Strategies	Strategy XI.a

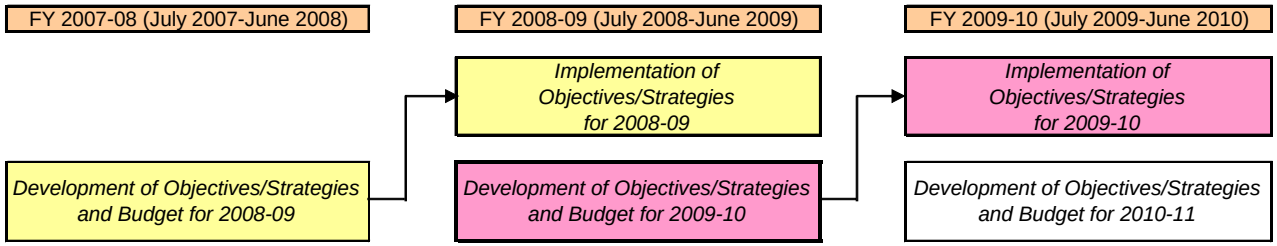
IRVINE VALLEY COLLEGE

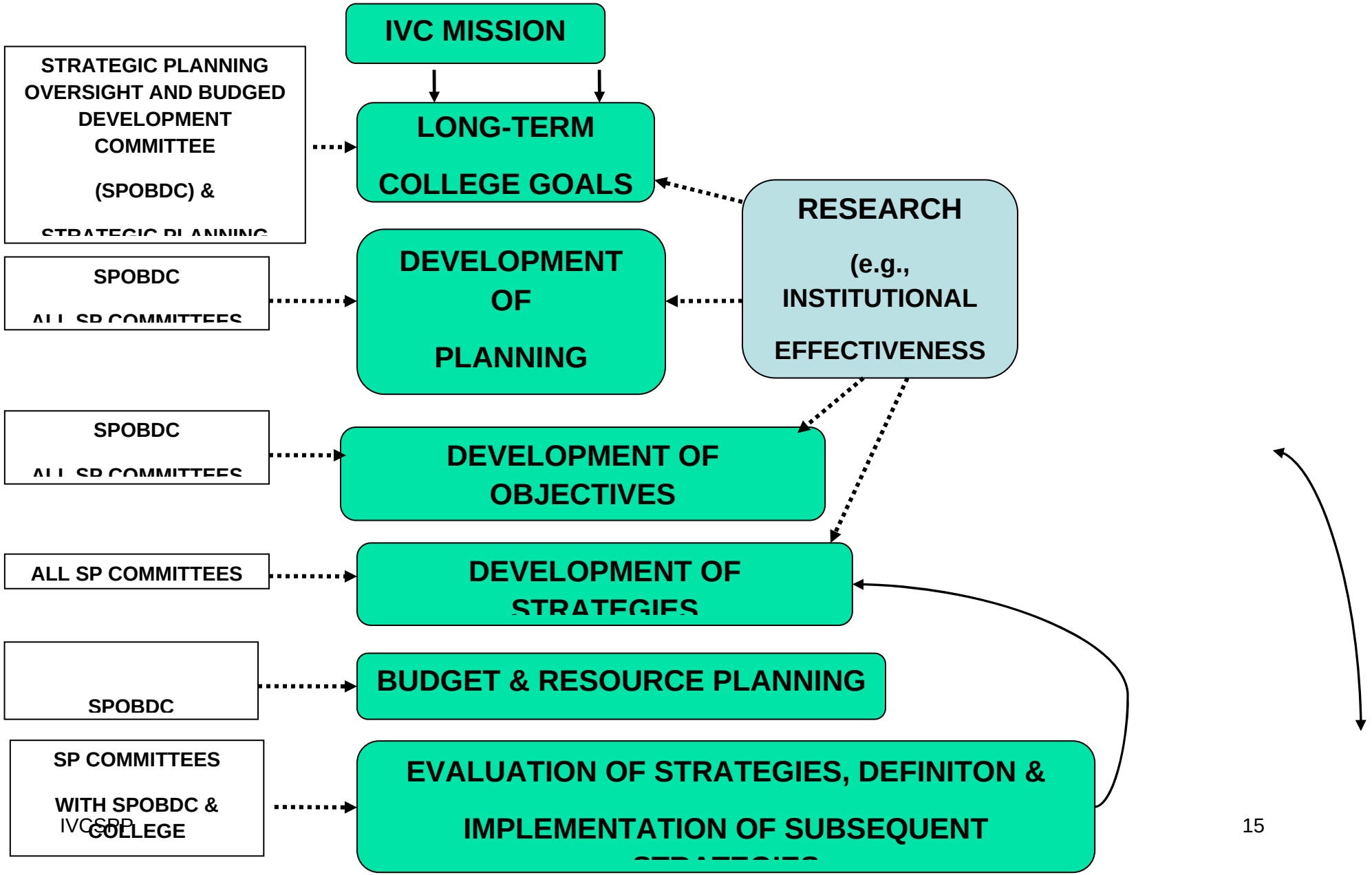
2009-10 STRATEGIC PLANNING AND BUDGET DEVELOPMENT TIMELINE



* Process to be initiated by the President, VPI or VPSS, as appropriate.

STRATEGIC PLANNING AND BUDGET DEVELOPMENT IMPLEMENTATION CYCLE




IVC MISSION
STRATEGIC PLANNING OVERSIGHT AND BUDGED DEVELOPMENT COMMITTEE
(SPOBDC) &
LONG-TERM
COLLEGE GOALS
RESEARCH
(e.g., INSTITUTIONAL
EFFECTIVENESS
SPOBDC
DEVELOPMENT OF
PLANNING
SPOBDC
DEVELOPMENT OF OBJECTIVES
ALL SP COMMITTEES
DEVELOPMENT OF
SPOBDC
BUDGET & RESOURCE PLANNING
SP COMMITTEES
WITH SPOBDC &
COLLEGE
EVALUATION OF STRATEGIES, DEFINITON &
IMPLEMENTATION OF SUBSEQUENT

DISTRICT AND COLLEGE VISIONS, MISSIONS AND GOALS

SOCCCD Vision

To be an educational leader in a changing world.

SOCCCD Mission

To provide a dynamic learning environment and diverse opportunities fostering student success and contributing to the global community.

SOCCCD Goals

1. Promote and support enrollment management, emphasizing online degrees and certificates; new academic and career technical education programs; workforce development; and innovative instructional delivery modes.

2. Support the retention and success of all students, especially those with basic skills needs.

3. Provide a safe and secure environment supportive of student learning.

4. Engage in systematic and integrated strategic and budget planning within the framework of regulatory compliance and board approved basic aid guidelines.

5. Follow the Educational and Facilities Master Plan and address preventative maintenance and timely rehabilitation when making resource allocation decisions.

6. Develop the Advanced Technology and Education Park (ATEP) through educational and business partnerships with multiple sources of funding.

7. Promote and strengthen institutional integrity, effectiveness, and accountability consistent with accreditation standards.

8. Communicate the value of our services to stakeholders through increased community involvement and outreach.

9. Promote an environment to foster innovation and an entrepreneurial approach to resource and economic development.

10. Recruit a diverse workforce of highly qualified employees and provide them with professional development and other opportunities to succeed.

11. Ensure that students, faculty, and staff are informed of and have access to online and in person services, programs, available resources, and policies.

12. Promote a positive district-wide image through respectful interactions among faculty, staff, students, administrators, trustees and the community.

13. Support legislative efforts to sustain funding for community colleges, increase accessibility for students, and provide regulatory relief.

14. Work positively and collegially to resolve accreditation recommendations.

IVC Vision

Irvine Valley College is an institution of higher learning that seeks to deliver innovative instruction and student services programs, provide opportunities for student success and enter into dynamic community partnerships. The college maintains high educational standards as measured by student learning outcomes including skills and knowledge gained.

IVC Mission

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 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. 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, prepare students for future career choices or academic pursuits,* 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.

IVC Goals

1. Meet the current and future learning needs of our diverse community. (Linked to District-wide Goal 6, 9, 2)

2. Foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students. (Linked to District-wide Goals 1, 10)

3. Develop and implement curricula that enable students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning. (Linked to District-wide Goals 1, 2)

4. Provide cultural experiences and activities which promote economic development and partnerships with the community. (Linked to District-wide Goals 8, 9)

5. Focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community. (Linked to District-wide Goals 1, 3, 11?, 2)

6. Expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success. (Linked to District-wide Goals 11, 2)

7. Increase awareness of IVC as an institution of higher education that is dedicated to student success and access. (Linked to District-wide Goals 8?, 2)

8. Ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement. (Linked to District-wide Goals 4?, 7, 14)

9. Leverage resources to implement the initiatives identified in the college's strategic plan. (Linked to District-wide Goals 4, 5)

INSTITUTIONAL STUDENT LEARNING OUTCOMES

Communication:

- Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.

  (ACCJC Accreditation Standards Equivalents: Oral and written communication; Interpersonal communication skills)

Critical Thinking, Problem Solving, and Information Access and Analysis:

- Engage in critical and creative thinking to solve problems, explore alternatives, and make decisions.
- Develop comprehensive, rational arguments for ethical positions and describe the implications for the individual and the larger society.
- Apply mathematical approaches and computational techniques to solve problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Apply the fundamentals of scientific inquiry to real-life and hypothetical situations.
- Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.

  (ACCJC Accreditation Standards Equivalents: Critical analysis/logical thinking; Ethical principles; Scientific and quantitative reasoning)

Global Awareness:

- Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives.
- Demonstrate an awareness of historical and contemporary global issues and events

  (ACCJC Accreditation Standards Equivalents: Historic sensitivity)

Aesthetic Awareness:

- Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art.
- Identify and recognize opportunities to participate in the creative arts as an artist, performer or observer
- Recognize the historic and cultural role of the creative arts in forming human experience.

(ACCJC Accreditation Standards Equivalents: Aesthetic sensitivity)

Personal, Professional and Civic Responsibilities:

- Identify and recognize opportunities to contribute to civic and environmental needs.
- Apply techniques that promote physical, mental and emotional well-being, self-management, maturity, and ethical decision-making.

(ACCJC Accreditation Standards Equivalents: Civility; Civic responsibility; Political responsibilities; Social responsibility; Cultural diversity)

DEFINITIONS

The language of planning is replete with specialized terms. As you read through the rest of this document it may help to refer to this set of definitions:

Goals

Goals are defined as all-encompassing statements about the general direction of the college. Actions must be taken in order to reach Goals. Actions (identified as Objectives and Strategies in the IVCSPP), must be evaluated to gauge Goal accomplishment.

Objectives

Objectives are defined as methods for attaining IVC's Goals. Good objectives are S.M.A.R.T.: specific, measurable, achievable, realistic and time-related (Drucker, 1954). An Objective can be achieved through one or more Strategies.

Planning Assumptions

Within the context of research, Planning Assumptions are defined as interpretations of the planning environment as they relate to IVC's Goals. Planning Assumptions carry policy implications that become challenges, issues, and targets to which the college responds through Objectives.

Strategies

Strategies are defined as means for achieving a specific Objective. Strategies represent projects or initiatives designed to reach Objectives and to attain Goal(s). Strategies describe complex college functions involving multiple offices and/or departments. Strategies are reviewed and revised yearly.

Many activities on campus are on-going. On-going activities are not documented in the IVCSPP, because they are the result of previous planning efforts which have become part of day-to-day operations. The IVCSPP highlights only new actions and Strategies. Extending the hours of the Office of Admissions and Records is an example of an activity that is not on-going.

A CHRONOLOGICAL OVERVIEW OF THE IRVINE VALLEY COLLEGE STRATEGIC PLANNING PROCESS (IVCSPP)

The IVCSPP has guided the strategic direction of the college since August 2006. The IVCSPP is based on research that specifically targets the following areas: (a) Academic Planning/Facilities/Educational Support/Technology Planning, (b) Institutional Effectiveness, (c) Student Success/Access, (d) Resource and Budget Planning, and (e) Enrollment Management. Research data is central to the IVCSPP decision- making process.

The IVCSPP is driven by the following entities: the Strategic Planning Oversight and Budget Development Committee and the five Strategic Planning Committees*. The Strategic Planning Oversight and Budget Development Committee oversees the IVCSPP. The Strategic Planning Oversight and Budget Development Committee consists of the College President, the Vice President of Instruction, the Vice President of Student Services, the Academic Senate President, the Director of Fiscal Services, a CSEA Classified Management representative, two Academic Senate representatives, the Classified Senate President, an ASIVC senator-at-large, and the Research and Planning Analyst. Each Strategic Planning Committee is assigned to one of the five areas. The committees consist of representatives representing all constituency groups i.e., Academic Senate, Classified Managers, Classified Senate, CSEA, and ASIVC).

In fall 2007, the Strategic Planning Committees were charged with implementing the 2007/2008 Objectives and Strategies. During flex week in spring 2008, the chairs of the Strategic Planning Committees gave oral updates on the 2007/2008 Objectives and Strategies. Subsequently, the Research Analyst produced an evaluation report of the Strategic Planning outcomes summarizing the oral presentations.

Since September 2006 the Research Analyst has compiled extensive strategic planning data that provide an overview of facts and projections from national, state, and local perspectives. The research addresses seven areas: demographics, economy and employment, education trends, social trends, public policies, technology, and institutional effectiveness. The Strategic Planning Committees reviews the research data collected in order to derive Planning Assumptions.

Each Planning Assumption is coded to reference a specific document. Data codes are included at the end of each Planning Assumption.

- The first letter denotes one of the six planning categories
- The second letter indicates one of the three levels of data/information sources: N for national, S for state and L for local.
- The digits before the last hyphen indicate the sequence in which the data/information was collected and archived by IVC's Office of Research and Planning.
- The last digits refer to page numbers. For example, D-S-3-2, 4 indicates pages 2 and 4, in the third document collected from the State level for Demographics.

To obtain the research documents, please contact the Office of Research and Planning or visit http://www.ivc.edu/rpg/pages/planning.aspx.

Planning Assumptions carry policy implications, which become challenges, issues, and targets for college Objectives. Based on the Planning Assumptions (see Appendix A), the Strategic Planning Committees generated the 2008/2009 Objectives and Strategies which follow.

During a college-wide meeting in January 2008, the IVC Strategic Planning Oversight and Budget Development Committee (SPOBDC) and the Chairs of the Strategic Planning Committees reviewed IVC's Mission Statement and long-term Goals. The Mission Statement and Goals were accepted. In February 2008, the SPOBDC requested that the college community submit to the President's Executive Council (PEC) for review initial proposals for Objectives. The PEC determined the initial proposals strategic in nature and those operational in nature. Strategic proposals were assigned to one of the five Strategic Planning Committees. Operational Objectives were assigned to the SPOBDC. In March 2008, using the *Strategic Planning Form 1*, Section II (see Appendix D). the Strategic Planning Committees worked with the authors of the proposed Objectives to develop the Objective The SPOBDC reviewed and approved the revised Objectives and which were returned to the Committees for development of Strategies that clarified the *what, when, and where* for specific actions. Required resources were also identified using the *Strategic Planning Form 2* (see Appendix D).

In addition, the PEC reviewed the Objectives and Strategies that the programs undergoing the 2007/2008 Program Review Cycle proposed for the 2008/2009 Strategic Planning Cycle. Program Review Objectives and Strategies deemed strategic in nature were assigned to one of the five Strategic Planning Committees. Objectives and Strategies deemed operational were assigned to the SPOBDC (see Appendix F).

In April 2008, the SPOBDC reviewed the *Strategic Planning Form 2*'s and made fiscal recommendations to the PEC. In May 2008, the PEC determined the Objectives and Strategies to be incorporated in the 2008/2009 college budget.

At the June 2008 Strategic Planning Retreat, the SPOBDC and Strategic Planning Committee chairs reviewed the IVCSPP and possible modifications for the 2009/2010 Strategic Planning and Budget Development Timeline (see above). Furthermore, the SPOBDC reviewed the 2008/2009 Strategic Planning Outcome Measures (see Appendix C) and revised the Strategic Planning Forms 1 and 2 (see Appendix E). In addition, the SPOBDC reviewed the college governance and decision-making structure. The institution's governance and decision-making structures need to be evaluated for integrity and effectiveness on a regular basis. The SPOBDC discussed methods for college-wide distribution of the results of this evaluation so that the document serves as the basis for improvement (see Accreditation Standard IV. A 5).

At the all-college meeting during Flex week of fall 2008, the college community had the opportunity for open dialogue with the SPOBDC and the Strategic Planning Committee chairs about their evaluation. Feedback was not only welcomed; it was strongly encouraged.

Goals, Objectives, and Strategies for 2009-2010 will be developed in fall 2008 (see above timeline). At the same time, Objectives and Strategies for 2008-2009 will be implemented. In January 2009, an evaluation of progress toward the 2008/2009 Objectives and Strategies will be conducted and a report prepared. Because Objectives and Strategies typically involve multiple components and departments, their evaluation is complex; however, evaluation is the key for an effective IVCSPP.

* These committees were originally named the Steering Team and the Strategic Planning Focus Groups (during the 2006/2007 strategic planning year).

OBJECTIVES AND STRATEGIES

OBJECTIVE I: Increase alternative educational delivery systems. (Linked to IVC Goals: 1, 2, 3, 5, 6, 7, 8, 9; and District Goals 1, 11)

Rationale: IVC will increase enrollment through online classes.

Strategy a: Establish a faculty technical skills certification for instructors. (Lead Person: Bob Urell)

Strategy b: Identify and allocate funds to develop an online distance education orientation template. (Lead Persons: Craig Justice, Bob Urell)

Outcome: Expanded online course offerings, including full degrees; increased and better organized faculty support for online course development.

Evaluation: February 2, 2009

OBJECTIVE II: Develop programs to meet student and community interests. (Linked to IVC Goals: 1, 2, 3, 7; and District Goals 1, 9)

Rationale: This objective will position IVC to develop programs to best serve the surrounding community.

Strategy a: Conduct a thorough assessment of our certificate programs to (1) establish whether they meet industry standards predicated upon State requirements, (2) assess

whether the certificates are viable, and (3) determine whether the courses within the certificates are offered in a timely manner. (Lead Person: Craig Justice)

Strategy b: Increase short-term courses and weekend course offerings. (Lead Person: Craig Justice)

Strategy c: Develop and implement a master calendar for the Performing Arts Center for fine arts, including dance, music, theater, and visual arts. (Lead Person: Karl Stenske)

Outcomes: Programs, courses and activities are aligned with the needs of the community.

Evaluation: February 2, 2009

OBJECTIVE III: Increase course completion rates for credit basic skills courses, credit vocational courses, and college level courses. (Linked to IVC Goals: 1, 3; and District Goals 1, 2)

Rationale: There will be a steady increase in the Asian, Hispanic and Persian populations at IVC; IVC will see a significant increase in educationally and environmentally disadvantaged students with or without limited English skills. It is expected that students will take longer to complete their certificates and degrees and will incur a larger debt burden. Students who stay in classes and programs are more successful in obtaining degrees and certificates and in moving to the next level of their education.

Strategy a: Establish the Scheduling And Reporting System (SARS) early alert program. (Lead Persons: Vice Chancellor of Technologies and Learning Services, Tran Hong)

Strategy b: Develop a Degree Audit program. (Lead Persons: Vice Chancellor of Technologies and Learning Services, Tran Hong)

Strategy c: Review and revise the AA and AS degree requirements. (Lead Persons: Craig Justice, Kathy Schmeidler)

Strategy d: Implement the English departmental diagnostic test to determine whether students currently enrolled in writing courses are appropriately placed. (Lead Persons: Donna Sneed, Brenda Borron)

Strategy e: Train English faculty to score the diagnostic test in order to establish inter-rater reliability for the cross-validation of the test. (Lead Persons: Norming Coordinator, Brenda Borron)

Strategy f: In conjunction with the departmental diagnostic, conduct a large-scale holistic norming session for evaluators. (Lead Persons: Norming Coordinator, Brenda Borron)

Strategy g: During in-service, conduct basic skills workshops for faculty in writing classes. (Lead Persons: Basic Skills Coordinator, Brenda Borron)

Strategy h: Design, implement and monitor program and course-level Student Learning Outcomes in English, Reading, ESS, ESL and Math basic skills. (Lead Persons: SLO Coordinators with respective Faculty)

Outcome: Develop, publish and regularly evaluate instructional planning and student support so that students meet their educational goals.

Evaluation: February 2, 2009

OBJECTIVE IV: Increase student success and persistence rates. (Linked to IVC Goals: 1, 3, 7 and District Goals 1, 2)

Rationale: IVC may require additional Basic Skills curriculum in order to address the increasing needs for remediation among college students and to meet standards on the number and percentage of successful degree recipients and transfers to 4-year colleges as set by the State Chancellor's Office.

Strategy a: Implement the paper and computer formats of the College Test for English Placement (CTEP). (Lead Persons: Vice Chancellor of Technologies and Learning Services, Tran Hong, Donna Sneed)

Strategy b: Use the Departmental Diagnostic data to confirm the validity of the CTEP each semester and to adjust cut-scores as needed (Lead Persons: Norming Coordinator, Brenda Borron)

Strategy c: Review the Math assessment test and implement recommended revisions. (Lead Persons: Kathy Schrader, Math Faculty)

Strategy d: Increase tutorial services by building the Learning Assistance Program Center. (Lead Persons: Brandye D'Lena, Glenn Roquemore)

Strategy e: Identify and allocate additional space for tutoring until the new Learning Assistance Program Center is built. (Lead Person: Craig Justice)

Strategy f: Increase counseling services through group advising and group workshops. (Lead Persons: Elizabeth Cipres, Counseling Faculty)

Strategy g: Review the Basic Skills Math program to ensure that curriculum, course sequence, and services best serve the students. (Lead Persons: Kathy Schrader, Math Faculty)

Strategy h: Develop and implement offerings for Basic Skills Math course modules so that students can progress through the course one step at a time. (Lead Person: Ilknur Erbas-White, Kathy Schrader)

Strategy i: Complete a comparative analysis of Tutoring Services in similar-sized institutions and make changes in tutoring practices where appropriate. (Lead Persons: Craig Justice, Tutoring Faculty)

Strategy j: Identify and designate space for discipline-specific, ticket-attached centers in ESS, reading, math, writing and ESL. (Lead Person: Craig Justice)

Strategy k: Staff the discipline-specific, ticket-attached centers with classified employees. (Lead Persons: Craig Justice)

Strategy l: Install SARS Trak Kiosks at all tutorial locations and discipline specific ticket-attached learning assistance program centers to collect students' positive attendance via student swipe cards. (Lead Persons: District IT, Tran Hong)

Strategy m: Visit World Languages Resource Centers at several local community colleges in order to establish a similar Center at IVC. (Lead Persons: Dan Rivas, World Languages Faculty)

Strategy n: Develop a course similar to Writing 180 that would provide World Languages students supplemental instruction as needed. (Lead Persons: Dan Rivas, World Languages Faculty))

Strategy o: Research and purchase appropriate equipment and software to meet World Languages students' needs in reading comprehension, writing, grammar,

vocabulary, listening, pronunciation, and speaking. (Lead Persons: Dan Rivas, World Languages Faculty)

Strategy p: Train faculty to provide appropriate World Languages conferencing technique and schedule faculty/student hours. (Lead Persons: Dan Rivas, Foreign Languages Faculty)

Strategy q: Provide training for future Math tutors. (Lead Person: Miriam Castroconde)

Outcome: Develop, publish, regularly evaluate and improve a student support model designed to maximize student success and retention.

Evaluation: February 2, 2009

OBJECTIVE V: Increase the number of ESL students who successfully complete the ESL sequence and enroll in college-level English courses. (Linked to IVC Goals: 1, 3, 7; and District Goals 1, 3, 2):

Rationale: There will be a steady increase in the Asian, Hispanic and Persian populations at IVC; IVC will see an increase in educationally and environmentally disadvantaged students with or without limited English skills. It is expected that students will take longer to complete their certificates and degrees and will incur a larger debt burden. IVC may require additional Basic Skills curriculum as an answer to the increasing needs for remediation among college students and scrutiny from the State Chancellor's Office on the number and percentage of successful degree recipients and transfers to 4-year colleges.

Strategy a: Review and redesign the ESL program to ensure that the curriculum, course sequence, and services are aligned with the needs of students in this path. (Lead Persons: Dan Rivas, ESL Faculty)

Strategy b: Explore the establishment of an ESL lab. (Lead Persons: Dan Rivas, ESL Faculty)

Strategy c: Visit ESL centers at other colleges in the State to establish benchmarks. (Lead Persons: Dan Rivas, ESL Faculty)

Strategy d: Develop a course similar to Writing 180 to ESL students conferencing. (Lead Persons: Dan Rivas, ESL Faculty)

Strategy e: Train faculty to provide appropriate conferencing. (Lead Persons: Dan Rivas, ESL Faculty)

Strategy f: Research and purchase writing, grammar, vocabulary and listening/speaking skills software to meet the needs of students enrolled in the ESL lab. (Lead Persons: Dan Rivas, ESL Faculty)

Outcome: Develop an ESL program with enhanced student support strategies that maximizes the opportunities for non-English speakers to complete the ESL sequence of courses and successfully enroll in college level English courses.

Evaluation: February 2, 2009

OBJECTIVE VI: : Increase enrollment in courses in Lifelong Learning and contract and workforce development. (Linked to IVC Goals: 1, 3, 4, 7; and District Goal 1)

Rationale: There will be a sizeable increase in the number of people over the age of 45 in the next 5 years in the effective service area, as the service area becomes more mature. While there are opportunities for study in the vocational/technical education programs in basic education, and in community education courses, the bulk of the IVC curriculum is devoted to the purpose of transfer and general education.

Strategy a: Evaluate the currency of the curriculum for Lifelong Learning and contract and workforce development. (Lead Persons: Dave Anderson, Kathy Schmeidler)

Strategy b: Use the assessment of the curriculum for Lifelong Learning and contract and workforce development to write new curricula. (Lead Persons: Dave Anderson, Kathy Schmeidler)

Strategy c: Investigate the establishment of a Business and Professional Institute. (Lead Persons: Dean of Workforce Development and Career Technical Education, Dave Anderson)

Outcome: Under the direction of the Dean of Workforce Development and Career Technical Education, establish an effective program that is guided by data-driven decision making and systematic evaluation and improvement.

Evaluation: February 2, 2009

OBJECTIVE VII: Update and implement the college's marketing and recruitment plans. (Linked to IVC Goals: 1, 2, 7, 14; and District Goals 1, 4, 8, 10)

Rationale: Recruiting efforts must be monitored and expanded to include off-campus locations, distance education offerings, and offerings to current high school students.

Strategy a: Develop an annual enrollment management and recruitment plan. (Lead Persons: Donna Sneed, Diane Oaks)

Strategy b: Conduct an annual analysis of the effectiveness of the marketing and outreach projects each year; plan budget expenditures accordingly. (Lead Persons: Donna Sneed, Diane Oaks)

Strategy c: Develop a template for a college brochure in order to create a consistent marketing message for the college. (Lead Persons: Diane Oaks)

Strategy d: Develop and implement a marketing plan for media outlets. (Lead Persons: Donna Sneed, Diane Oaks)

Strategy e: Expand outreach efforts to area high schools. (Lead Persons: Donna Sneed)

Outcome: Provide the community that we serve with an effective communication model that informs them of the quality and quantity of relevant educational opportunities offered by the college.

Evaluation: February 2, 2009

OBJECTIVE VIII: Expand the Early College Program. (Linked to IVC Goals: 1, 2, 3, 5, 7; and District Goal 1)

Rationale: The K-12 schools in the effective service area are typically ranked in the top 10% in the state based on California's Academic Performance Index. Students graduating from high schools in the effective service area typically have 4-year university acceptance rates that are much higher than the statewide average. This trend will continue for the foreseeable future. Partnerships among IVC, K-12, and 4-year

institutions seeking to work within this service area, will be a necessity in order to increase enrollments.

Strategy a: Implement the Early College Program at another local high school. (Lead Persons: Craig Justice, Elizabeth Cipres)

Strategy b: Explore the establishment of an Early College Program in the Irvine Unified School District. (Lead Persons: Craig Justice, Elizabeth Cipres)

Outcomes: The continued expansion of the Early College Program within the Tustin Unified School District; the establishment of an Early College Program with the Irvine Unified School District and El Toro High School.

Evaluation: February 2, 2009

OBJECTIVE IX: Use college resources efficiently. (Linked to IVC Goals: 1, 2, 4, 5, 6, 9; and District Goals 1, 3, 4, 5, 9, 10, 13)

Rationale: The use of technology will be vital in controlling IVC's increasingly energy efficient buildings and grounds; efforts will be made across campus to reduce energy costs of new courses. IVC's size (population, buildings and grounds) will increase, resulting in increased staff and supply needs, on-going maintenance and repair, and deferred maintenance.

Strategy a: Create a college facilities preventative maintenance program that incorporates all crafts. (Lead Person: John Edwards)

Strategy b: Maintain safe and effective learning and working environments by creating a furniture refresh program, based on an assessment of all furniture. (Lead Person: John Edwards)

Strategy c: Create a vehicle, cart and heavy equipment refresh program to ensure the college is programming replacements for high-value items. (Lead Person: John Edwards)

Outcomes: The prevention of potential failures in the college infrastructure that could disrupt the execution of educational delivery or student support.

Evaluation: February 2, 2009

OBJECTIVE X: Strengthen campus security and emergency preparedness. (Linked to IVC Goals: 1, 2, 5, 6, 9; and District Goal 3)

Rationale: This objective supports the effectiveness of IVC's public safety and emergency readiness for students, faculty and staff during emergencies.

Strategy a: Publish and implement a campus security and emergency preparedness plan. (Lead Person: Will Glen)

Strategy b: Install internet protocol cameras at strategic outdoor locations as a security tool. (Lead Persons: Will Glen, Tran Hong)

Strategy c: Install tall security fencing around athletic fields to prevent vandalism and mitigate potential campus liability. (Lead Person: John Edwards, Will Glen)

Outcomes: Ensure campus readiness for emergencies and disasters, and deter potential criminal activity in support of a safe and secure environment that is conducive to the educational mission of the college.

Evaluation: February 2, 2009

OBJECTIVE XI: Hire full-time faculty on a regular and consistent basis when fiscally possible. (Linked to IVC Goals: 2, 7; and District Goal 10)

Rationale: This objective helps maintain and increase IVC's instructional effectiveness when facing preexisting program growth, the development of new programs, and the replacement of 2009-2010 through 2013 faculty retirements.

Strategy a: Complete a needs analysis each year that includes separations (retirements, resignations, etc.), FTES growth trends, new program development, and 50%-law benchmarks. (Lead Persons: Glenn Roquemore, Craig Justice, Gwen Plano, Davit Khachatryan)

Outcomes: The development of a systematic review and evaluation of IVC's faculty hiring is intended to produce continuous excellence in academic services.

Evaluation: February 2, 2009

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* Objectives and Strategies as regrouped by the Strategic Planning Oversight and Budget Development Committee. Please note that the numbering does not indicate a prioritization but stemmed from the Strategic Planning Oversight and Budget Development Committee's discussion.

APPENDIX C

IRVINE VALLEY COLLEGE

2006-2012 Strategic Planning

Evaluation of 2007/2008 Objectives and Strategies

Prepared by the Office of Research and Planning

02/26/2008

The document contains a summary of the oral evaluations of the 2007/2008 Strategic Planning Objectives and Strategies as presented during IVC's All-college meeting on 02/26/2008.

OBJECTIVES AND STRATEGIES

OBJECTIVE I: To increase alternative ways of education by a) offering an online degree and/or certificate in 2008; b) offering training in creating online classes to faculty; and c) providing funding to develop an online distance education orientation template. (Linked to IVC Goals: 1, 2, 3, 5, 6, 7, 8, 9; and District Goal 1)

Rationale: IVC will increase enrollment through online classes.

Strategy 1: The instructional designer will assist faculty in the development of online courses. (Lead Person: Joseph San Juan)

Strategy 2: Establish a faculty technical skills certification for instructors. (Lead Person: Bob Urell)

Strategy 3: Identify and allocate funds for developing an online distance education orientation template. (Lead Person: Davit Khachatryan)

Outcome: Expanded online course offerings, including full degrees; increased and better organized faculty support for online course development.

Evaluation: February, 2008

Outcome Measures:

- 2006/2007 and 2007/2008 Statewide Distance Education Reports (Vice President of Instruction)
- ACCJC's Annual Reports on Distance Education (Vice President of Instruction)
- Chancellor's Action Plan on Distance Education (Vice President of Instruction)

OBJECTIVE II: To support new program development to meet student and community interests through a community needs-assessment. (Linked to IVC Goals: 1, 3; and District Goals 1, 8)

Rationale: This will position IVC to develop programs which will best serve the surrounding community.

Strategy 1: Conduct a community needs-assessment to identify programs with strong community interest. (Lead Person: Susan Cooper)

Outcomes: Obtain research data that indicates programs or courses that best support the educational needs of the community. Incorporate this research into "data driven decision-making" regarding the development of new programs or courses.

Evaluation: February, 2008

Outcome Measures (Provider in parentheses):

- The research office provided data from the Orange County Business Council for the Office of Career Technical Education and Workforce Development and for the Emeritus Institute (College Researcher).
- Based on the research data, the Dean of Career Technical Education and Workforce Development proposed discussion on the following four new prospecti: (a) a Business & Professional Institute for 2008-2009; (b) a Physical Therapy Assistant Program; (c) a Paralegal Studies Certificate Program; and (d) a Health Information Technology Program. All prospecti will be evaluated within the new Program Development and Approval Policy (see http://www.ivc.edu/asenate/pages/docs.aspx) (Dean of Career Technical Education and Workforce Development).
- The Director of the Emeritus Institute reviewed and revised the Emeritus Institute's 68 piece of curriculum and embedded the research data in the revised curriculum as well as three new pieces of curriculum (see Objective VI) (Emeritus Institute Director).

OBJECTIVE III: To increase course completion rates for (a) credit basic skills courses by 0.5% to 73.5%; (b) credit vocational courses by 1% to 75.9%; and the number of (c) degree awards by 10% to 383 in 2007-2008, to 421 in 2008-2009, and to 463 in 2009-2010; (d) certificate awards by 10% to 81 in 2007-2008, to 90 in 2008-2009, and 99 in 2009-2010. (Linked to IVC Goals: 1, 3; and District Goal 1)

Rationale: There will be a steady increase in the Asian, Hispanic and Persian populations at IVC; IVC will see a significant increase in educationally and environmentally disadvantaged students with or without limited English skills; it is expected that students will take longer to complete their certificates and degrees and will incur a larger debt burden. Students who stay in classes and programs are more successful in obtaining degrees and certificates and in moving to next level of their education.

Strategy 1: Establish the Scheduling And Reporting System (SARS) early alert program. (Lead Persons: Andreea Serban, Tran Hong)

Strategy 2: Develop a Degree Audit program (i.e., notifying students of their eligibility for degree completion). (Lead Persons: Andreea Serban, Tran Hong)

Strategy 3: Review and revise the AA and AS degree requirements. (Lead Person(s): Craig Justice, Kathy Schmeidler)

Outcome: Develop, publish and regularly evaluate instructional planning and student support in a manner that maximizes the opportunity for students to meet their educational goals.

Evaluation: February, 2008

Outcome Measures (Provider in parentheses):

- 2006/2007 IVC Institutional Effectiveness Report

OBJECTIVE IV: (a) To increase student success and retention rates by 2% and (b) To increase the persistence rates from 69.8% to 71.8%. (Linked to IVC Goals: 1, 3, 7 and District Goal 1)

Rationale: IVC may require additional Basic Skills curriculum as an answer to the increasing needs for remediation among college students and scrutiny from the State Chancellor's Office on the number and percentage of successful degree recipients and transfers to 4-year colleges. Students who stay in classes and programs are more successful in obtaining degrees and certificates and in moving to next level of their education.

Strategy 1: Implement the paper and computer formats of the College Test for English Placement (CTEP). (Lead Persons: Andreea Serban, Tran Hong, Donna Sneed)

Strategy 2: Review the Math assessment test and implement recommended revisions. (Lead Persons: Dixie Bullock, Math Faculty)

Strategy 3: Increase tutorial services by building the Learning Assistance Program Center (see 5-year Facilities Master Plan). (Lead Persons: Brandye D'Lena, Glenn Roquemore)

Strategy 4: Increase counseling services through group advising and group workshops. (Lead Persons: Elizabeth Cipres, Counseling Faculty)

Strategy 5: Review the Basic Skills math program to ensure that the curriculum, course sequence, and all services are best serving the students needing this academic support. Increase course completion rates for progression to a degree, certificate or transfer. (Lead Persons: Dixie Bullock, Math Faculty)

Strategy 6: Establish a calendar of student activities. (Lead Persons: Helen Locke)

Outcome: Develop, publish, regularly evaluate and improve a student support model that is designed to maximize student success and retention.

Evaluation: February, 2008

Outcome Measures (Provider in parentheses):

- 2006/2007 IVC Institutional Effectiveness Report

OBJECTIVE V: To increase the number of ESL students that successfully complete the ESL sequence and enroll in college level English courses by the following strategies (Linked to IVC Goal: 3; and District Goal 1):

Rationale: There will be a steady increase in the Asian, Hispanic and Persian populations at IVC; IVC will see an increase in educationally and environmentally disadvantaged students with or without limited English skills; it is expected that students will take longer to complete their certificates and degrees and will incur a larger debt burden. IVC may require additional Basic Skills curriculum as an answer to the increasing needs for remediation among college students and scrutiny from the State Chancellor's Office on the number and percentage of successful degree recipients and transfers to 4-year colleges.

Strategy 1: Review and redesign the ESL program to ensure that the curriculum, course sequence, and all services are aligned with the students most in need of this academic path. Increase completion rates for progression to college level English courses. (Lead Persons: Karima Feldhus/Dan Rivas, ESL Faculty)

Strategy 2: Explore the establishment of an ESL lab (within the Learning Assistance Program Center). (Lead Persons: Karima Feldhus, ESL Faculty)

Outcome: Develop an ESL program with enhanced student support strategies that maximizes the opportunities for non-English speakers to complete the ESL sequence of courses and successfully enroll in college level English courses.

Evaluation: February, 2008

Outcome Measures:

- To explore enhanced student support strategies, ESL faculty attend ESL conferences in Spring 2008 (Vice President of Instruction, ESL faculty).
- The Institutional Effectiveness Committee asked the Vice President of Technology and Learning Services to provide more data on ESL (e.g., completion and persistence rates) in the 2007/2008 IVC Institutional Effectiveness Report (Vice President of Technology and Learning Services, Director of District Research).

OBJECTIVE VI: Expand curriculum offerings for Lifelong Learning and Work Force Development. (Linked to IVC Goals: 1, 3, 6, 8; and District Goal 1)

Rationale: There will be a sizeable increase in the number of people over the age of 45 in the next 5 years in the effective service area, as the service area becomes more mature.

Strategy 1: Evaluate the currency of curriculum as it applies to Lifelong Learning for populations seeking experiences in personal enrichment. (Lead Persons: Dave Anderson, Kathy Schmeidler)

Outcome: Develop, regularly evaluate and improve a "data driven" instructional model for review of existing curricula and the development of new curricula in the Emeritus Institute.

Evaluation: February, 2008

Outcome Measures:

- The Director of the Emeritus Institute reviewed and revised the Emeritus Institute's 68 piece of curriculum and embedded the aforementioned research data in the revised curriculum as well as three new pieces of curriculum (see Objective II). Curriculum undergoes the curriculum review process in Spring 2008 (Emeritus Institute Director).
- Three new Emeritus curricula were developed based on research data (see Objective II) (Emeritus Institute Director).

OBJECTIVE VII: To increase enrollment in contract and vocational education. (Linked to IVC Goals: 1, 3; and District Goal 1)

Rationale: While there are opportunities for study in the vocational/technical education programs in basic education, and in community education courses, the bulk of the IVC curriculum is devoted to the purpose of transfer and general education.

Strategy 1: Assign responsibility for career technical Education and Work Force Development programs (e.g., certificates), to a central office or point person. (Lead Persons: Glenn Roquemore)

Strategy 2: Request assistance in a needs assessment survey using data available from the Orange County Business Council. (Lead Persons: Susan Cooper)

Strategy 3: Conduct a thorough assessment of our certificate programs (1) to establish whether or not they meet industry standards predicated upon State requirements, (2) to assess whether or not the certificates are viable, given our student population, and (3) to determine whether or not the courses within the designated certificates are offered in a timely manner. (Lead Person: Craig Justice)

Strategy 4: Increase short-term courses and weekend course offerings. (Lead Person: Craig Justice)

Strategy 5: Develop and implement a focused marketing plan. (Lead Person: Diane Oaks)

Outcome: Under the direction of the Dean of Career Technical Education and Workforce Development, establish an effective program that is guided by data driven decision making and regular evaluation and improvement.

Evaluation: February, 2008

Outcome Measures:

- Based on the aforementioned research data (see Objective II), the Dean of Career Technical Education and Workforce Development proposed discussion on the following four new prospecti: (a) a Business & Professional Institute for 2008-2009; (b) a Physical Therapy Assistant Program; (c) a Paralegal Studies Certificate Program; and (d) a Health Information Technology Program. All prospecti will be evaluated within the new Program Development and Approval Policy (see http://www.ivc.edu/asenate/pages/docs.aspx) (Dean of Career Technical Education and Workforce Development).

OBJECTIVE VIII: To maintain an annual marketing and recruiting plan. (Linked to IVC Goal(s): 1, 2, 3, 5, 6, 7, 8, 9; and District Goals 2, 7, 9)

Rationale: Recruiting efforts need to be monitored and expanded to include off campus locations, distance education offerings as well as current high school students.

Strategy 1: Develop an annual enrollment management and recruitment plan. (Lead Persons: Donna Sneed, Outreach Committee)

Strategy 2: On a yearly basis, analyze the effectiveness of the different marketing and outreach projects and plan budget expenditures accordingly. (Lead Persons: Diane Oaks, Donna Sneed)

Strategy 3: Create a consistent marketing message for the College. (Lead Person: Diane Oaks)

Strategy 4: Develop and implement a marketing plan that includes various media outlets. (Lead Person: Diane Oaks)

Outcomes: Provide the community that we serve with an effective communication model that informs them of the quality and quantity of relevant educational opportunities offered by the college.

Evaluation: February, 2008

Outcome Measures:

- 2007/2008 Marketing and Enrollment Management Plan, e.g.,
    - One-hundred High school visits in 2007/2008 (vs. 96 visits in 2006/2007)
- Communication outlets established since February 2007:
    - Irvine World News (almost weekly)
    - Orange County Register (10 times)
    - Other features in regional newspapers
    - Seven broadcasts on television, one radio broadcast

OBJECTIVE IX: (a) To increase the enrollment rate of high school students by 2% and (b) to increase their persistence rate in IVC courses after their high school graduation. (Linked to IVC Goals: 1, 3, 6, 8; and District Goals 1, 2)

Rationale: The K-12 schools in the effective service area are typically ranked in the top 10% in the state based on California's Academic Performance Index. Students graduating from high schools in the effective service area typically have 4-year university acceptance rates that are much higher than the statewide average. This trend will continue for the foreseeable future. Partnerships among IVC, K-12, and 4-year institutions seeking to work within this service area, will be a necessity in order to grow enrollments. Reasons include competition in the marketplace is rapidly rising, the need for remediation with concepts such as Early College may be lessened, and partnerships can include a revenue component with the 4-year schools.

Strategy 1: Expand outreach efforts within area high schools. (Lead Persons: Donna Sneed, Ann Akers)

Strategy 2: Develop the Early College Program at another Tustin high school. Explore establishing an Early College Program with Irvine Unified School District. (Lead Persons: Craig Justice, Gwen Plano)

Outcomes: The continued expansion of the Early College Program within the Tustin Unified School District; the establishment of an Early College Program with the Irvine Unified School District.

Evaluation: February, 2008

Outcome Measures:

- Beckman High School will start a second cohort of students in summer 2008.
- Irvine Unified School District is exploring the establishment of an Early College Program.
- El Toro High School approached the Vice President of Instruction to start an Early College Program. Timeline TBA.

OBJECTIVE X: To meet local, State, and federal requirements of Institutional Effectiveness. (Linked to IVC Goals: 1, 2, 3, 4, 5, 6, 7, 8, 9; and District Goals 2, 6)

Rationale: This objective helps monitor IVC's institutional effectiveness.

Strategy 1: Conduct an annual evaluation of Institutional Effectiveness with special emphasis on key indicators. (Lead Persons: Andreea Serban, Sibylle Georgianna)

Strategy 2: Implement the recommended improvements in Institutional Effectiveness as part of the Strategic Planning process each year. (Lead Persons: Glenn Roquemore, Craig Justice, Gwen Plano)

Outcomes: The development of a systematic review and evaluation of Institutional Effectiveness that is intended to produce continued improvements.

Evaluation: As of February 20, 2008:

Outcome Measures:

- 2006/2007 IVC Institutional Effectiveness Report
- The Institutional Effectiveness Committee has been reviewing the 06/07 Institutional Effectiveness Report and requested additional data in the 2007/2008 IVC Institutional Effectiveness Report (e.g., ESL completion and persistence rates) from Vice Chancellor of Technologies and Learning Services.
- The Institutional Effectiveness Committee and the Vice Chancellor of Technologies and Learning Services established a timeline and procedures for college input on the 2007/2008 Institutional Effectiveness Report.
- The majority of 2006/2007 Institutional Effectiveness Report's data was used as a baseline for the development of the 2007/2008 Strategic Planning Cycle (i.e., Objectives I, III, IV, V, IX, and X) to improve the college's Institutional Effectiveness. The college has been implementing the Strategies associated with each of the aforementioned Objectives to address critical areas as depicted in the 2006/2007 Institutional Effectiveness Report.

OBJECTIVE XI: To develop a preventative maintenance plan to use available resources more efficiently. (Linked to IVC Goals: 2, 6, 8; and District Goals 2, 3)

Rationale: The use of technology will be vital in controlling IVC's increasingly energy efficient buildings and grounds; efforts will be made across campus to reduce energy costs of new courses. IVC's size [population and buildings & grounds] will increase with resulting staff and supply needs, continued maintenance and repair as well as deferred maintenance.

Strategy 1: Generate Preventive Maintenance procedures for all crafts. (Lead Person: John Edwards)

Outcomes: The prevention of potential failures in the college infrastructure that could disrupt the execution of educational delivery or student support.

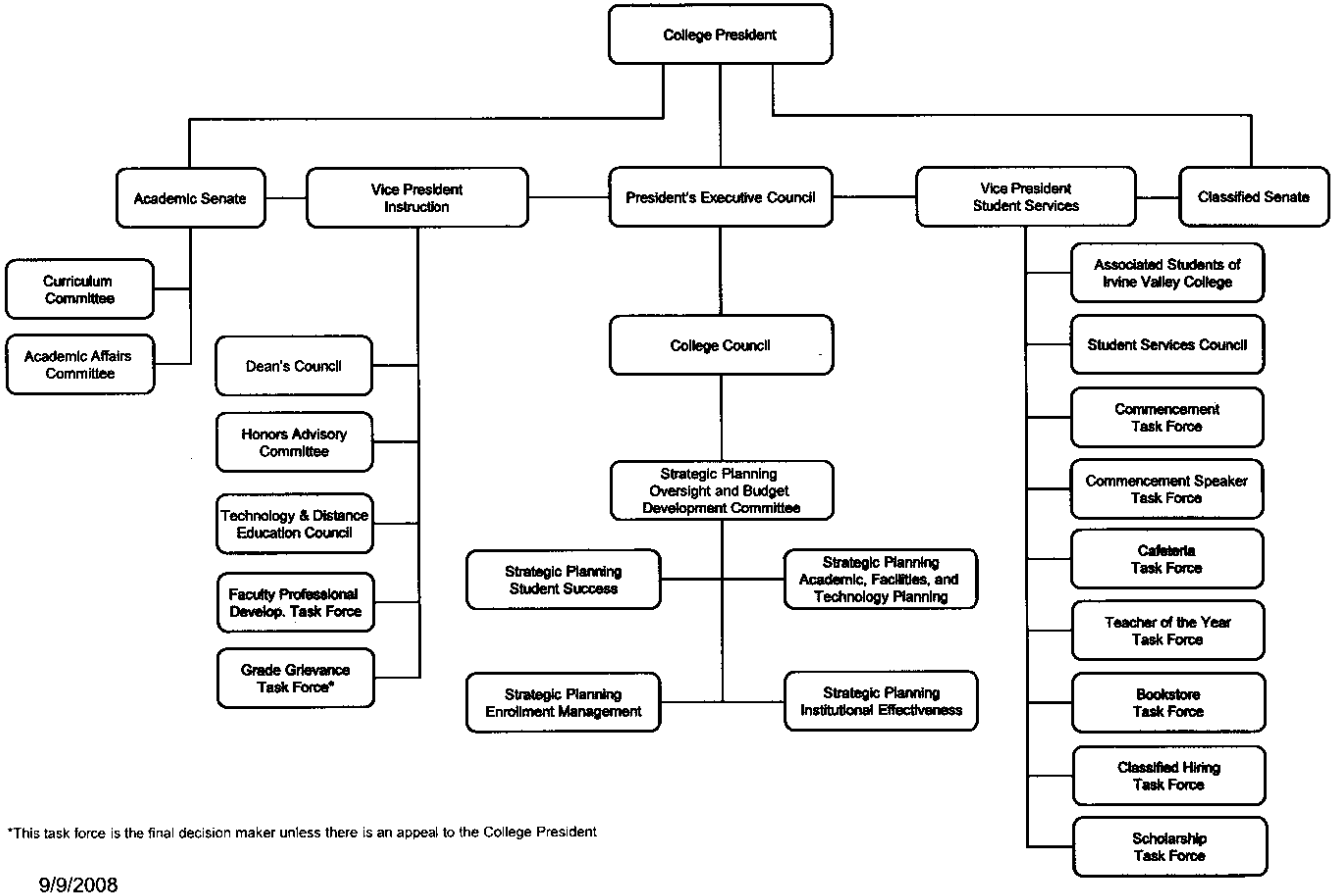
Evaluation: (February, 2008)

Outcome Measures:

- Documented in Preventive Maintenance Plan, e.g.,
  - Remodeling of access road during Christmas break;
  - Test and renewal of fire alarms.

APPENDIX D

Effective Participation/Planning Process Flow Chart
Irvine Valley College



*This task force is the final decision maker unless there is an appeal to the College President

9/9/2008

APPENDIX E

IRVINE VALLEY COLLEGE MISSION STATEMENT & COLLEGE GOALS ANNUAL REVISION PROCESS

The College Mission Statement and corresponding College Goals provide the institution with the foundation for ensuring that resources and processes support student learning. The College Mission Statement and the College Goals are included in all official College publications such as the College Catalog, the schedule of classes, and are posted on the College website.

The College Mission Statement and the College Goals form the basis of the College Strategic Planning Process, the Program Review Process, and the development and assessment of institutional, degree, certificate, program, and course student learning outcomes. In an effort to maintain an on-going self-reflective dialogue regarding institutional effectiveness and improvement, the College reviews and revises the College Mission Statement and the College Goals pursuant to the following process:

1. In October of every year, the Strategic Planning Oversight & Budget Development Committee distributes the College Mission Statement and the College Goals to all constituent groups such as the Associated Student Government, the College Council, the Academic Planning, Facilities & Technology Committee, the Student Services Council, the Deans' Council, the Academic Senate, and the Classified Senate;

2. In November of every year, proposed revisions from the constituent groups are reviewed by the Strategic Planning Oversight & Budget Development Committee and, when appropriate, the Mission Statement and College Goals are revised and subsequently reviewed and approved by all constituent groups.

3. In December of every year, the College Mission Statement and College Goals are reviewed by the Board of Trustees.

4. In January of every year, the Office of the President distributes the revised College Mission Statement and the College Goals to the College Community.

Proposed:	*Academic Senate Cabinet 12-06-06*
Approved:	*Student Services Council 9-7-07*
Approved:	*Academic Planning Facilities and Technology Council 9-4-07*
Approved:	*College Council 9-12-07*
Approved:	*Academic Senate 9-13-07*
Revised:	*Strategic Planning Oversight & Budget Development Committee 2-27-08*

Irvine Valley College
Strategic Planning Process
(Five-Year Strategic Plan)

I. Introduction

The strategic planning process is designed to guide decision-making that shapes the future of the college. This process is intended to provide for critical analysis of past achievements, current status and the future needs of our programs, students and the community to define the mission and vision of the college, and to develop a five-year strategic plan to support that mission and vision. A strategic plan provides a framework for decisions about program and course development based upon the program review process, enrollment, budget and facilities planning, faculty, staff and administrative hiring, and college resource allocation. It defines the goals of the college, outlines methods to achieve them, and allows for consistent and coherent growth and development. Because it defines goals and objectives, a strategic plan also makes possible definitive evaluation of outcomes for students, courses, programs, and the college as a whole.

Wide and collaborative participation is essential to an effective long-term plan. This document outlines a process which, with the participation of all members of the college community, develops a five-year strategic plan. The strategic planning process is open and collaborative: it solicits constructive input from all full-time and adjunct faculty members, full-time and part-time classified staff members, student government representatives, and administrators/managers.

II. The Strategic Planning Process

A. The Strategic Planning Steering Team

For the purposes of developing and implementing the Strategic Plan, the Strategic Planning Steering Team (SPST) will consist of the Academic Senate President or designee, the Classified Senate President or designee, the Vice President of Instruction, the Vice President of Student Services, the College President, and the College Researcher, and a representative from the Faculty Association, CSEA, ASIVC, and a classified manager. The SPST will elect an administrator and a faculty member to serve as co-chairs.

B. The Role of the Strategic Planning Steering Team

The SPST will:

- Oversee the implementation of the planning process.
- Review and finalize planning assumptions and criterion for institutional effectiveness developed by the focus groups.

C. Formation of the Focus Groups

There will be five focus groups:
- Academic Planning/Facilities/Educational Support/Technology Planning
- Institutional Effectiveness
- Student Success/Access
- Resource and Budget Planning
- Enrollment Management

Each focus group shall be composed of 7 members, as follows:
- 2 members appointed by the Academic Senate, except for the Academic Planning Focus Group—the Senate will appoint 3 faculty members.
- 1 member appointed by the Dean's Council
- 1 member appointed by the Classified Senate
- 1 member appointed by CSEA
- 1 member appointed by ASIVC
- 1 member appointed by the Classified Managers

Each Focus Group shall appoint a chair.

The SPST co-chairs will meet with the focus group chairs periodically to discuss strategies, progress, and problems that the focus groups may encounter.

D. The Role of the Focus Groups

Each focus group will develop goals, objectives, and implementation strategies consistent with the college mission statement, institutional core learning outcomes, and planning assumptions based on the recommendations of the program review process. To assist with the development of the above, the following documents may be considered by each focus group.

- The College Mission Statement and the College Vision Statement
- The Institutional Core Learning Outcomes
- Program Review Recommendations
- The Accreditation Report
- The Full-time Faculty Hiring Priorities List
- The California School Employees Association Contract
- The Classified Hiring Priorities List
- The Irvine Valley College Marketing Plan
- The Irvine Valley College Budget
- The Education and Facilities Master Plan
- The Foundation Strategic Plan
- The Academic Master Plan
- The Student Equity Plan
- The Organizational Assessment
- The Technology Initiative Report
- The Academic Employee Master Agreement
- The Matriculation Report

- The District Goals

E. Approval Process

The SPST co-chairs will distribute a draft of the goals, objectives, implementation strategies, and planning assumptions created by each focus group to the college community for review.

Comments and suggestions regarding the draft report are to be submitted to the co-chairs of the SPST. The SPST will consider the comments and suggestions and revise the report if necessary.

F. Final SPST Review and Development of the College Strategic Plan

The SPST, in consultation with focus groups, will meet to finalize the college strategic plan and prepare the final document for submission to the college president for approval.

The Strategic Planning Process was introduced by the Academic Senate on 2/17/05
Revised: 3/4/05: College President
Revised: 3/11/05: Senate Cabinet
Reviewed: 3/24/05: Academic Senate
Approved: 4/6/05: Instructional Council
Approved: 4/6/05: President's Council
Approved: 4/21/05: Academic Senate
Reopened for Revision: 6/20/05: College President & Senate Cabinet
Reviewed: 6/24/05: College President & Senate Cabinet
Revised: 6/27/05: College President & Senate Cabinet
Adpoted: 9/1/05: College President & Academic Senate
Revised: 10/19/05: College President & Academic Senate
Adopted: 10/28/05: College President & Academic Senate
Revised: 8-31-06: College President & Academic Senate
Revised: 9-28-06: President's Council & Academic Senate

Adopted: 9-28-06

Irvine Valley College

Strategic Planning Oversight & Budget Development Committee: Strategic Planning & College Budget Development Process

Overview

The Strategic Planning Oversight & Budget Development Committee (SPOBDC), one of five committees within Irvine Valley College's Strategic Planning Process, monitors budget development for the college. Funding requests are evaluated in light of the goals, objectives, and strategies of that process as well as program review.

Membership

The SPOBDC includes representatives from all constituencies and governance groups:

A. Administration (President-non voting, both vice presidents, one dean)
B. Faculty (Academic Senate President, Academic Affairs Chair)
C. Management (Director of Facilities, Director of Fiscal Services)
D. Classified Staff (2)
E. College Research and Planning Analyst
F. Student (ASIVC representative)

Task

The SPOBDC makes recommendations to the President's Executive Council on the monetary implications and needs in the following principal areas: strategic planning, scheduled maintenance, capital outlay, classified hiring priorities, departmental budget development, and program reviews. The Executive Council may request recommendations pertaining to other areas as needed. The SPOBDC reviews all college budgets for consistency with the college strategic plan and program review. The SPOBDC will develop criteria for analyzing budget proposals. The SPOBDC may delegate recommendations on certain issues to the Director of Fiscal Services. The Director of Fiscal Services chairs the BDC and orders the agenda according to the fiscal calendar of the District and the State. The President's Executive Council makes final disposition on the recommendations.

All proposals for funding are submitted on the Resource Assessment Worksheet. The SPOBDC can request additional information from the proposal's authors as needed. Once the SPOBDC has reviewed the proposals, and if relevant the department's program review, the SPOBDC will prioritize the requests for the President's Executive Council.

The SPOBDC is responsible for:

A. Notification of the proposal status and the rationale for any decision about the proposal;

B. Assisting in the preparation of a draft budget by the end of April;

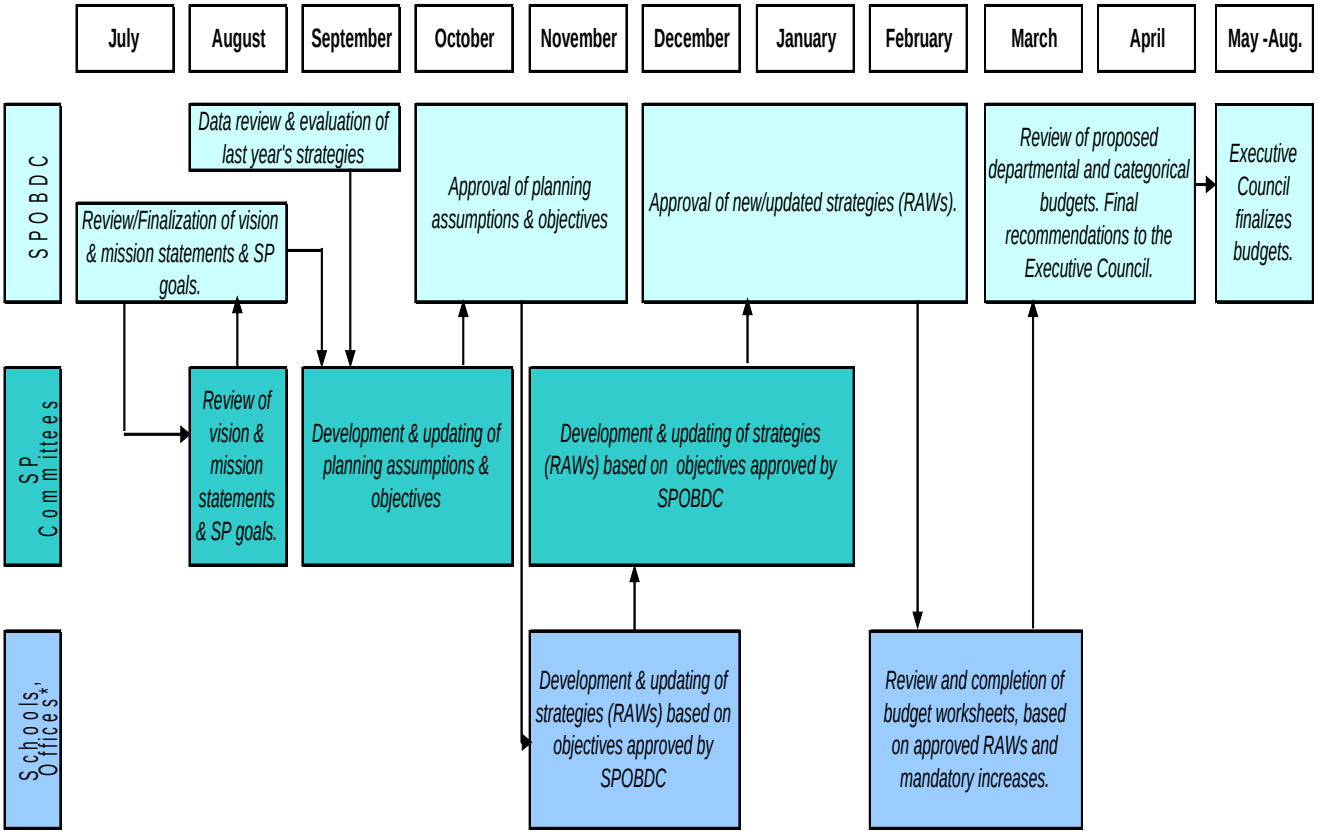
C. Developing a protocol for the dissemination of additional funds should they become available; and

D. Preparing a year-end report summarizing the actions taken by the Committee.

Proposed:	*Academic Senate 3-18-07*
Revised:	*Strategic Planning Steering Team 7-11-07;*
Revised:	*Strategic Planning Steering Team (Email) 7-13-07*
Revised:	*Budget Development Committee 9-19-07*
Revised:	*Budget Development Committee 10-3-07*
Approved:	*Budget Development Committee 10-3-07*
Approved:	*Academic Senate 10-11-07*
Revised:	*BDC-2-27-08-To fully incorporate Strategic Planning & Budget Development*
Revised:	*SPOBDC-9-17-08-to make a change to the composition of SPOBDC(Classified Staff)*

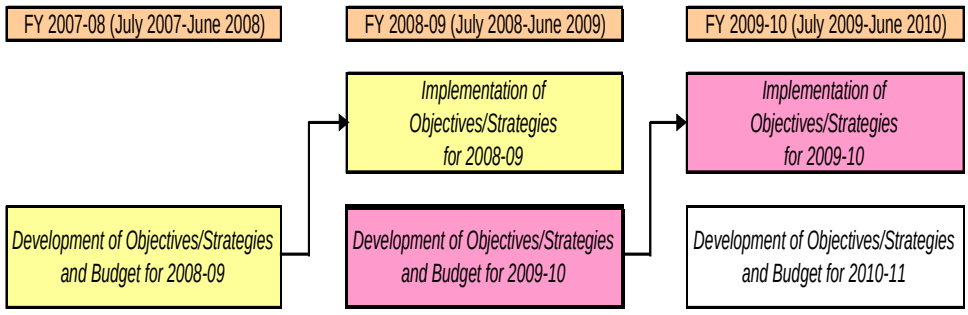
IRVINE VALLEY COLLEGE

2009-10 STRATEGIC PLANNING AND BUDGET DEVELOPMENT TIMELINE



* Process to be initiated by the President, VPI or VPSS, as appropriate.

STRATEGIC PLANNING AND BUDGET DEVELOPMENT IMPLEMENTATION CYCLE



IRVINE VALLEY COLLEGE
PROGRAM REVIEW/PLANNING PROCESS

I. PURPOSE OF PROGRAM REVIEW

A. Program review is an opportunity for self-study, self-renewal and recognition of the excellence of educational programs and support services. Program review also provides an opportunity to identify the need for improvement. Program review involves self-scrutiny by all college entities to determine how well each program or service is achieving objectives and advancing the mission, vision, goals and institutional learning outcomes of the college.[1]

B. A program may be defined as a certificate or degree program, a coherent educational experience such as tutoring or orientation program, a co-curricular learning program or an academic discipline.[2]

C. Program or service objectives and strategies shall be integrated with the college strategic planning process in order to pursue the congruence between the mission, vision, and goals of the college, including the institutional core learning outcomes as well as degree, certificate, program, and course learning outcomes.

II. PROGRAM REVIEW/PLANNING CYCLE

A. All academic and student services programs are reviewed on six year cycle.

B. The Office of the President, the Office of Instruction, and the Academic Senate collaborate on the development of the six year program review cycle. In the spring of each year, the cycle is reviewed and revised, if necessary.

III. THE PROCESS: KEY PERFORMANCE INDICATORS

A. In the Spring prior to the year of the review:

1. The dean or director and the departmental faculty/staff develop program review teams.

2. The Office of Institutional Research and the dean or director assist the departmental faculty/staff in the development of key performance

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[1] Meehan, Kenneth, Research and Planning Group for CA Community Colleges citing E. Craven, (1980) *Academic Program Evaluation.* New Directions for Institutional Research, No. 27

[2] Beno, Barbara, Accreditation Notes, Accrediting Commission for Community and Junior Colleges, , ( )

indicators, student surveys, and select the classes and/or offices to be surveyed.

B. In the Fall of the review, the Office of Planning and Research will:

1. Assist the dean or director and faculty/staff in administering the student surveys.

2. Compile and distribute data from the student surveys as well as data generated by key performance indicators.

IV. ACADEMIC AND STUDENT SERVICES PROGRAM REVIEW TEMPLATES

A. In the Fall of the review, using the templates provided, the Program Review Team shall submit a preliminary draft to the dean or director for review.

B. In the Spring of the review, the Program Review Team submits a final draft of the academic or student services template to the learning outcomes co-chair and the dean or director for review and approval.

C. The dean or director shall forward the completed program review document to the Office of Instruction for review and approval.

D. Upon approval from the Office of Instruction, the program review document shall be forwarded to the Office of the President for review and approval.

V. PROGRAM REVIEW, BUGDET, AND COLLEGE STRATEGIC PLANNING

A. Program review recommendations, objectives, and strategies are a major component of the college strategic planning process which is designed to lead to enhanced utilization of existing resources commensurate with the college mission/vision statement and should increase the quality of instruction and services based upon institutional, program, degree, and course learning outcomes.

B. The final program review document is reviewed by the School and/or Department; the Instructional Council; and the Office of the President.

1. The Office of the President, the Office of Instruction, the Office of Student Services, and the Academic Senate will mutually agree upon which the program review recommendations, objectives, and strategies will be forwarded to the appropriate planning committee and/or the Strategic Planning Budget Development Committee for implementation commensurate with the budgetary considerations of the College.

C. In order to integrate program level planning within the College Strategic Planning Process:

1. All recommendations, objectives, and strategies regarding facilities (including classroom/labs) will be directed to the Academic and Facilities Planning Committee.

2. All recommendations, objectives, and strategies for additional equipment will be directed to the Dean and/or the Vice President of Student Services to be incorporated into a budget proposal from the school, if appropriate, which will be considered in the College budget development process.

3. All recommendations, objectives, and strategies for additional full-time faculty positions will be directed to the Dean for consideration in the development of Tier 3 of the Deans' hiring priority proposal.

4. All other recommendations, objectives, and strategies will be reviewed according to Section V. B. 1.

Proposed:	*10-11-06*
Senate Approved:	*10-12-06*
Student Services Approved:	*10-30-06*
Dean's Council Approved:	*11-8-06*
President Approved	*11-16-06*
Proposed Revisions: (Strategic Planning Steering Team)	*7-12-07*
Amended & Endorsed (Instructional Council)	*8-7-07*
Amendments Approved (Academic Senate)	*8-30-07*

PROGRAM REVIEW SECOND CYCLE 2007-2012

Academic Year	Academic Programs Template	Student Services Template
2007-2008	• Biology • Chemistry • History • Intercollegiate Athletics • Mathematics • Computer Information Management • Psychology	• Supportive Services • Financial Aid and Veterans' Program
2008-2009	• Accounting • Computer Integrated Manufacturing and Technology • Drafting Technology and Engineering • English • Physics/Astronomy • Political Sciences • Speech	• Admissions and Records • Assessment Center • International Student Center
2009-2010	• Business Management • Economics • ESL • Geology • Honors Program • Physical Education • Theater Arts	• Learning Center
2010-2011	• AOJ • Computer Sciences • Design Model Making and Rapid Prototyping • Extended Education • Foreign Languages • Philosophy • Professional PE	• Student Development
2011-2012	• Early Childhood Education/Human Development • Humanities • Laser/Electro Optics Technology • Real Estate • Sociology	• Child Development Center • Health and Wellness Center
2012-2013	• Anthropology • Art • Art History • College Studies • Dance • Electronic Technology • Geography • Music • Women's Studies	• Library Services • Counseling Services • Transfer Center

IRVINE VALLEY COLLEGE

ACADEMIC PROGRAM REVIEW TEMPLATE

1. **Please complete the following sections of the attached template in reviewing your program. Enter your information into the template provided.**

2. **Your completed review should include the following:**
   a. A cover page;
   b. Completed template -- ten pages or less;
   c. Appendices (if applicable);

3. **A preliminary draft of your program review is due in the Dean's Office, December 7, 2007.**

4. **The Dean will submit the final document to the Office of Instruction on February 22, 2008.**

   a. The Signature of a Learning Outcomes Co-chair is required prior to submitting the final document to the Office of Instruction. Please seek assistance from the Learning Outcomes Co-chairs during the development of learning outcomes and assessment plans.

   b. The Dean's signature certifies that the appropriate School or Department has reviewed and discussed the program review document.

   c. The Vice President of Instruction's signature certifies that the Instructional Council has reviewed and discussed the final program review document.

   d. The President's signature certifies that the Program Review Recommendations, Objectives, and Strategies have been forwarded to the appropriate planning committee and/or Strategic Planning Budget Development Committee.

ACADEMIC PROGRAM REVIEW TEMPLATE

A.	**PROGRAM MISSION, PURPOSE OR GOALS**
1.	**Explain the mission, purpose or goals of the program.**
2.	**Discuss how the mission, purpose or goals of the program is consistent with the overall mission and/or goals of the institution.** (The College Mission Statement and the College Goals are attached in Appendix A.)
3.	**Describe how the mission, purpose or goals of the program meets the needs of the students and the needs of the community (if applicable).** (Discussion could include the following topics: scheduling, laboratory classes offered in appropriate disciplines, field trips, public recitals/performances—if applicable, co-curricular clubs/activities, and professional development activities.)
B.	**PROGRAM EFFECTIVENESS**
1.	**Based on course, student, and/or survey data, describe the student population served by the program.** (Who are the students enrolling in the program; what do the students intend to do with the knowledge gained from the program; identify any special student needs such as scheduling, support services etc and whether the college is addressing those needs.)
2.	**Based on course, student, and/or survey data, discuss how students are being effectively served by the program.** (Discussion could include enrollment data, student retention rates, course completion rates, persistence rates, and if available, graduation and transfer rates.) (Please consult with the Dean for assistance.)
3.	**Identify three program and/or course and/or degree/certificate level student learning outcomes.** (Enter the student learning outcomes in Column I of the attached matrix in Appendix B. Submit the attached matrix to learning outcomes co-chairs jrudmann@ivc.edu and ktucker@ivc.edu for assistance and approval before submitting your document to the Dean.)
4.	**For each student learning outcome identified above, identify an assessment plan.** (Enter the assessment plan in Column II of the attached matrix in Appendix B. Submit the attached matrix to the learning outcomes co-chairs for assistance and approval before submitting your document to the Dean.) **If your program has assessed learning outcomes, enter the data in Column III. If assessment has not been completed, enter the estimated date of completion and responsible parties in Column III.** **If your program has modified instruction based on the assessment results, record a brief description in Column IV. If this step has not been completed, enter the estimated date of completion and responsible parties in Column 4.** **Please note: The Dean will not accept your program review without the approval/signature of the learning outcomes co-chair.**

5.	**Discuss the resources (human, physical, and technological) used to promote student progress and success.** (Does this program have sufficient resources/services such as library services, student services and technological resources to meet program needs and to promote student learning? If not, identify additional resources necessary to meet program goals and promote student learning?) **(The Strategic Planning Budget Development Committee will direct all recommendations for new facilities to the Academic & Facilities Planning Committee for disposition; all recommendations for additional equipment will be directed to the dean to be incorporated into a budget proposal from your school, if appropriate; and all recommendations for additional full-time faculty positions will be directed to the dean for consideration in the development of Tier 3 of the Deans' hiring priority proposal.)**
C.	**PROGRAM OBJECTIVES AND STRATEGIES (See Appendix C)**
1.	**Identify Program Objectives below.** (Program Objectives are specific, measurable, achievable, realistic, and time related.) (If applicable, relate the Program Objective to one or more of the IVC Goals. **(See Appendix C)**
2.	**For each Program Objective listed in Section C 1, identify the corresponding strategy or strategies for achieving the Program Objective.** (A strategy is an action taken to achieve the program objective. For each program objective, specify (a) what action will be taken; (b) the responsible party, (c) the date of completion; (d) the rationale based on the data provided for your program; and (e) fiscal impact.) **(See Appendix C)**
D.	**FOR CAREER, TECHNICAL EDUCATION AND CERTIFICATE PROGRAMS ONLY.** (This section applies only to Career, Technical Education or Certificate Programs only.)
1.	**Career, Technical Education and Certificate Programs are reviewed through input by Advisory Committees. Provide a summary of the recommendations of the Advisory Committees. Describe how the program has implemented and/or reviewed the recommendations.**

PROGRAM REVIEW TEAM SIGNATURES:

Name	**Date**
Name	**Date**
Name	**Date**

LEARNING OUTCOMES CO-CHAIR

Name	**Date**

SCHOOL DEAN

Name	**Date**

VICE PRESIDENT OF INSTRUCTION

Name	**Date**

OFFICE OF THE PRESIDENT

Name	**Date**

APPENDIX A

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 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. 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.

COLLEGEWIDE GOALS

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

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

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

4. To provide cultural experiences and activities that promote economic development and partnerships with the community.

5. To focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.

6. To expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success.

7. To increase awareness of IVC as an institution of higher education that is dedicated to student success and access.

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

9. To leverage resources to implement the initiatives identified in the college's strategic plan.

APPENDIX B

STUDENT LEARNING OUTCOMES MATRIX

I Course or Program Student Learning Outcomes	II Assessment Method Include assessment method, & who, what, when, how	III Assessment Results Report Include main findings, date, and report author(s)	IV Use of Results Provide instructors modify instruction and/or assessment [illegible] include date of discussion

*****Please consult with the Learning Outcomes Co-chairs, Jerry Rudmann and Kari Tucker, (jrudmann@ivc.edu & ktucker@ivc.edu) in the development of learning outcomes and assessment plans. You must have their signature/approval prior to submitting your program review to the Dean and Office of Instruction.**

APPENDIX C

HOW TO DEVELOP PROGRAM OBJECTIVES AND STRATEGIES

Appendix C describes how to develop Objectives and Strategies as part of Irvine Valley College's Program Review Process.

1. Definitions

The language of planning is replete with specialized terms. Please use the following set of definitions:

1.1. Goals

Goals are all-encompassing statements about the general direction of the College. IVC's Goals are listed below:

1. To meet the current and future learning needs of our diverse community.
2. To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.
3. To develop and implement curricula that enable students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning.
4. To provide cultural experiences and activities that promote economic development and partnerships with the community.
5. To focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.
6. To expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success.
7. To increase awareness of IVC as an institution of higher education that is dedicated to student success and access.
8. To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.
9. To leverage resources to implement the initiatives identified in the college's strategic plan.

1.2. Program Objectives

If applicable, your Program Objectives should be related to one or more of IVC's Goals. Good objectives are S.M.A.R.T.: Specific, Measurable, Achievable, Realistic and Time-related (Drucker, 1954). While this is the ideal, it is possible that a Program Objective will not generate an immediate quantifiable outcome. In this case, please include an estimated date of completion.

1.3. Strategies

Program Objectives require an action by which the attainment of the Objective can be determined. This action is called Strategy. A Program Objective can be achieved by one or more Strategies. For each Program Objective, specify at least one Strategy to attain the Program Objective.

Strategies need to specify:

(a) what action will be taken;

(b) the responsible party;

(c) the date of completion: when specific actions will be conducted to attain the Program Objective; and

(d) rationale: Strategies need to have a rationale grounded in Program Review related research material as discussed in Section B. 1 and 2 of the Program Review Template (e.g., results of student surveys and program related statistics as provided by the Office of Research and Planning). Adequate documentation and careful analysis is needed for proper understanding, consideration, and in order to direct the Program Objective and related Strategy to the proper committee for analysis and planning purposes.

(e) fiscal impact: each strategy proposal needs to include a check for one of two fiscal impacts: 1) whether there is preexisting funding and staffing resources or 2) whether additional funding is necessary.

1.4 Example of Program Objectives and related Strategies

Program Objective:

To develop an online course in Cultural Anthropology by spring 2008. [Related IVC Goals #1 and #3]

Strategy:

(a) Action:	Research and develop the curriculum for an online course in Cultural Anthropology by spring 2008.
(b) Responsible Party:	W. Gabriella
(c) Date of Completion:	Spring 2008
(d) Rationale:	Based on the program review student surveys, 85% of students indicated that they would enroll in an online course in Cultural Anthropology.

Proposed Revisions:	*Academic Senate Cabinet 8-3-06*
Revised:	*Instructional Council 8-8-06*
Adopted:	*College 8-28-06*
ProposedRevisions:	*Academic Senate Cabinet 7-11-07*
Reviewed:	*Strategic Planning Steering Team 7-11-07*
Reviewed:	*Academic Senate Cabinet 8-1-07*
Adopted:	*Instructional Council & College 8-7-07*

IRVINE VALLEY COLLEGE

STUDENT SERVICES PROGRAM REVIEW TEMPLATE

1. **Please complete the following sections of the attached template in reviewing your program/department. Enter your information into the template provided.**

2. **Your completed review should include the following:**
   a. A cover page;
   b. Completed template -- ten pages or less;
   c. Appendices (if applicable);

3. **A preliminary draft of your program review is due in your supervisor's office, December 7, 2007.**

4. **The final document is due in the Office of Student Services February 22, 2008.**

   a. The Signature of a Learning Outcomes Co-chair is required prior to submitting the final document to the Office of Student Services. Please seek assistance from the Learning Outcomes Co-chairs during the development of learning outcomes and assessment plans.

   b. The supervisor's signature certifies that the appropriate School or department has reviewed and discussed the program review document.

   c. The Vice President of Student Services' signature certifies that the Instructional Council has reviewed and discussed the final program review document.

   d. The President's signature certifies that the Program Review Recommendations, Objectives, and Strategies have been forwarded to the appropriate planning committee and/or Strategic Planning Budget Development Committee.

STUDENT SERVICES PROGRAM REVIEW TEMPLATE

A.	**PROGRAM or DEPARTMENT MISSION, PURPOSE OR GOALS**
1.	**Explain the mission, purpose or goals of the program/department.**
2.	**Discuss how the mission, purpose or goals of the program/department is consistent with the overall mission and/or goals of the institution.** (The College Mission Statement and the College Goals are attached in Appendix A.)
3.	**Describe how the mission, purpose or goals of the program/department meets the needs of the students and the needs of the community (if applicable).** (Discussion could include the following topics: scheduling, laboratory classes offered in appropriate disciplines, field trips, public recitals/performances—if applicable, co-curricular clubs/activities, and professional development activities.)
B.	**PROGRAM/DEPARTMENT EFFECTIVENESS**
1.	**Based on course, student, and/or survey data, describe the student population served by the program/department**. (Who are the students served; what do the students intend to do with the knowledge gained from the program or process; identify any special student needs and state whether the college is addressing those needs.)
2.	**Based on course, student, and/or survey data, discuss how students are being effectively served by the program/department.** (Please consult with the VPSS for assistance.)
3.	**Identify two student learning outcomes associated with your department/program.** (Enter the student learning outcomes in Column I of the attached matrix in Appendix B. Submit the attached matrix to learning outcomes co-chairs jrudmann@ivc.edu and ktucker@ivc.edu for assistance and approval before submitting your document to the Dean.)
4.	**For each student learning outcome identified above, identify an assessment plan.** (Enter the assessment plan in Column II of the attached matrix in Appendix B. Submit the attached matrix to the learning outcomes co-chairs for assistance and approval before submitting your document to the Dean.) **If your program/department has assessed learning outcomes, enter the data in Column III. If assessment has not been completed, enter the estimated date of completion and responsible parties in Column III.** **If your program/department has modified its practices based on the assessment results, record a brief description in Column IV. If this step has not been completed, enter the estimated date of completion and responsible parties in Column 4.** **Please note: Your supervisor will not accept your program review without the approval/signature of the learning outcomes co-chair.**

5.	**Discuss the resources (human, physical, and technological) used to promote student progress and success.** (Does this program/department have sufficient resources/services to meet the needs? If not, identify additional resources necessary to meet program goals and promote student learning.) **(The Strategic Planning Budget Development Committee will direct all recommendations for new facilities to the Academic & Facilities Planning Committee for disposition; all recommendations for additional equipment will be directed to the VPSS to be incorporated into a budget proposal if appropriate; and all recommendations for additional full-time faculty positions will be directed to the dean for consideration in the development of Tier 3 of the Deans' hiring priority proposal.)**
C.	**PROGRAM/DEPARTMENT OBJECTIVES, PLANNING ASSUMPTIONS, AND PLANNING STRATEGIES (See Appendix C)**
1.	**Identify Program/Department Objectives below.** (Objectives are specific, measurable, achievable, realistic, and time related.) (If applicable, relate the Objective to one or more of the IVC Goals. **(See Appendix C)**
2.	**For each Program/Department Objective listed in Section C 1, identify the corresponding strategy or strategies for achieving the Objective.** (A strategy is an action taken to achieve the objective. For each objective, specify (a) what action will be taken; (b) the responsible party, (c) the date of completion; (d) the rationale based on the data provided for your program/department; and (e) fiscal impact.) **(See Appendix C)**

PROGRAM REVIEW TEAM SIGNATURES:

Name	**Date**
Name	**Date**
Name	**Date**

LEARNING OUTCOMES CO-CHAIR

Name	**Date**

DEAN/MANAGER

Name	**Date**

VICE PRESIDENT OF STUDENT SERVICES

Name	**Date**

OFFICE OF THE PRESIDENT

Name	**Date**

APPENDIX A

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 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. 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.

COLLEGEWIDE GOALS

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

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

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

4. To provide cultural experiences and activities that promote economic development and partnerships with the community.

5. To focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.

6. To expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success.

7. To increase awareness of IVC as an institution of higher education that is dedicated to student success and access.

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

9. To leverage resources to implement the initiatives identified in the college's strategic plan.

APPENDIX B

STUDENT LEARNING OUTCOMES MATRIX

I Student Learning Outcomes	II Assessment Method	III Assessment Results Report	IV Use of Results

*****Please consult with the Learning Outcomes Co-chairs, Jerry Rudmann and Kari Tucker, (jrudmann@ivc.edu & ktucker@ivc.edu) in the development of learning outcomes and assessment plans. You must have their signature/approval prior to submitting your program review to the Office of Instruction.**

APPENDIX C

HOW TO DEVELOP PROGRAM OBJECTIVES AND STRATEGIES

Appendix C describes how to develop Objectives and Strategies as part of Irvine Valley College's Program Review Process.

1. Definitions

The language of planning is replete with specialized terms. Please use the following set of definitions:

1.1. Goals

Goals are all-encompassing statements about the general direction of the College. IVC's Goals are listed below:

1. To meet the current and future learning needs of our diverse community.
2. To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.
3. To develop and implement curricula that enable students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning.
4. To provide cultural experiences and activities that promote economic development and partnerships with the community.
5. To focus our college processes on the central purpose of providing programs and services which educate students to think critically, prepare for career choices and academic pursuits, and act responsibly within a global community.
6. To expand and sustain instructional and administrative technologies while providing exemplary services to ensure student success.
7. To increase awareness of IVC as an institution of higher education that is dedicated to student success and access.
8. To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.
9. To leverage resources to implement the initiatives identified in the college's strategic plan.

1.2. Program Objectives

If applicable, your Program Objectives should be related to one or more of IVC's Goals. Good objectives are S.M.A.R.T.: Specific, Measurable, Achievable, Realistic and Time-related (Drucker, 1954). While this is the ideal, it is possible that a Program Objective will not generate an immediate quantifiable outcome. In this case, please include an estimated date of completion.

1.3. Strategies

Program Objectives require an action by which the attainment of the Objective can be determined. This action is called Strategy. A Program Objective can be achieved by one or more Strategies. For each Program Objective, specify at least one Strategy to attain the Program Objective.

Strategies need to specify:

(a) what action will be taken;

(b) the responsible party;

(c) the date of completion: when specific actions will be conducted to attain the Program Objective; and

(d) rationale: Strategies need to have a rationale grounded in Program Review related research material as discussed in Section B. 1 and 2 of the Program Review Template (e.g., results of student surveys and program related statistics as provided by the Office of Research and Planning). Adequate documentation and careful analysis is needed for proper understanding, consideration, and in order to direct the Program Objective and related Strategy to the proper committee for analysis and planning purposes.

(e) fiscal impact: each strategy proposal needs to include a check for one of two fiscal impacts: 1) whether there is preexisting funding and staffing resources or 2) whether additional funding is necessary.

1.4 Example of Program Objectives and related Strategies

Program Objective:

To develop an online course in Cultural Anthropology by spring 2008. [Related IVC Goals #1 and #3]

Strategy:

(a) Action: Research and develop the curriculum for an online course in Cultural Anthropology by spring 2008.

(b) Responsible Party: W. Gabriella

(c) Date of Completion: Spring 2008

(d) Rationale: Based on the program review student surveys, 85% of students indicated that they would enroll in an online course in Cultural Anthropology.

Proposed Revisions: *Academic Senate Cabinet 8-3-06*
Revised: *Instructional Council 8-8-06*
Adopted: *College 8-28-06*
ProposedRevisions: *Academic Senate Cabinet 7-11-07*
Reviewed: *Strategic Planning Steering Team 7-11-07*
ProposedRevisions: *Vice Pres. Student Service & Academic Senate Cabinet 7-11-07*
Reviewed: *Strategic Planning Steering Team 7-11-07*
Reviewed: *Academic Senate Cabinet 8-1-07*
Adopted: *Instructional Council & College 8-7-07*

Irvine Valley College
Process for
Discipline/Course Realignment

I. Background

Title 5, Section 53203 authorizes local community college boards "to adopt policies for appropriate delegation of authority and responsibilities to its college and/or district academic senate." More specifically, local senates are granted primary responsibility for developing recommendations concerning academic and professional matters. These include, but are not limited to "curriculum, including establishing prerequisites and placing courses within disciplines" (Sec. 53200). The South Orange County Community College District's Board Policy 2100.1 delegates such authority to the Academic Senates.

In April 1994, and as part of an on-going series of position papers on various academic and professional issues, the Academic Senate for California Community Colleges (ASCCC) recommended that local senates create a process for placement of courses within disciplines ("Placement of Courses Within Disciplines," ASCCC, April 1994). This recommendation was again reaffirmed in a more recent document, "Qualifications for Faculty Service In The California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, And Faculty Service Areas" (ASCCC, Spring 2004).

The Irvine Valley College Academic Senate has established its Discipline/Course Realignment Process in accordance with Title 5, Sections 53200 and 53203, and in consideration of the recommendations and guidelines of the Academic Senate for California Community Colleges. This document is not intended to determine which courses belong in a given discipline, department, or school, but rather to establish criteria and guidelines for the decision-making process.

II. Definitions

For the purposes of this process, the following definitions will be used:

A. Discipline: An individual area of study within a program (i.e. History, English, Math for transfer or associate degree; Word Processing, Office Administration, or Nutrition for certificate programs). Each discipline consists of all the courses in the Master Course file that make up the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOPS) code.

B. Program: An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000). (i.e. completing a program of study leading to a certificate in Computer Electronics Technology, or an AS degree in Business, or leading to transfer). This definition comes from the Curriculum Standards Handbook.

C. Department: A collection of associated disciplines and programs. This is an organizational designation as well as a pedagogical one.
D. School: An administrative unit of the college encompassing one or more **academic** departments.

III. Initiating A Discussion on Discipline/Course Realignment

- Discipline/Course realignment discussions may begin in a variety of venues, including: the Academic Senate and its committees, the President's Council, the Office of Instruction, the Office of Student Services, the Deans'Council, and individual Departments or Schools.

- Regardless of where discussions begin, the process for discipline/course realignment, including any recommendations resulting from that process, shall be conducted in the Academic Senate, recognizing the South Orange County Community College District's policy to rely primarily on the Academic Senate's advice in academic and professional matters.

- Discussions concerning any specific discipline/course considered for realignment shall be based on Guidelines outlined below in order to have a fair and complete review leading to a decision to realign a discipline/course or leave it where it currently stands.

- Given the fact that Irvine Valley College is already structured along the traditional lines of Schools and Departments, the latter including a number of disciplines, the burden of proof for realignment must fall with the school, department, or administrative or governance unit wishing to change the existing organizational structure.

IV. Discussion Guidelines

Guidelines are based on the mission, values, and goals of the institution, and access and equity for students. They include, but are not limited to:

- The pedagogy of the discipline, i.e., are the methods, analyses and inquiry currently used appropriate in the department or school where the program is currently housed?
- Faculty qualifications, i.e., are the academic qualifications for faculty teaching the discipline appropriate for the department or school where the discipline is currently housed?
- Articulation issues, i.e., are current articulation agreements appropriate? Are students being negatively affected by the current alignment. What kind of change would realignment have on articulation? Would students be negatively affected as a **result** of the realignment?

- The quality of the program and how it is perceived by students, articulating universities, local business and industry, and the community.
- The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.
- The prevalent alignment of the discipline, i.e., where it is housed in other colleges and universities and where it is placed in the state's TOPS (Taxonomy of Programs) code (although the TOPS code is not intended to be a model for the organization of academic programs, it has been used by colleges for a number of purposes, see "California Community Colleges, Taxonomy of Programs, February 2004, Sixth Edition, Corrected Version, November 2004, p. ii).
- Will the discipline/course budget be affected as a result of the realignment?
- Will the discipline/course offerings be affected as a result of the realignment?
- How will realignment affect equipment/facilities currently used by the discipline?

V. Discussion Format

- Discussion of discipline/course realignment must include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing business and industry, and the community, if applicable.
- Final determination regarding the decision to realign a discipline or course shall be made by the Representative Council of the Academic Senate.

VI. Process

A. Stage One

Every effort will be made to develop a recommendation for the realignment of a discipline/course by meetings of faculty and administrators potentially affected by the decision (from the discipline being considered for realignment and from the unit where the new discipline would be housed). It may also include students and community members, if appropriate. The bases for these discussions shall be those outlined in the in Sections IV and V above.

If all individuals concerned are in agreement that a realignment is in order, this recommendation will be communicated in writing (using the Guidelines outlined in Section IV above) by representatives of both units to the Academic Affairs Committee, which will forward it, with its own recommendation, to the Representative Council of the Academic Senate. The Academic Affairs recommendation will be agendized at a Representative Council meeting. The Representative Council will, in turn, make its final determination and communicate it in writing to the Vice-President for Instruction. The Vice-President for Instruction will bring the recommendation to the President's Executive Council for a decision on the Academic Senate recommendation.

B. Stage Two

In the event there is no agreement among all those concerned, the matter will be referred to the Academic Affairs Committee.

The Academic Affairs Committee will convene a special meeting to consider the issue. A faculty (or administrative) representative of the concerned parties shall submit a "position paper" to argue its case. Position Papers may also be submitted by other concerned parties. Arguments shall be based on the Guidelines outlined in Section IV above. The Committee will review the documents presented. It will then invite representatives to attend a subsequent, special meeting of the Committee to make a brief, oral summary of the position papers and answer questions from Committee members. The recommendation of the Committee will be forwarded in writing to the Representative Council of the Academic Senate for its review and action.

The Representative Council will agendize the recommendation and, at its discretion, may require additional documentation, clarification, or schedule further presentations from the representatives. The Representative Council's final determination will then be forwarded in writing to the Vice-President for Instruction. The Vice-President for Instruction will bring the recommendation to the President's Executive Council for a decision on the matter.

Reference Bibliography

- Placement of Courses Within Disciplines. ASCCC, approved April 1994
- Title 5 Sections 53200, 55002
- SOCCCD Board Policy 2100.1
- Qualifications For Faculty Service in The California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, and Faculty Service Areas. ASCCC, adopted Spring 2004.
- California Community Colleges. Taxonomy of Programs. February 2004. Sixth Edition. Corrected Version, November 2004.
- Mission College. Policy And Process For Program Discontinuance., May 17, 2001

DRAFT approved by Academic Affairs on 2/22/05
Edited by the Academic Senate Cabinet on 2/24/05
Reviewed/revised by Instructional Council 3-1-05
Edited by Academic Senate 3-3-05
Reviewed by Academic Senate 3-24-05
Edited by GR on 3-30-05
Reviewed by Instructional Council 4-4-05
Approved by Senate 4-7-05
Approved by President's Council 4-27-05
Adopted by Academic Senate 5-5-05

Adopted: 5-5-05

Irvine Valley College Policy and Process for Program Discontinuance

Background and Philosophy

In accordance with Title 5, Section 51022, "College districts are required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs." Additionally Education Code §78016 stipulates that every vocational and occupational program shall meet certain requirements prior to termination.

As part of a series of position papers on academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) has recommended that local senates develop a process for program discontinuance (not just limited to occupational programs) that takes into account the following issues:

- effect on students,
- college curriculum balance,
- educational and budget planning,
- regional economic and training issues, and
- collective bargaining issues.

The Irvine Valley College Academic Senate has established a Program Discontinuance Policy in accordance with the aforementioned sections of the Education Code, Title 5, and ASCCC recommendations. In its paper, "Program Discontinuance: A Faculty Perspective," the ASCCC outlines issues and criteria to consider in creating this process. In addition, it states, "The development of a program discontinuance process, should be considered within the context of the college mission statement, and should be linked with the college educational master plan and the department's goals and objectives."

PROCESS

I. Definitions

A. Discipline: An individual area of study within a program (i.e. History, English, or Math) for transfer or associate degree, or for certificate programs (i.e. Word Processing, Office Administration, or Nutrition). Each discipline consists of all the courses in the Master Course file that comprise the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOPS) code.

B. Program: An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, or an AS degree in Business, or leading to transfer).

C. Department: A collection of associated disciplines and programs. This is an organizational and pedagogical designation.

II. Initiating a Discussion on Program Discontinuance

- Program discontinuance discussions can be initiated in College Governance Forums including President's Council, Deans Council, Instructional Council, the Academic Senate, and the individual Schools or Departments as well as the Office of the President, Vice President of Instruction and/or Vice President of Student Services.

- The Academic Senate shall have a fundamental and integral role in any discussion of program discontinuance, recognizing the district's policy to rely primarily on the Academic Senate's advice in academic and professional matters.

III. Evaluation Criteria

Both qualitative indicators and quantitative indicators as indicated below shall be evaluated within the discussion concerning Program Discontinuance:

A. Qualitative Indicators

Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators shall include, but are not limited to:

- The pedagogy of the discipline, i.e. are the methods, analyses, and techniques currently used appropriate and updated?
- The balance of college curriculum.
- The effect on students as a result of the discontinuance of the program.
- The potential for a disproportionate impact on diversity at Irvine Valley College.
- The quality of the program, which may include input from student evaluations, articulating universities, local businesses and/or industry, and the community.
- The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.
- The replication of programs.

B. Quantitative Indicators

The Quantitative Indicators shall include, but are not limited to:

- Enrollment trends over the past five years.
- The projected demand for the program in the future.
- The persistence of students in the program.
- Frequency of course section offerings.
- Term to term persistence (significantly below the college average) of students within the program.
- Retention or success rates (significantly below the college average) of students.

- Productivity in terms of WSCH per FTE ratios.

C. Program Discontinuance Task Force

The Office of the President and the Academic Senate shall jointly form a Program Continuance Task Force including faculty, staff, administrators and other parties potentially affected by the decision. These parties may also include students, the employing business/industry, and the community.

D. Discussion Guidelines

- Discussion of program discontinuance will be conducted in public, open meetings. The dates, times and locations of these meetings will be published using all reasonable means of college communications including print, email and voicemail.
- Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
- A written record of all discussions will be kept in a central location for review by the public.
- Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per district policy.

IV. Possible Outcomes of Program Discontinuance Process

There are three potential outcomes of the Program Discontinuance process. The Program Discontinuance Task Force may recommend to the Academic Senate that a program continue, continue with qualification, or be discontinued as follows:

A. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by an agreed upon party. The Academic Senate will communicate their recommendation in writing to the Vice-President for Instruction (VPI). The VPI will bring the recommendation to the President's Executive Council for a decision on the Academic Senate recommendation.

B. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, a program may be recommended to continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided during which these interventions will occur and expected outcomes will be specified in writing and made available to all concerned parties. All interventions and timelines will be published in writing by an agreed upon party. After the specified qualification period is completed, the program will be again evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Task Force. The Task Force will forward their recommendation to the Academic Senate. The Academic Senate will communicate their recommendation in writing to the Vice-President for Instruction. The VPI will bring the recommendation

to the President's Executive Council for a decision on the Academic Senate recommendation.

C. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by an agreed upon party. The Academic Senate will communicate their recommendation in writing to the VPI. The VPI will bring the recommendation to the President's Executive Council for a decision on the Academic Senate recommendation. If a program is recommended for discontinuance, the following procedures will be implemented:

- A plan and timeline for phasing out the program will be completed. The plan shall include procedures to allow currently enrolled students to complete their programs of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
- A plan for the implementation of all collective bargaining requirements for faculty and staff.

Reference Bibliography

- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998
- Title 5 Section 55130
- Title 5 Section 51022 Instructional Program
- Education Code Section 78016 Review of program: Termination

Approved by Senate 2-3-05
Revised & Approved by Instructional Council 3-1-05
Revised by GR 3-30-05 (gray highlight)
Revised by Senate Cabinet 3-31-05 (red)
Approved by the Academic Senate 4-7-05
Approved by President's Council 4-27-05
Adopted by the Academic Senate 5-5-05

Adopted: 5-5-05

Irvine Valley College
New Program Approval Policy

I. Background

Title 5, Article 2, Section 53203 authorizes local community college boards "to adopt policies for appropriate delegation of authority and responsibilities to its college and/or district academic senate." More specifically, local senates are granted primary responsibility for developing recommendations concerning academic and professional matters which include, but are not limited to, "educational program development." (Sec. 53200). The South Orange County Community College District's Board Policy 2100.1 delegates such authority to the Academic Senates.

The Irvine Valley College Academic Senate has established a New Program Approval Process in accordance with Title 5, Sections 53200 and 53203, and in consideration of the recommendations and guidelines of the Academic Senate for California Community Colleges.

II. Definitions

For the purposes of this process, the following definitions will be used:

A. Discipline: An individual area of study within a program (i.e. History, English, Math for transfer or associate degree; Word Processing, Office Administration, or Nutrition for certificate programs). Each discipline consists of all the courses in the Master Course file that make up the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOPS) code.
B. Program: An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000). (i.e. completing a program of study leading to a certificate in Computer Electronics Technology, or an AS degree in Business, or leading to transfer). This definition comes from the Curriculum Standards Handbook.
C. Department: A collection of associated disciplines and programs. This is an organizational designation as well as a pedagogical one.
D. School: An administrative unit of the college encompassing one or more academic departments.

III. Initiating A Discussion on New Program Approval

- Although it is expected that in most cases an individual faculty member will initiate the discussion, program development discussions leading to formal approval may begin in a variety of venues, including: the Academic Senate and its committees, the President's Council, the Office of Instruction, the Office of Student Services, the Deans Council, and individual Departments or Schools.

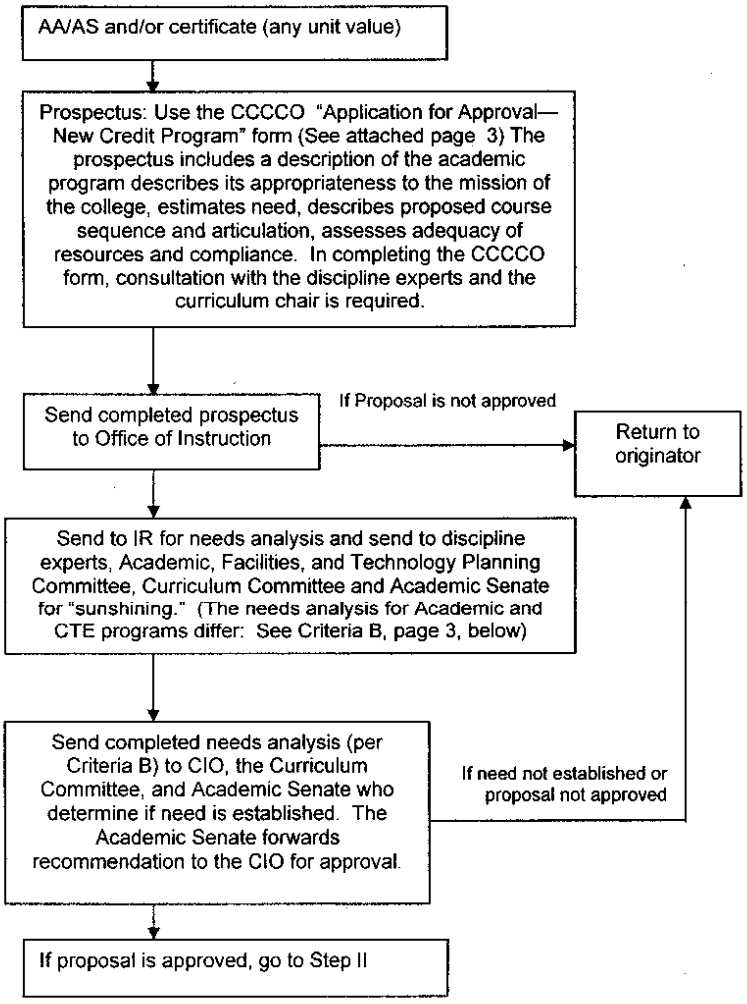
- Regardless of where discussions begin, the process for program approval, including any recommendations resulting from that process, shall be conducted in the Academic Senate, recognizing the South Orange County Community College District's policy to rely primarily on the Academic Senate's advice in academic and professional matters.

Reviewed by Senate Cabinet: 10/6/05
Reviewed by Academic Affairs: 10/18/05
Reviewed by Senate Cabinet: 10/20/05
Reviewed by Committee on Courses: 11/22/05
Reviewed by Senate Cabinet: 1/12/06
Reviewed and approved by Academic Affairs: 1/17/06
Approved by Academic Senate: 3/23/06
Approved by President's Council: 4/12/06

IRVINE VALLEY COLLEGE
NEW PROGRAM APPROVAL PROCESS

This process applies to academic and career/technical education (CTE) programs. An academic program is composed of a sequence of courses leading to an AS or AA degree. A CTE program is a degree or a certificate in a vocational field that reflects a job market within the college's service area. A CTE program consists of a grouping of college-level courses that prospective employers indicate must be successfully completed if the student is to be considered for employment at the level of proficiency desired by the employer. Prospective employers should be a part of the advisory task force that would ultimately be formed by the college in completing an application for a new program. Step one of the New Program Approval Process requires the originator of a new academic or CTE program to address Criteria A, B, and C (13) of the CCCCO Application for Approval: New Credit Program (October 2007) form and to acquire the approval of the Academic Senate and Chief Instructional Officer (Vice President of Instruction). The originator is also asked to work collaboratively with discipline experts, the curriculum chair, and the institutional researcher to develop and refine the proposal.

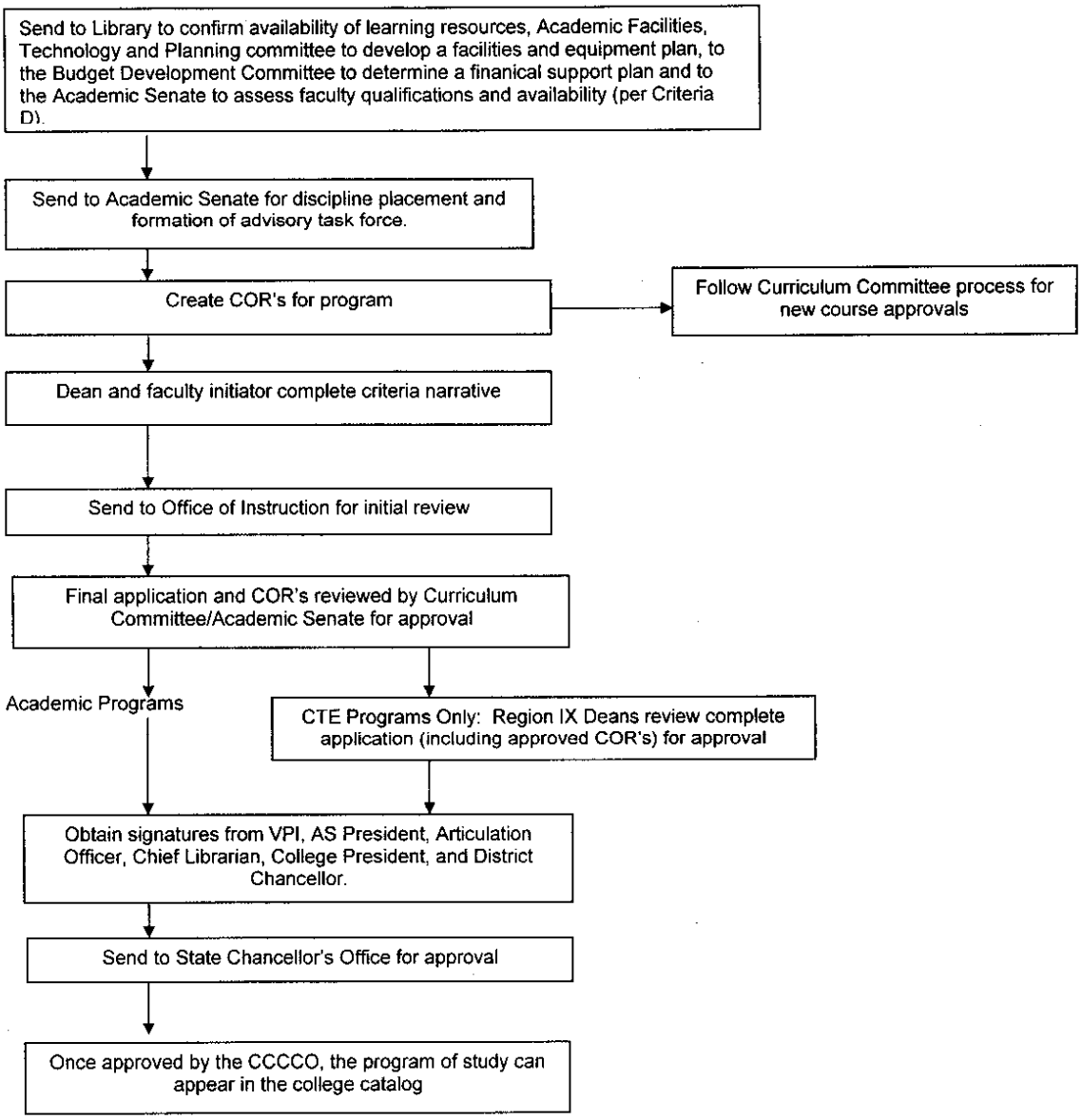
Step I: Determination of District/College Need and Support



Academic Senate (Approved: 5-1-08)
Academic, Facilities & Technology Planning Focus Group (Approved: 5-6-08)
College Council (Approved: 5-14-08)

Step II: Writing the Full Proposal

Step II addresses Criteria C (14), D and E of the CCCCO Application for Approval: New Credit Program (October 2007) form. After need has been established and support of the Chief Instructional Officer has been attained, the proposal must move forward to the Library to confirm availability of learning resources and to the Faculty Senate to confirm discipline placement. Once the program is placed in the appropriate discipline, discipline faculty and Dean are now authorized to write the Course Outlines of Record and the supporting narrative information for the CCCCO application. An advisory task force must be formed at this point.



Page 2 of 4
Academic Senate (Approved: 5-1-08)
Academic, Facilities & Technology Planning Focus Group (Approved: 5-6-08)
College Council (Approved: 5-14-08)

Irvine Valley College, New Program Approval Process

Application Date

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

PROPOSED PROGRAM TITLE

CONTACT PERSON

COLLEGE

TITLE

DISTRICT

PHONE NUMBER

PROJECTED PROGRAM START DATE

E-MAIL ADDRESS

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

☐ CAREER TECHNICAL EDUCATION (CTE) ☐ TRANSFER ☐ OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):

☐ A.A. DEGREE ☐ A.S. DEGREE CERTIFICATE OF ACHIEVEMENT: ○ 18+ semester (or 27+ quarter) units ○ 12-18 semester (or 18-27 quarter) units

PLANNING SUMMARY

Recommended T.O.P. Code		Estimated FTE Faculty Workload	
Units for Degree Major or Area of Emphasis		Number of New Faculty Positions	
Total Units for Degree		Est. Cost, New Equipment	$
Required Units-Certificate		Cost of New/Remodeled Facility	$
Projected Annual Completers		Est. Cost, Library Acquisitions	$
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester_____ Year_____

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

Criteria B. Need

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee
12. Recommendations of Advisory Committee

Attachment: Labor / Job Market Data (CTE only)
Attachment: Employer Survey (CTE only)
Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence
14. Transfer Applicability (if applicable)

Attachment: Outlines of Record for Required Courses
Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

Criteria E. Compliance

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

SUBMIT ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES

Program _____ College _____

LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

DATE	SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER	TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

DATE	SIGNATURE, ADMINISTRATOR OF CTE	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE	TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on _____ (date).

DATE	SIGNATURE, CHAIR, REGIONAL CONSORTIUM	TYPED OR PRINTED NAME

LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

DATE	SIGNATURE, CHAIR, CURRICULUM COMMITTEE	TYPED OR PRINTED NAME
DATE	SIGNATURE, ARTICULATION OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, CHIEF INSTRUCTIONAL OFFICER	TYPED OR PRINTED NAME
DATE	SIGNATURE, PRESIDENT, ACADEMIC SENATE	TYPED OR PRINTED NAME

COLLEGE PRESIDENT

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME

DISTRICT APPROVAL

On _____, the governing board of the _____District approved the instructional program attached to this application.

DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS

IVC FACULTY HIRING PRIORITY LIST DEVELOPMENT PROCESS

FULL-TIME FACULTY:GENERAL FUND

I. At the beginning of the spring semester, the College President, Vice Presidents, and Academic Senate President shall meet to discuss the Faculty Hiring Priority List Development Process, and any necessary modifications.

II. In the spring semester, the Academic Senate President, after consultation with the College President and Vice Presidents, will bring the Faculty Hiring Priority List Development Process and any proposed modifications to the Academic Senate Representative Council for review and adoption. The Senate Representative Council shall adopt a target full-time/part time staffing ratio for determination of Category 2-below. This ratio should be determined to all for an appropriate number of positions in Category 2 for the purposes of determining the preliminary list. The Vice President of Instruction will initiate the collection of any data (such as enrollment statistics, program or curriculum development goals, or faculty, student and/or community surveys necessary for the development of Category 3 below.

III. The preliminary Faculty Hiring Priority List will be developed by drawing from the three categories as follows:

A. Category 1 (Replacement Positions): This category contains positions, as identified by the Office of Instruction, that have become vacant during the previous year, or have not been replaced during previous hiring cycles. Replacement positions are ranked according to the appearance of the school owning the vacant position in Category 2. The school in which the vacancy has occurred may redefine the discipline of the position or may petition the Academic Senate to recommend—by vote of the Representative Council—that the College President defer hiring a replacement position until the next hiring cycle.

B. Category 2 (Academic Senate Recommendations): This category contains positions determined necessary by the Academic Senate to fulfill the full-time/part-time staffing ratio adopted by the Senate for that hiring cycle. For the purposes of the ranking, the replacement positions in Category 1 are regarded as unfilled.

1. Classroom faculty will be ranked according to the full-time/part-time staffing ratio using a formula which takes into account FTEF staffing and weekly student contact hours in each school.

2. Non classroom faculty will be ranked according to a formula which takes into account FTEF and unduplicated headcount, using the agreed upon formula as follows:

a) **Counselors:** unduplicated headcount minus unduplicated headcount of students in Supportive Services divided by 1000. (Since counselors assigned to Supportive Services are funded by categorical funds, and may assist only students assigned to Supportive Services, these counselors should not be included in the total FETF for the Counseling Department, and since students assigned to Supportive Services are assisted by these counselors, those students are removed from the headcount in determining the number of counselors needed for adequate staffing.)

b) **Librarians:** FTES divided by 1000. (The 1 FTEF /1000 FTES is the minimum ratio recommended by the ACRL (Association of College and Research Libraries) in a 1994 report cited by the ACCJC of WASC in an accreditation report on IVC. An "excellent" ratio is described by the report as 1 FTEF/750 FTES.

The discipline of each position is defined by a faculty vote of the school in which the position appears. A school may petition the Academic Senate to defer by vote of the Representative Council hiring a specific position.

C. Category 3 (Office of Instruction Recommendations): This category contains positions identified by the Office of Instruction and the Dean's Council according to the following process. (While the positions in Category 2 are determined on a purely quantitative basis, the positions in this category are to be identified, in consultation with the faculty in each school, based upon a qualitative analysis of the needs of the college and its programs. This discipline of each position will be defined by the Office of Instruction and the Dean's Council. These positions are by definition new positions. A school may petition the appropriate Vice President to defer hiring a specific position.) Points may be awarded ONLY in Criteria 1 or 2 or 3 (limited to one of the three) AND also in 4.

CRITERIA	POINTS
1. Programmatic need of existing program	**5-20**

Consideration should be given if the position:

a) provides new expertise to expand curriculum
b) provides full-time faculty in a program with only adjunct faculty
c) provides expertise to develop new program areas
d) adds expertise to meet new transfer needs
e) meets need to update or upgrade a program

2. Expansion of an existing program and/or service due to demand	**5-20**

Consideration should be given if the position:

a) provides instruction for projected increases in enrollments, based on past patterns
b) addresses a significant student demand for instruction based on

demographics, research and/or legal mandate
c) addresses a significant regional labor market need
d) responds to a high WSCH/FTE rate

3. Addition of a new program and/or service **5-20**
Consideration should be given if the position:
a) provides expertise currently not available to the extent needed to provide a comprehensive and balanced curriculum
b) addresses a significant student demand for instruction based on demographics, research and/or legal mandate
c) addresses a significant labor market need
d) addresses a Master Plan goal or objectives

4. Other factors **0-10**
Points given for "Other Factors" may not exceed a total of 10 points, with no more than the maximum given for each category listed below.
Consideration should be given if the position:

a) increases the ratio of full-time to part-time instruction in a program	0-8
b) provides staffing for the effective use of specialized facilities	0-6
c) remedies low WSCH/FTE	0-6
d) coordinates or supervises multiple faculty, staff, volunteers and budgets	0-5
e) increases student equity, access and retention (inc. under-represented groups)	0-5
f) provides regulatory compliance and/or health and safety assurances	0-5
g) generates (or has the potential to generate) or increases non-apportionment revenue	0-4
h) reduces the part-time hourly budget	0-4
i) provides staffing in a discipline where there is great difficulty in finding adjunct Faculty	

IV. The Vice President of Instruction and the Academic Senate President will develop the preliminary Faculty Hiring Priority List, drawing the first position from Category 1, then the first position from Category 2, and then the first position from Category 3, then the second position from Category 1, and so on, until all positions in all categories have been assigned to the preliminary list. Duplicated positions will be removed from other categories as they are assigned to the list (e.g., if a specific position appears as the second position in both Category 1 and fourth position in Category 3, it will be assigned to the fourth position on the preliminary list, and then removed from Category 3, with the next lower position moving into its position).

V. The Academic Senate President will take the preliminary Faculty Hiring Priority List to the Senate for approval and recommendation to the College President. The College President will review the list, make changes as necessary, and then take the final Faculty Hiring Priority List to the Board of

Trustees as the college's recommendation. The College President will inform the Senate President of any modifications to the preliminary Faculty Hiring Priority List in developing the final list

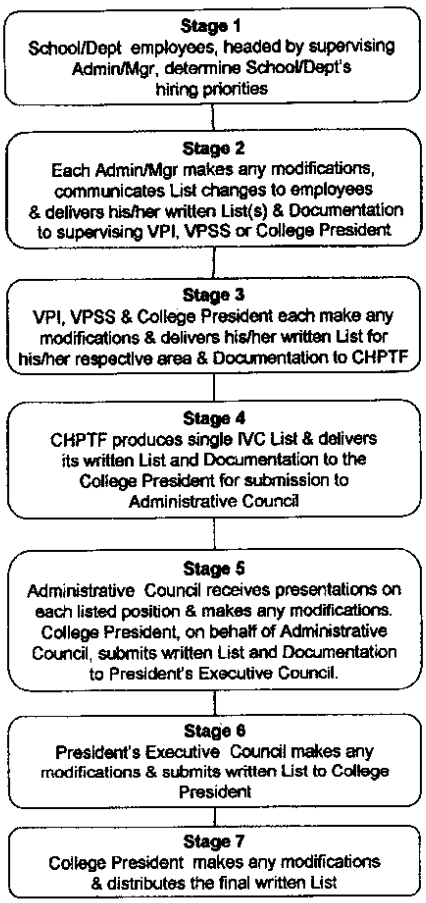
VI. Full-Time Faculty Positions in Categorical Programs

A. Full-time faculty positions in categorical programs, including tenure track or short term replacements, shall be submitted to the Academic Senate by the Vice President of Student Services at any time.

B. The Academic Senate and the Vice President of Student Services shall jointly submit a recommendation to the College President for final disposition.

Adopted: *6-9-04*
Revised: *6-9-04*
Revised: *2-19-04*
Adopted: *2005*
Adopted: *2006*
Adopted: *3-1-07*
Revised: *4-5-07 Academic Senate & VPSS*
Revised: *10-4-07 Academic Senate*
Adopted: *10-11-07 Academic Senate*
Revised: *9-07 VPSS*
Adopted: *11-08-07 Academic Senate*

Classified Hiring Priority List Development Process for New Positions
August 17, 2006



Classified Hiring Priority List Development Process for New Positions

August 17, 2006

The Classified Hiring Priority List Development Process (Process) provides an inclusive and participatory mechanism that leads the campus community to the best possible characterization of classified hiring needs. The success of this process will be determined by the level of participation from all constituent groups. It is of utmost importance to maintain inclusiveness at the earliest stage of the seven-stage process.

Stage 1: Schools/Departments (Schools/Depts)

Employees of each School/Dept, headed by the School/Dept's Administrator/Manager (Admin/Mgr), meet to determine the School/Dept's classified hiring priorities. A method developed by the School/Dept's Admin/Mgr is used for determining the School/Dept's classified hiring priorities. It is critical that the method used, be inclusive and participatory. The School/Dept produces a Classified Hiring Priority List (List) and each listed position's support documentation (Documentation). Each Dept/School communicates its List and Documentation to its Admin/Mgr.

Stage 2: Administrators/Managers (Admins/Mgrs)

Each Admin/Mgr reviews his/her List(s) and Documentation representing his/her School(s)/Dept(s). The Admin/Mgr makes any modifications as appropriate. The Admin/Mgr communicates any modifications to his/her employees. The Admin/Mgr submits his/her written List(s) and Documentation to his/her supervising Vice President of Instruction (VPI), Vice President of Student Services (VPSS) or College President.

Stage 3: Vice Presidents (VPI and VPSS) and College President

The VPI, VPSS and College President each review his/her Lists and Documentation submitted by his/her Admins/Mgrs. The VPI, VPSS and College President make any modifications as appropriate and respectively produce a single List for Instruction, Student Services, and the President's Office. The VPI, VPSS and College President each submit his/her written List and Documentation to the Classified Hiring Priority Task Force (CHPTF).

Stage 4: Classified Hiring Priority Task Force (CHPTF)

The CHPTF, composed of: two academic senate members, one dean, one classified manager, one classified senate member, one CSEA member, and one vice president; meets to review and discuss the Lists and Documentation submitted by the VPI, VPSS and College President. The CHPTF produces a single Irvine Valley College List that prioritizes the positions from the VPI's, VPSS', and College President's Lists. The CHPTF delivers its written List and Documentation to the College President for submission to the Administrative Council.

Stage 5: Administrative Council

The Administrative Council, headed by the College President, meets to review and discuss the List and Documentation submitted by the CHPTF. Each Admin/Mgr representing a specific position recommendation makes an oral presentation. The Administrative Council makes any modifications as appropriate and the President, on behalf of the Administrative Council, submits its written List and Documentation to the President's Executive Council.

Stage 6: President's Executive Council

The President's Executive Council meets to review and discuss the List and Documentation submitted by the Administrative Council. The President's Executive Council makes any modifications as appropriate and submits its written List and Documentation to the College President.

Stage 7: College President

The College President reviews the List and Documentation submitted by the President's Executive Council. The College President makes any modifications as appropriate and distributes the final written List.

Irvine Valley College					
Classified Instructional Assignments					
2007-08 Fiscal Year					
School	**Employee Name**	**Position ID**	**Position Title**	**FTE**	**Possible Action**
Fine Arts					
1)	Christensen	3430	Lab Technician, Photography	50.0%	Increase to 100%
2)	Petersen, Mark	3578	Sr. Lab Tech, Performing Arts	62.5%	Increase to 100%
3)	Shepherd, Dean	3622	Accompanist	27.5%	Increase to 100%-accompanist to support Dance, Music, and Theatre programs on a shared basis
4)	Woltz, Randall	3530	Accompanist	12.5%	Increase to 100%-accompanist to support Dance, Music, and Theatre programs on a shared basis
5)	ST Hourly: Digital Lab	N/A	Instructional Assistant	N/A	Create 1.0 FTE I/A Position (new) - Eliminate part-time VTEA-funded position
Humanities					
6)	ST Hourly: Hum. Center	N/A	Instructional Assistant	*N/A*	Create 1.0 FTE I/A Position (new) - Eliminate part-time position
Life Sciences					
7)	Akers, Lewis Marvin	3216	Lab Tech. Life/Phys Scienc	62.5%	Increase to 100%
Health, PE, & Athletics					
8)	France, Danaka Lynn	3427	Lab Technician, PE & Athletics	50.0%	Leave at 50%
Physical Sciences					
9)	Ansaldo, Warren	3632	Lab. Tech. Chemistry	62.5%	Increase to 100%
Learning Center					
10)	ST Hourly: Learning Center	N/A	Instructional Assistant	N/A	Create 1.0 FTE I/A Position (new) - Eliminate part-time position

2008-09 CLASSIFIED HIRING PRIORITY LIST

#	Dean or Director	School or Department	Classified Position Title	Rationale	Range	FTE	Annual Salary
1	John Smith	School of XYZ	Sr. Admin. Assistant	Example: To provide support for area A, and assist area B with activities identified in Strategic plan objective XII, strategy a	127	100%	$ 45,720
			TOTALS				

Definitions of Terms – a draft from the learning outcomes committee 5/8/2008)

The fundamental terms concerning student learning outcomes:	
Instructional Goal	A broad, general statement of an intended knowledge or skill outcome. Examples: critical thinking, effective communication, or civic engagement.
Instructional Objective	Topic to be covered in the course and/or program. Instructional objectives state or imply what the teacher does to promote learning such as present, lecture, or illustrate.
Student Learning Outcome	A specific observable, measurable behavior stated in terms of what the student should be able to do as a result of the instruction. Moreover, student learning outcomes are properly defined in terms of knowledge, skills, and abilities that a student has attained at the end, or as a result, of his or her engagement in a particular set of educational experiences.
Additional definitions of term related to the identification and assessment of student learning outcomes:	
Assessment	Refers to the many means that institutions and programs use to collect and interpret as evidence of their educational effectiveness. (Source: CHEA)
Authentic Assessment	Requires students to create solutions to real-world problems by integrating and applying what they have learned. The assessment usually involves a single, complex task.
Dialogue	Self-reflective exchanges engaged in by the college community, characterized by a free exchange of ideas.
Direct Student Learning Outcome	An outcome determined through examination of student performance (e.g., performance on a licensing exam, a professionally judged performance, portfolios of student work compiled over time, samples of representative student work generated in response to a typical course assignment). (Source: CHEA)
Embedded Assessment	The integration of assessment items into course exams or assignments. For example, having set of questions common to all course sections and as part of every student's final exam; or having all sections require a common paper, report, or presentation. The instructor freely decides how to incorporate scores derived from the embedded items when determining the students' grades, while data generated from the embedded items are aggregated and analyzed as part of the department's assessment plan.
Evidence	Refers to the different kinds of verifiable information used to judge student learning within the context of accreditation.
Indirect Student Learning Outcome	Evidence of learning that can be inferred by methods such as student satisfaction surveys, focus groups, interviews, GPA, success after transfer from a prior level, and so on. Although indirect evidence is useful, it isn't as convincing as direct evidence because learning is implied.
Institutional Portfolio	A collection of student work (artifacts) produced as evidence of attainment of major learning outcomes.
Qualitative Data	Data related to, or involving quality, which cannot be represented numerically, such as portfolios of work, a narrative description and evaluation of a performance, a description of learning, or a student's reflection on a learning experience.
Quantitative Data	Data which can be represented numerically.
Robust Student Learning Outcome	A behavior or skill described using action verbs from Bloom's Taxonomy level 3 or higher; a complex, real life skill the student will use after leaving the course.
Scoring Rubric	Explicit schemes for classifying products or behaviors into categories that vary along a continuum. They can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, works of arts, recitals, oral presentations, or performances. There are two types: a *holistic* scoring rubric provides one global, holistic score for a product or behavior. The *analytic* rubric provides separate scoring of specified characteristics of a product or behavior. (Source: Mary Allen)
Standard	Refers to a specific expectation or level of performance that an institution or program has established for student learning. A standard is the point of comparison against which to judge the actual evidence of student learning once it is collected. (Source: CHEA)

CAMPUS HUMAN RESOURCE DEVELOPENT PLAN

I. INTRODUCTION: STATEMENT OF PHILOSOPHY

The mission of staff development at Irvine Valley College is to provide access to professional activities for faculty, staff, and administrators in accordance with Education Code section 87153. The College is committed to maintain the highest quality services for students at Irvine Valley College, and to this end, staff development is a process that promotes professional and individual growth and development of college personnel.

A. Committee Structure

The Staff Development Advisory Committee functions as an oversight committee relative to the allocation and expenditure of staff development resources. The Advisory Committee is comprised of six voting members as follows:

- Two representatives of the academic senate;
- Two representatives of the classified senate;
- Two representatives of the academic and classified leadership;
- Vice President of Instruction and Vice President of Student Services
- The Staff Development Officer (serves as chair and non-voting member).

B. Allocation Model

The College is allocated a portion of the district staff development monies based upon an agreed process established by the District Resource Allocation Committee.

The Staff Development Advisory Committee subsequently allocates a proportionate amount of the College monies per constituent group based upon full-time equivalent personnel (FTEP) as follows:

- Faculty: all full-time faculty plus part-time FTE faculty less the appropriate percentage of full-time faculty who teach overload;
- Classified Staff: all full-time classified personnel plus part-time FTE staff included in the bargaining unit;
- Academic and Classified Leadership

II. 2006-2007 EXPENDITURES AND PROJECTED EXENDITURES 2007-2008 PURSUANT TO EDUCATION CODE SECTION 87153

A. The Academic Senate:

The Academic Senate allocation of college staff development money is distributed to the faculty through the application process established by the Academic Affairs Committee and approved by the Academic Senate. The Academic Affairs Committee

reviews all requests for funding based on the criteria established in Education Code Section 87153. Expenditures of staff development money are approved for professional conferences, workshops, and professional growth, for example:

1. California Community College Real Estate Assoc. Conference: E.C.87153 (a) (b) (c) (f) (i);
2. American Psychology Association Annual Conference: E.C. 87153 (a) (b) (d) (i);
3. National Community College Forensics Association Annual Conference: E.C. (a) (b) (d) (i);
4. Energizer Student Success Conference (Counseling): E.C. 87153 (h) (i);
5. PSCFA Forensic Coaches Association Meetings: E.C. 87153 (a) (b) (d)(e) (i);
6. American College of Sports Medicine Annual Conference: E.C. (a) (b) (c) (i);
7. California Mathematics Council Meetings: E.C. (a) (b) (d) (i);
8. Technical Education Meeting (Librarians): E.C. (b) (d) (f) (g) (i);
9. National Collegiate Honors Council: E.C. (e) (f) (i);
10. Community College Humanities Association Conference: E.C. (a) (b) (i);
11. Europe as a Global Player, Conference (Business Education): E.C. (a) (b) (f) (i);
12. 2007 Phi Rho Pi National Tournament: E.C. (a) (b) (c) (d);
13. CATESOL, California Association of Teachers to Speakers of other Languages: E.C. (a) (b) (f) (i);
14. Technology & Persons with Disabilities Conference: E.C. (a) (b) (f) (i);
15. TECH Ed 2007: E.C. (a) (b) (c) (f) (i);
16. Adobe PhotoShop Seminar: Lightroom: E.C. (a) (b) (c) (f) (g);
17. Epson Print Academy: E.C. (a) (b) (g);
18. Trends in the Economics Classroom: E.C. (a) (b) (f);
19. Faculty Leadership Institute 2007: E.C. (a) (b) (d) (e) (f);
20. Keirsey Temperament Certification: E.C. (a) (b) (f) (h);
21. American College of Sports Medicine: E.C. (a) (b) (c) (d);
22. Ensuring Transfer Success 2007: E.C. (b) (c) (d) (e);
23. The Great Observatories of Mauna Kei; American Astronomical Society Annual Meeting Workshop: E.C. (a) (b) (f);
24. MUSExpo – Global Music & Media Conference: E.C. (a) (b) (f) (h);

B. Classified Senate:

Staff development money allocated to the classified staff is distributed through a process established by the Classified Senate in accordance with the criteria set forth in Education Code Section 87153. Expenditures of staff development money by the Classified Senate are approved for professional conferences, workshops, and professional growth, for example:

1. Curriculum Institute (one attending): E.C. 87153 (b), (d), (f), (i);
2. University of California Irvine Learning Center: Environmental Organic Chemistry (one attending): E.C. 87153 (b), (d), (i);
3. College Athletic Trainers Society Spring Symposium (one attending): E.C. 87153 (a), (b), (i);
4. Conference for Administrative Assistants (twelve attending): E.C. 87153 (b), (i);

5. 2007 WASFAA (Western Association of Student Financial Aid Administrators) Exceeding Expectations (four attending): E. C. 87153 (b), (d), (f), (h), (i);
6. Institute for Educational Development (CDC Staff-three attending): E.C.87153 (a), (b), (d), (f), (h), (i)
7. Half Day Staff Dev planned June 8th, 2007 – Expect around 100 classified participants – includes docent led introductions to Sherman Library & Gardens then guided instruction at Roger's Gardens for waterwise planting choices and sprinkler installations – Lunchtime presentation team/self-esteem building.E. C. 87153 (b), (d), (i)

C. Academic and Classified Leadership:

Staff development money allocated to the academic and classified leadership is distributed through a process established by the Classified Leadership Council, the Dean's Council, and the Executive Council in accordance with the criteria set forth in Education Code Section 87153. Expenditures of staff development money by for Academic and Classified Leadership are approved for professional conferences, workshops, and professional growth, for example:

1. Gerke Consulting, Team Building Workshop: (E.C. (d), (f), (i);
2. Showing Our True Colors: Keynote Speaker Mary Miscisin: Team Building and Communication (E.C. (d), (f), (i);
3. Who Moved My Cheese: Spencer Johnson Partners, Workshop Gaining Change and Leadership Skills: (E.C. (d), (f), (i).
4. Association of California Community College Administrators: E.C. 87153 (b), (f), (h), (i);
5. Commission on Athletics (twice a year): E.C. 87153 (b), (f), (h);
6. California Community Colleges Athletic Director Association (Annual Conference): E.C. 87153 (b), (f), (h), (i);
7. National Collegiate Athletic Association (Conference): E.C. (b), (f), (h), (i);
8. Orange Empire Conference: E.C. 87153 (b), (f), (h), (i);
9. Dean's Council Retreat (Twice Annually): E.C. 87153 (f), (i);
10. Administration 101: Association of California Community College Administrators (Professional Training): E.C. 87153 (b), (c), (d), (f), (g).
11. National Education Computing Conference: E.C. (b) (d) (g)
12. Educause: E.C. (b) (d) (f)
13. Directors of Educational Technology DET/CHE: E.C. (b) (d) (f) (g)
14. ACCCA Annual Conference: E.C. (b) (d) (f) (g) (i)
15. Dale Tillery Summer Institute: E.C (b) (f) (i)
16. Commission On Athletics: E.C. (b) (d) (f) (i)
17. California Community College Athletic Director Conference: E.C. (b) (d) (f) (i)
18. 3C4A (Counselors and Athletics): E.C. (b) (d) (f) (i)

E. All College Staff Development Events

At the onset of the fall and spring semesters as well as throughout the year, the College hosts Staff Development events as part of the flexible calendar program. The Staff Development Officer, in consultation with the Office of the President, the Office of Instruction, the Academic

Senate, the Classified Senate, the Classified Leadership Council, is responsible for the Flexible Calendar All College Events pursuant to Education Code Section 87351. For the complete schedule of events, please see the Irvine Valley College Staff Development Web Page at http://www.ivc.edu/staffdev/

Submitted By:

Staff Development Committee,
Office of Instruction,
Office of the President,
May, 2007

APPROVAL PROCESS FOR COURSES

It is the responsibility of each school to meet, prior to the first curriculum cycle, to discuss and assess additions, revisions, or deletions to curriculum within that school. Decisions should be based on a review of the IVC catalog, transfer patterns, and recent trends and developments. Internal school timelines, based on curriculum cycles, determine the development of course proposals.

School Level
Completing the Forms

NOTE: *All necessary forms are available on MySite. Anyone not having access to MySite should contact the Technology Help Desk at extension 5696.*

1. The author will complete a cover sheet that includes appropriate signatures.

   Note: A separate approval process, outlined in the General Education section of this manual, is required before a course can be considered as part of the IVC, CSU, or IGETC general education patterns. Merely writing a course or revising an old course does not automatically guarantee that the course will be included for general education consideration. However, an author may fill in appropriate boxes on the course outline so that the General Education committee will review the course.

2. Review by the school should address, at a minimum, the following aspects of the course: its academic, philosophical, and practical merit; compliance with standards (e.g., Title 5 and 9*); adequacy, currency, and accuracy of content; placement in the relevant program; function, if any, in the broader college curriculum (e.g., IVC general education); and application to transfer programs (e.g., the CSU general education certification pattern, IGETC). The school must also consider if and how the course may affect other programs within the college. *Any course proposal that changes a program requires completion of the program approval process prior to the course approval process.*

3. The dean/designee will sign and forward a disk containing the completed course outline, a hard copy of the course outline and the cover sheet to the curriculum specialist in the Office of Instruction. Any form or course outline that is incomplete or inaccurate will be returned to the author for correction.

4. The curriculum specialist will forward the completed forms and course outlines to all members of the Technical Review Committee for Level I consideration at a regularly scheduled meeting. The dean/designee and author will be notified of the date of that meeting.

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* www.oal.ca.gov

Level I
Technical Review Committee
Review and Recommendation for Approval

1. Meeting #1

   A. Each member of the Technical Review Committee is responsible for reviewing all forms and course outlines, concentrating on his/her area of expertise as stated in the Participants and Their Responsibilities section of this manual, and noting any concerns. Level I review includes, but is not limited to, the following considerations:

      - Course numbering adheres to the college's numbering system and is consistent with UC/CSU articulation guidelines.
      - Course classification and degree function are accurately defined.
      - Catalog and schedule descriptions accurately reflect the topics covered.
      - Course units and hours adhere to the college's unit standard policy (Carnegie system).
      - Topics covered provide content sufficient to serve as a reference for future instructors.
      - Learning objectives reflect the topics covered and reflect critical analysis (not just memorization and recitation).
      - Methods of evaluation and/or typical assignments meet Title 5 standards and reflect the topics covered.
      - Prerequisites, corequisites, and advisories meet state guidelines.
      - The method of instruction, grading options, variable/fixed unit options are appropriate.
      - The course does not replicate another that already exists elsewhere in the curriculum.
      - Course materials are ADA compliant.

   B. The Technical Review Committee is also responsible for ensuring the proposed course meets technical requirements (Title 5 and Title 9) and reads well overall.

   C. The Technical Review Committee will discuss concerns and suggestions with the course author and/or dean/designee during the meeting.

   D. The curriculum specialist will make minor changes to the course outline. Substantial changes are the responsibility of the author, who then resubmits the course outline to the Curriculum Office. The Chair of the Committee on Courses reviews the forms to ensure that any substantial changes have been made.

E. The curriculum specialist will forward all forms and the revised course outline to members of the Committee on Courses for Level II consideration at a regularly scheduled meeting. The dean/designee and author will be notified of the date of that meeting. It is highly recommended that the dean/designee, author, or a school representative attend this meeting to address the questions, concerns and/or recommendations of the Committee on Courses.

APPROVAL PROCESS FOR COURSES

Committee on Courses
Review and Recommendation for Approval

1. FIRST READING

Following the presentation, review and discussion of the proposed course outline, the Committee on Courses will recommend one of the following:

Approval

The school will be notified that the proposed course outline will be forwarded to the Academic Senate and then the Board of Trustees for final approval.

Table

The Committee on Courses may require a second reading of the course proposal (see "Second Reading" section below). The dean/designee will be notified of the rationale for the proposal being delayed to a second reading. It is highly recommended that the dean/designee, author, or a school representative attend this second reading to address the questions, concerns and/or recommendations of the Committee on Courses.

Denial

The entire Approval Process for Courses must be repeated. Any course denied and returned to the school will be accompanied by the rationale for the denial.

2. SECOND READING

The Committee on Courses may discuss only those questions, concerns and/or recommendations from the first reading. It is highly recommended that the dean/designee, author, or a school representative attend this second reading to address these issues.

Following a second presentation, review and discussion of the course proposal, the Committee on Courses will recommend one of the following:

Approval

The school will be notified that the course proposal will be forwarded to the Academic Senate and then the Board of Trustees for final approval.

Denial

The entire Course Approval process must be repeated. Any course denied and returned to the school will be accompanied by the rationale for the denial.

Special Topics Approval Process

***Special Topics Course*: A Special Topics course is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to term (Version). The "disciplinary framework" or "parent course" must be established or pre-exist as a designated IVC "Special Topics" course.**

***Special Topics Version*: A Version of an existing "parent" class focuses on a specific subject subcategory. An example is Special Topics "parent" literature course in which the focus is a different author each term. In other words, Special Topics courses have a consistent pedagogy—as described by a complete course outline of record—with consistent objectives, assignments, and methods of evaluation; it is only the "focus area" or Version that changes. If a particular topic is offered regularly, it should be approved as a separate course. Special Topics subcategories carry the course number of the "parent" class and an alphabetic signifier (102A, 102B, etc.)**

Criteria

- Special Topics courses are academic courses with a lecture and/or lab component requiring student preparation, student participation, and evaluation of students by the instructor using the same academic standards of similarly numbered courses in the approved college curriculum.
- Special topics courses do not require special course numbering. As the focus of the course changes, the course I.D. will be modified to identify that focus (Example: LIT 2003: Mystery Writers of the Twentieth Century would be listed in the schedule as LIT 2003A: Mystery Writers of the Twentieth Century: Agatha Christie).
- Courses with this designation are subject to all academic policies adopted by the Academic Senate and the Committee on Courses, as well as any district and state policies governing credit courses.
- Courses with this designation are subject to the full approval process as adopted by the Academic Senate and the Committee on Courses.
- Changes in focus to a Special Topics course do not require separate approval. A form provided by the Office of Instruction must be completed as notification of the change. This form requires the signature of the author, Academic Chair, and Dean/Designee and is forwarded to the curriculum specialist for processing.
- Only the original approved Special Topic courses will be listed in the printed catalog; changes in focus will be printed in the schedule.
- If a particular focus of a Special Topic course is offered regularly, it should be approved as a separate course.

Special Topics Approval Process

Approval Process for Special Topics Courses

1. The author will complete a Cover Sheet for Special Topics and a Proposed Course Outline and submit these to the school senior administrative assistant for distribution to the school faculty. Special Topics course proposals should be reviewed and approved by a majority of the school faculty, with a recommendation from the dean, before being forwarded to the curriculum specialist in the Office of Instruction.

2. The Academic Chair and the Dean/Designee will sign and forward all paperwork to the curriculum specialist in the Office of Instruction. The author will forward, via e-mail or disc, an electronic form of the paperwork to the curriculum specialist in the Office of Instruction. Any form or course outline that is incomplete or inaccurate will be returned to the author for correction.

3. The curriculum specialist will forward the completed forms and course outlines to the member of the Technical Review Committee for consideration at a regularly scheduled meeting. The Dean/Designee and author will be notified of the date of this meeting.

4. Following approval by the Technical Review Committee, the Special Topics course will be forwarded to the Committee on Courses for approval.

5. Following the presentation, review and discussion of the Special Topics Course, the Committee on Courses will recommend one of the following:

Approval

The school will be notified that the proposed Special Topics course will be forwarded to the Academic Senate and then the Board of Trustees for final approval.

Table

The Committee on Courses may require a second reading of the proposed Special Topics course (see "Second Reading" section next page). The Dean/Designee will be notified of the rationale for the proposal being delayed to a second reading. It is strongly recommended that the Dean/Designee, author, or a school representative attend this second reading to address the questions, concerns and/or recommendations of the Committee on Courses.

Denial

The entire approval process must be repeated. Any proposed Special Topics course denied and returned to the school will be accompanied by the rationale for the denial.

6. SECOND READING

The Committee on Courses may discuss only those questions, concerns and/or recommendations from the first reading. It is strongly recommended that the Dean/Designee, author, or a school representative attend this second reading to address these issues.

Following a second presentation, review and discussion of the Special Topics course, the Committee on Courses will recommend one of the following:

Approval

The school will be notified that the proposed Special Topics course will be forwarded to the Academic Senate and then the Board of trustees for final approval.

Denial

The entire approval process must be repeated. Any Special Topics course denied and returned to the school will be accompanied by the rationale for the denial.

Independent Study Policy and Approval Process for New Courses

The purpose of creating an Independent Study course is to allow faculty and the college to enlarge and enrich the student's learning experience by providing one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses. Furthermore, by not requiring the student to be under the immediate supervision and control of a qualified academic employee, faculty affords the student the freedom to independently pursue their own learning interests primarily through self-directed study.

Definitions

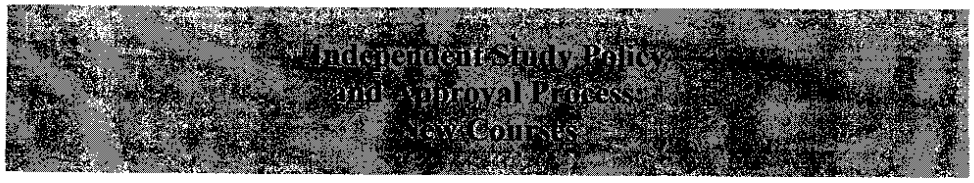
An Independent Study course (sometimes called "special study," "individual study," or "tutorial") is one intended for one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses, and is a course in which the student is not required to be under the immediate supervision and control of a qualified academic employee. They are stand-alone courses that may be accepted as *elective* units for the associate degree and designated as transferable to CSU for *elective* credit. All Independent Study courses appear in the printed catalog with a number ending in **79** and including the letter iteration of **IS** (e.g. **Music 79IS**).

Criteria

Because they're structured as a contract among the college, the faculty member, and the student, Independent Study courses do not undergo review by curriculum committees. Instead, the chair of the Committee on Courses and the Vice-President of Instruction review and, upon assurance of appropriateness and quality of independent study, approve the course.

Neither the chair of the Committee on Courses nor the Vice-President of Instruction assesses the pedagogy or relevance of the course content itself. Instead, both look to make sure: (1) that Title 5 regulations and local board policies are followed; (2) that regulatory reporting requirements for the college to obtain apportionment funding are met; and (3) that adequate instructor-student contact and evaluation and grading of student performance are assured.

In order to assist the chair of Committee on Courses and the Vice President of Instruction in determining that this last point is met, the faculty originator must turn in along with an official course outline and an Independent Study Request Form that requires a written rationale in which the author briefly explains how he/she will achieve adequate student contact (e.g. group or individual meetings, orientation and review sessions, telephone contact, correspondence, voice mail, email, or other activities).



Approval Process for Independent Study Courses

1. The author will complete along with a Proposed Course Outline an "Independent Study Request Form," which includes a written rationale, and will submit a disk containing the completed course outline, a hard copy of the course outline and the cover sheet to the curriculum specialist in the Office of Instruction.

2. Any form or course outline that is incomplete or inaccurate, however, will be returned to the author for correction.

3. The curriculum specialist will forward all materials to both the chair of the Committee on Courses and the Vice President of Instruction for review, after which the two will recommend one of the following:

Approval

Both the chair of Committee on Courses and the Vice President of Instruction sign their approval. The school and the author will be notified that the proposed Independent Study course has been approved and forwarded to the Academic Senate and then the Board of Trustees for final approval.

Table

If either the chair of Committee on Courses or the Vice President of Instruction, or both, find that substantive changes are necessary for approval of an Independent Study course, then either or both will communicate to the faculty author which changes must be made for approval and in keeping with approval deadlines. Once the changes are made, the faculty author will resubmit the course to the chair of Committee on Courses and the Vice President of Instruction, who will then either approve or deny the revised proposed course.

Denial

The entire approval process must be repeated. Any proposed Independent Study course denied and returned to the school and author will be accompanied by the written rationale for denial.

APPROVAL PROCESS FOR GENERAL EDUCATION

The General Education Subcommittee is a working component of the Committee on Courses. The subcommittee reviews and recommends proposals for the Irvine Valley College associate of arts and associate of sciences programs and their general education requirements; Intersegmental General Education Transfer Curriculum (IGETC) certification; and the California State University (CSU) general education certification. The committee prepares appropriate documents to forward to the Committee on Courses and, ultimately, to the Academic Senate.

Each school is responsible for reviewing its curriculum as it exists on the IVC, CSU, and IGETC general education lists and requesting appropriate changes, deletions, and additions by completing a General Education Proposal Form.

School Level
Completing the Form

NOTE: *All necessary forms are available on MySite. Anyone not having access to MySite should contact the Technology Help Desk at extension 5696. These forms may also be received via e-mail by contacting the Curriculum Office* (***curriculum@ivc.edu***).

1. The author will complete the General Education Proposal Form and course proposal and submit these to the school secretary for distribution to the school faculty, as needed, for review and approval. This form must be completed in a timely manner consistent with the curriculum cycle (see Section 3 of this manual) and internal timelines established by the school*.

2. The dean/designee will sign and forward all paperwork to the Articulation Office. Any form or course outline that is incomplete or inaccurate will be returned to the author for correction. The curriculum specialist will forward complete forms and course outlines to all members of the General Education Subcommittee for Level I consideration at a regularly scheduled meeting. The dean and author will be notified of the date of that meeting.

Level I
General Education Subcommittee
Review and Recommendation for Approval

The General Education Subcommittee will review and vote on the placement of each course proposal and ultimately vote on a **recommended** general education package. This final general education package will be submitted to the Committee on Courses. The General Education Subcommittee Chair will summarize the rationale for the recommendation to the Committee on Courses.

Subcommittee Chair will summarize the rationale for the recommendation to the Committee on Courses.

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* Decisions regarding placement on the CSU and IGETC general education lists are made in early November; the decision regarding placement on the IVC general education list, in December.

APPROVAL PROCESS FOR GENERAL EDUCATION

Level II
Committee on Courses
Review and Recommendation for Approval

1. FIRST READING

Following presentation, review and discussion of the general education package as presented by the General Education Subcommittee Chair, the Committee on Courses will recommend one of the following:

Approval

Each school will be notified of the general education package that will be forwarded to the Academic Senate and then the Board of Trustees for final approval.

Table

The Committee on Courses may require a second reading of the general education package (see "Second Reading" section below). Each dean will be notified of the rationale for the general education package being delayed to a second reading. It is highly recommended that the dean/designee, author, or a school representative attend this second reading to address the questions, concerns and/or recommendations of the Committee on Courses.

Denial

Any course deleted from the general education package and returned to the school will be accompanied by the rationale for the denial.

2. SECOND READING

The Committee on Courses may discuss only those questions, concerns and/or recommendations from the first reading. It is highly recommended that the dean/ designee, author, or a school representative attend this second reading to address these issues.

Following a second presentation, review and discussion of the general education package, the Committee on Courses will recommend one of the following:

Approval

Each school will be notified that the general education package will be forwarded to the Academic Senate and then the Board of Trustees for final approval.

Denial

Any course deleted from the general education package and returned to the school will be accompanied by the rationale for the denial.

Sample Sheet

GENERAL EDUCATION PROPOSAL FORM

General Information

Course ID: Title: Units:

New ☐ Revised ☐ Deleted ☐

A.	**LANGUAGE AND RATIONALITY** *(a single course may fulfill **either** A1, A2, or A3):*				
	A1. Reading and Writing	☐	(A.A.)	☐	(A.S.)
	A2. Speaking	☐	(A.A.)	☐	(A.S.)
	A3. Critical Thinking	☐	(A.A.)	☐	(A.S.)
B.	**MATHEMATICS**	☐	(A.A.)	☐	(A.S.)
C.	**HUMANITIES, FINE ARTS, AND LANGUAGES** *(a single course may fulfill **either** C1 OR C2, not both):*	☐	(A.S. only)		
	C1. Humanities	☐	(A.A. only)		
	C2. Fine Arts and Languages	☐	(A.A. only)		
D.	**SOCIAL SCIENCES**	☐	(A.A.)	☐	(A.S.)
E.	**NATURAL SCIENCES**	☐	(A.A.)	☐	(A.S.)
F.	**AMERICAN INSTITUTIONS**	☐	(A.A.)	☐	(A.S.)
G.	**LANGUAGE AND RATIONALITY**				
	G1. Health and Wellness	☐	(A.A.)	☐	(A.S.)
	G2. Information Access	☐	(A.A.)	☐	(A.S.)
	G3. Personal and Practical Resources	☐	(A.A.)	☐	(A.S.)
H.	**CULTURAL DIVERSITY** *(a course listed here may also fulfill A-G):*	☐	(A.A.)	☐	(A.S.)

Rationale:

IGETC Requirements

New ☐ Revised ☐ Deleted ☐

Category

☐ **Area 1:** English Communication
- ☐ Group A: English Composition
- ☐ Group B: Critical Thinking—English Composition
- ☐ Group A: Oral Communication *(CSU requirement only)*

☐ **Area 2:** Mathematical Concepts & Quantitative Reasoning

☐ **Area 5:** Physical & Biological Sciences
- ☐ Physical Science
- ☐ Biological Science

☐ Language Other Than English *(UC requirement only)*

• Please read the philosophy statements in the catalog to determine appropriate general education category.

Sample Sheet
GENERAL EDUCATION PROPOSAL FORM

☐ **Area 3:** Arts & Humanities
- ☐ Arts
- ☐ Humanities

☐ **Area 4:** Social and Behavioral Sciences

☐ U.S. History, Constitution, American Ideals
(CSU graduation requirement only—not part of IGETC

Rationale: ____

CSU General Education Certification Requirement

New ☐ Revised ☐ Deleted ☐

Category

☐ **American Institutions**

☐ **Area A—Communications**
- ☐ A1—Speaking
- ☐ A2—Writing
- ☐ A3—Critical Thinking

☐ **Area B—Science & Mathematics**
- ☐ B1—Physical Sciences
- ☐ B2—Biological Sciences
- ☐ B3—Laboratory Science
- ☐ B4—Mathematics

☐ **Area C—Humanities**
- ☐ C1—Arts
- ☐ C2—Humanities

☐ **Area D**—History and Social Sciences
- ☐ D1—Anthropology & Archeology
- ☐ D2—Economics
- ☐ D3—Ethnic Studies
- ☐ D4—Gender Studies
- ☐ D5—Geography
- ☐ D6—History
- ☐ D7—Interdisciplinary, Social, & Behavioral Sciences
- ☐ D8—Political Science, Govt. & Legal Institutions
- ☐ D9—Psychology
- ☐ D10—Sociology

☐ **Area E—Life Skills Requirement**

Rationale: ____

Originator/Author: _____ Date: _____
Submit this form, with a copy of the course outline, to the chair.

Chair: _____ Date: _____
(Signature acknowledges that the department has discussed and given approval to this course.) *Submit this form, with a copy of the course outline, to the dean/designee.*

Dean/Designee: _____ Date: _____
Submit this form, with a copy of the course outline, to the curriculum specialist.

Sample Sheet
GENERAL EDUCATION PROPOSAL FORM

Wendy Gabriella

From: Wendy Gabriella
Sent: Sunday, August 24, 2008 2:35 PM
To: Craig Justice; Glenn Roquemore; Jerry Rudmann; Wendy Gabriella
Subject: Proposed Revisions to Accred Progress Report
Importance: High
Attachments: BP-109-BoardEducation.doc

Dear Craig, Glenn, and Jerry,

Below is a proposed draft of an email message to be sent to the Accreditation Focus Group based on the comments during the Accreditation Update meeting on August 19th. The proposed revised language is in red font. Please revise (in a different color font) and let me know if it is okay to send the email to the Focus Group.

I'm hoping that we can get these final revisions approved in time to get the revised 2008 Accreditation Progress Report and the revised Planning and Decision-Making Manual (with "Foreword" spelled correctly) in the mail to the Consultant this week, if Glenn decides this is appropriate. (Kate Clark had a few very minor revisions to the Curriculum Committee table in the Manual concerning the membership of the Articulation Officer as a member of the Curriculum Committee and another minor revision of UC/CSU/IGETC approval in the fourth bullet.)

I've attached BP 109 (Board Education) for your review. If the language is approved by the Focus Group, we would include BP 109 as a reference in the report....I remembered that we did this in the BP/AR Council.

Wendy

Dear Accreditation Focus Group members,

Below in red font are proposed revisions to the Accreditation Progress Report based on the comments during the Accreditation Update meeting on August 19, 2008. Please, when you respond hit "reply all" so that all members of the Focus Group are in the loop. **Please respond by August_?, 2008.**

Sincerely,
Wendy and Jerry.
Accreditation Co-Chairs

The section in red font below would be added to Recommendation 6:

Future Planning

1999 Board Action: Limit on Reassigned Time

Prior Accreditation Reports raised the issue of the 1999 board action limiting the amount of reassigned time to 2% of the college budget and the method prescribed by the board for calculating the cost of

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reassigned time.[11]

Since the 1999 board action has not been re-evaluated in the last decade, on June 13, 2008, and June 27, 2008, the focus group recommended that the board policy administrative regulation advisory council develop a board policy that reflects the board's philosophical commitment to student learning and success while balancing the needs of the college.[6, 8]

Board Policy 109 (Board Education)

In order to provide training for new trustees and continuing board members as to the role of a local governing board, the board adopted board policy 109 (Board Education) which provides that:

> The Board of Trustees is committed to ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.
>
> It is the responsibility of each individual trustee to pursue professional development opportunities to maintain knowledge of evolving educational governance, policies, legislation, best practices, employee relations, and leadership.[12]

In compliance with board policy 109, members of the board of trustees have attended the following conferences and study sessions....need this information...Glenn/Gary/Don can someone help?

With access to study sessions, conferences, and other activities that foster trustee education, new and continuing trustees have access to information regarding the role and scope of authority of local governing boards which may preclude future micromanagement.

The section in red font below would be added to Recommendation 8:

Recommendation 8: The board of trustees, chancellor, presidents, administrators, managers, faculty senates and unions, classified senates and unions, and students come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the college. [Standard IV. A. 1. 2. 2.a. 2.b. 3. 5]

Response: The board of trustees, district leadership, and college leadership addressed this recommendation in the 2005 Progress Report, the 2006 Progress Report, and in the 2007 Focused Midterm Report.

As stated in the the Accreditation Progress Visit Report of November 30, 2006:

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

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

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

In order to address recommendation 8 for the 2008 progress report, the accreditation focus group conducted a content analysis of the aforementioned accreditation reports in order to assess areas of progress from 2005 to 2008 as well as areas of future planning.[1] The content analysis is a review of the 2005 Accreditation Progress Report, the 2006 Accreditation Progress Report, and the 2007 Focused Midterm Report with respect to commission recommendation 8.

The focus group readily acknowledges the importance of reducing the level of despair, fear, hostility and cynicism seen by past visiting teams as plaguing the college and the district. The remainder of this report strongly suggests an upward trend demonstrating that the college has moved and continues to move toward a much more positive climate. In order to objectively gauge campus climate, and to provide direct evidence of this positive trend, the college plans to regularly assess, through the use of comprehensive sampling, both campus climate and employee awareness of the recently developed Planning and Decision-Making Manual and the procedures described in that manual. (The Planning and Decision-Making Manual is one strategy designed to boost climate.) The survey will not be deployed until spring of 2009 because employees need time to become familiar with the Planning and Decision-Making Manual and the associated procedures. The survey, which is described more fully later in this report, will serve as the best, most comprehensive measure by which the college can monitor campus climate and claim objective evidence supporting a reduction in the level of despair, fear, hostility and cynicism. Meanwhile, the accreditation focus group has identified in the following pages an impressive list of examples that demonstrate a positive, cooperative working relationship between the college and the district. The following examples are offered as indirect, nevertheless strong evidence that the college and district climate indeed has improved considerably. Had the climate remained at its prior negative level, the progress described below would not have been possible.

Areas of Progress 2005-2008: Content Analysis of the 2005 Progress Report, 2006 Progress Report, and 2007 Focused Midterm Report:

Sample Cover Sheet

DISTANCE EDUCATION APPROVAL FORM

Course ID: _____ Title: _____ Units: _____

School: _____

Each proposed or existing course, if delivered by Distance Education, shall be separately reviewed and approved by the Committee on Courses prior to being offered. [Education Code 55378]

1. What is the intent of offering the course by Distance Education mode?

_____

_____

2. **Mode of Delivery.** Check one or more modes.

- ☐ Telecourse
- ☐ Radio
- ☐ Computer-Based Training
- ☐ Other
- ☐ Online
- ☐ Compressed Video
- ☐ Mediated (partially online)
- ☐ Broadcast Live
- ☐ Video or Audio Tape
- ☐ Off- Campus

Provide narrative that explains how each mode checked above applies to this course:

_____

_____

3. **Regular Effective Contact for Distance Education Courses.** Using the modes checked in Part 2, explain how you will facilitate regular effective contact with your students.

_____

_____

Describe the activities students will perform to achieve the stated learning goals (outcomes).

_____

_____

A. **Methods of Instruction.** Instructor-Student Contact. Check all appropriate boxes.

Electronic Contact

- ☐ Individual E-mail
- ☐ Threaded Discussions
- ☐ Newsgroups
- ☐ Desktop Video
- ☐ Chatroom
- ☐ FAQs
- ☐ List Servs
- ☐ Other
- ☐ Orientations
- ☐ Review Sessions
- ☐ Telephone Contacts
- ☐ Digital Audio
- ☐ Digital Video
- ☐ Group Meetings
- ☐ Proctored Activities (tests, homework)
- ☐ Examinations
- ☐ Other

B. **Methods of Evaluation**. Please describe how you will evaluate students.

_____

_____

4. **Instructional Materials and Resource.** Please describe how you will provide students with access to instructional materials and resources. (Lab Kit, CD-ROM, Video Tape, etc.)

_____

_____

5. **Technical Support.** (If any questions, contact Office of Advanced Technology.)

What equipment and staff are necessary to support the course (for faculty)? Is it already available?

_____

What equipment and/or staff are necessary to support the course for students? Is it already available?

_____

What equipment is necessary for students to take this course off-campus?

_____

6. **Adaptations for Students with Disabilities.** Please describe how you will accommodate students with disabilities.

Online course adaptations: _____

Broadcast/TV/Video adaptations: _____

Audio adaptations: _____

7. Describe any partnership (with K-12 schools, business, etc.) that involves the faculty or department that creates an influence on this course or the students.

_____

_____

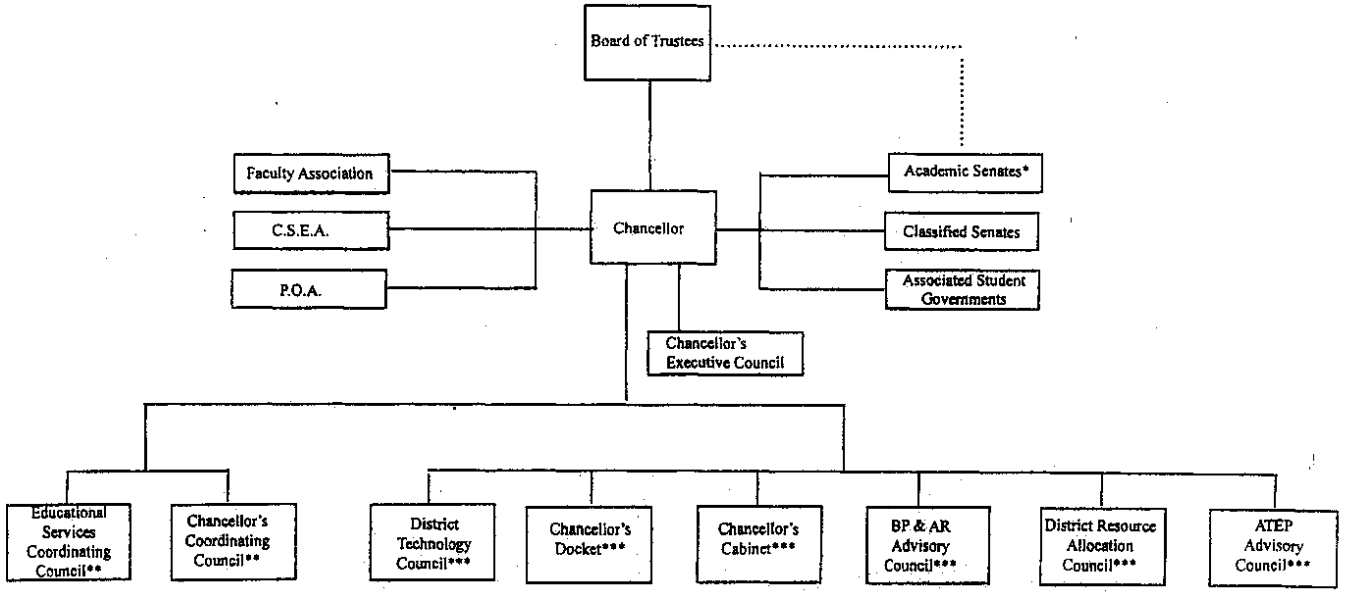
Originator/Author: _____ Date: _____
Academic Chair: _____ Date: _____
School Dean: _____ Date: _____
Dean of Advanced Technology: _____ Date: _____
Committee on Courses Chair: _____ Date: _____
Vice President of Instruction: _____ Date: _____

APPENDIX F

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DRAFT

DISTRICT LEVEL DECISION MAKING



*Per Statute and BP
**Administrative Council
***Shared Governance - Based Council

Chancellor's Executive Council

Membership:
Raghu Mathur, Chancellor, Chair
Gary Poertner, Deputy Chancellor
Rich McCullough, President, SC
Glenn Roquemore, President, IVC
Bob Kopecky, Provost, ATEP
Bob King, Vice Chancellor, HR
Allan MacDougall, Interim Vice Chancellor, Technology and Learning Services (TLS)

Purpose: Review issues at the executive level and recommend to the Chancellor.

Meeting Frequency: Weekly

District Technology Council

Membership:
Allan MacDougall, Interim Vice Chancellor, TLS, Chair
District Director of Information Technology
Rajen Vurdien, Vice President for Instruction, SC
Gwen Vendley, Vice President for Student Services, IVC
Don Taylor, Dean, Advanced Technology, SC
Susan Cooper, Dean, Math, Science and Engineering, IVC
Mark Schiffelbein, Director, Information Technology, SC
Tran Hong, Director, Information Technology, IVC
Jeff Dorsz, Telecommunications and Network Security Manager, District

Purpose: Review District/College technology issues and priorities, and recommend to the Chancellor's Executive Council for further discussion and review, and subsequent, recommendation to the Chancellor.

Meeting Frequency: Monthly

Educational Services Coordinating Council (ESCC)

Membership:
Allan MacDougall, Interim Vice Chancellor, Technology and Learning Services, Chair
Rajen Vurdien, Vice President for Instruction, SC
Lise Telson, Vice President for Student Services, SC
Dennis White, Vice President for Instruction, IVC
Gwen Vendley, Vice President for Student Services, IVC
Scott Simpson, Director of Research and Planning
,Interim Director of District Information Technology
Bob Kopecky, Provost, Advanced Technology and Education Park

Purpose: Coordinate curriculum, instructional and student services functions among SC, IVC and ATEP. Recommend to Chancellor's Executive Council and, subsequently to the Chancellor, any actions for support and implementation.

Meeting Frequency: Weekly.

Chancellor's Coordinating Council

Membership:
Allan MacDougall, Interim Vice Chancellor, Technology and Learning Services, Chair
Maren Barr, Program Manager, Irvine Campus, Chapman University
Richard L. Bogart, CEO, Capistrano-Laguna Beach ROP
Jerilyn Chuman, Dean, Counseling Serv. & Spec Program, SC
Elizabeth Cipres, Dean, Guidance and Counseling, IVC
Monica Colunga, Asst. Principal, University H.S., Irvine USD
Susanne Dean, Counselor, Laguna Beach H.S., Laguna USD
John Edwards, Director, Adm./Rec./Enroll Svcs. IVC.
Ray Gatfield, Dir. Secondary Education, Saddleback Valley USD
Denice Inciong, Research Analyst, SC
Carol Lerman, Dist. Guidance Spec, Saddleback Valley USD
Patrick Levens, Exec. Dir, Secondary Instructional Svcs., Capo Unified School District
Pat Machado, Area Administrator, Santa Ana Unified USD
Frederick Navarro, Dir., Secondary Curriculum & Instruction, Newport-Mesa USD
Jane Rosenkrans, Dir. Adm./Rec./Enroll. Svcs. SC
Scott Simpson, Director, Research & Planning, SOCCCD
Donna Sneed, Director, Outreach & Community Relations, IVC
Paul E. Snyder, Superintendent, Coastline Regional Occup. Prog.
Patricia Dillon Sobczak, Campus Director, Irvine Campus, Chapman University
Frank Southern, Dir. Student Services, Secondary Education, Tustin USD
Lise Telson, VP, Student Services, SC
Gwen Vendley, VP, Student Services, SC
Rajen Vurdien, VP, Instruction, SC
Dennis White, VP Instruction, IVC

Purpose: Coordinate educational programs and services among the local K-12 school districts, IVC and SC, and the local universities. Recommend to Chancellor's Executive Council and subsequently, the Chancellor any actions for support and implementation.

Meeting Frequency: Monthly.

Chancellor's Docket

Membership:
Raghu Mathur, Chancellor, Chair
Gary Poertner, Deputy Chancellor
Rich McCullough, President, SC
Glenn Roquemore, President, IVC
Bob Kopecky, Provost, ATEP
Bob King, Vice Chancellor, HR
Allan MacDougall, Interim Vice Chancellor, TLS
Claire Cesareo-Silva, President, Academic Senate, SC
Mark Sierakowski, President, Classified Senate, SC
Lewis Long, President, Faculty Association
Connie Zucker, President, CSEA
Cloyce Kelly, POA Representative
Wendy Gabriella, President, Academic Senate, IVC
Susan Sweet, President, Classified Senate, IVC
Rick Van Leeuwen, Chair, Managers

Purpose: Chancellor reviews the District/Colleges/ATEP agenda items for the monthly Board meetings.

Meeting Frequency: Monthly.

Chancellor's Cabinet

Membership:
Raghu Mathur, Chancellor, Chair
Gary Poertner, Deputy Chancellor
Rich McCullough, President, SC
Glenn Roquemore, President, IVC
Bob Kopecky, Provost, ATEP
Bob King, Vice Chancellor, HR
Allan MacDougall, Interim Vice Chancellor, TLS
Tracy Daly, Director, Marketing Government and Community Relations
Claire Cesareo-Silva, President, Academic Senate, SC
Mark Sierakowski, President, Classified Senate, SC
Lewis Long, President, CTA/Faculty Association
Connie Zucker, President, CSEA
Cloyce Kelly, POA Representative
Wendy Gabriella, President, Academic Senate, IVC
Susan Sweet, President, Classified Senate, IVC
Rick Van Leeuwen, Chair, Managers

Purpose: Discuss districtwide issues at the Cabinet level, with governance groups represented, and recommend to the Chancellor.

Meeting Frequency: Monthly.

Board Policies and Administrative Regulations Advisory Council

Membership:
Gary Poertner, Deputy Chancellor, Chair
Allan MacDougall, Interim Vice Chancellor, Technology and Learning Services
Bob King, Vice Chancellor, Human Resources
Dennis White, Vice President for Instruction, IVC
Lise Telson, Vice President for Student Services, SC
Kevin O'Connor, Dean, Liberal Arts and Library Services, SC
Karima Benremouga, Dean, Humanities and Fine Arts, IVC
Helen Locke, Director, Student Affairs, IVC
Eric Garant, Director, Instructional Support Services, SC
Claire Cesareo-Silva, President, Academic Senate, SC
Wendy Gabriella, President, Academic Senate, IVC
Mark Sierakowski, President, Classified Senate, SC
Susan Sweet, President, Classified Senate, IVC
Lewis Long, President, CTA/Faculty Association
Connie Zucker, President, CSEA

Purpose: Discuss and propose BP and AR additions/revisions to the Chancellor's Executive Council for further discussion and review, and subsequent, recommendation to the Chancellor.

Meeting Frequency: Twice a month.

District Resource Allocation Council

Membership:
Gary Poertner, Deputy Chancellor, Chair
Rajen Vurdien, Vice President for Instruction, SC
Dennis White, Vice President for Instruction, IVC
Allan MacDougall, Interim Vice Chancellor, Technology and Learning Services
Bill Hewitt, Faculty Representative, IVC
Lisa Silveira, Faculty Representative, SC
Kathy Schmeidler, Academic Senate Representative, IVC
Bob Cosgrove, Academic Senate Representative, SC
, Fiscal Office, IVC
Carol Hilton, Fiscal Office, SC

Purpose: Discuss and recommend district budget allocation model to the Chancellor's Executive Council for further discussion and review and, subsequent, recommendation to the Chancellor.

Meeting Frequency: Monthly during spring semester.

ATEP Advisory Council

Membership:

Bob Kopecky, Provost, ATEP, Chair
Dennis White, Vice President of Instruction, IVC
Gwen Vendley, Vice President of Student Services, IVC
Rajen Vurdien, Vice President of Instruction, SC
Lise Telson, Vice President of Student Services, SC
IVC Academic Senate President or Designee
SC Academic Senate President or Designee
C.S.E.A. President or Designated Classified Staff Member
Larry DeShazer, Director, Center for Applied and Competitive Technologies (CACT),
Ken Patton, Dean, Business Sciences and Workforce Development, SC
Bob Schuerman, Adjunct Faculty Member/Product Design, IVC
Terry Fluegeman, Director of Public Information and Marketing, ATEP

Purpose: Keep the college community representatives informed on the status of development and implementation of educational programs services and activities at ATEP.

Meeting Frequency: Monthly.