EVALUATION REPORT

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA   92618

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Irvine Valley College on October 12-14, 2004

Deborah G. Blue, Ph.D., Team Chair

IRVINE VALLEY COLLEGE

Accreditation Comprehensive Visit Team Roster

October 12-14, 2004

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SUMMARY OF THE EVALUATION

INSTITUTION: Irvine Valley College

DATE OF VISIT: October 12-14, 2004

TEAM CHAIR: Deborah G. Blue, Ph.D.
                   Associate Director, Accrediting Commission for
                   Community and Junior Colleges

An eleven member accreditation team, along with one team assistant, who served as a resource to team members, visited Irvine Valley College October 12-14, 2004 for the purpose of evaluating the institution's request to reaffirm accreditation. Prior to the visit, the team members participated in team training in September, thoroughly reviewed the self study report and addendum, college catalog, class schedule, the 1998 comprehensive evaluation report, the historical documents supplied by the Commission, and the ACCJC publications: *Accreditation Reference Handbook*, *Guide to Evaluating Institutions* and *Team Evaluator Manual* .

On Monday, October 11, 2004, team members had an orientation meeting, during which the self study report analyses, the college's historical information, team schedule and requested appointments during the visit were reviewed and discussed. In a few instances, meetings requested by team members were not scheduled with the designated groups as intended, or for the period of time requested, however, adjustments were made, after arrival on the campus.
On Tuesday, October 12, 2004, team members were greeted upon arrival at the college with a welcoming breakfast. In attendance were some of the college leaders among faculty, staff, students, district administrators and the board of trustees.

Irvine Valley College (IVC) and Saddleback College comprise the two college, multi-college district known as the South Orange County Community College District (SOCCCD). In 1979, IVC opened as the north campus of Saddleback College. In 1985, the north campus of Saddleback College was renamed Irvine Valley College, and it became the second college in the South Orange County Community College District. Initial accreditation was granted to Irvine Valley College in 1988.

The college presently occupies 60 acres of an aesthetically pleasing 100-acre site, with plans for continued expansion in the future. A new Performing Arts Center is scheduled for construction soon. The construction of a new building on the Saddleback College Campus in Mission Viejo that will house both the district office and the Health Sciences programs was near completion at the time of the visit. Occupation was planned prior to the end of the fall 2004 semester.

The district office for the South Orange Community College District (SOCCCD) is currently located in the library on the Saddleback College campus.

According to the college's self study report, the current population of Irvine is 143,000. The U.S. census bureau ranked it the sixth fastest growing city in the country. The College's primary service area includes Irvine, Laguna Beach and Tustin. Irvine is a major employment center in the south Orange County region, and 2000 census data shows the city as having the highest median household income in Orange County ($96,230.00). The ethnic demographics of Orange County are 1% African American, .3% American Indian, 14.4% Asian, 31.8% Hispanic, and 52% Caucasian. The ethnic demography of students is comparable to that of the county. The ethnic demographics of the faculty is 2.2% African American, .6% American Indian/Native Alaskan, 9.7% Asian/Pacific Islander, .3% Filipino, 8.6% Hispanic, 2.2% Unknown, and 76.3% Caucasian.

The college staff began organizing for the self study in December 2002. An accreditation oversight committee co-chaired by the Vice President of Instruction and an appointed representative of the academic senate was established, and four representative teams were formed, each assigned a specific accreditation standard. The college's self study report identified 47 members of the college community serving on standard teams comprised of students, faculty, staff and administrators. In spite of the broad representative participation in the self study process, the team noted a lack of broad awareness of the accreditation team visit among members of the college community.

Selected members of the faculty communicated extreme dissatisfaction with the manner in which the faculty co-chair of the accreditation oversight committee was appointed by the college president, with neither consultation nor regard for the academic senate's recommendation. In the open meeting during the visit, this selected group of faculty members reported that they intentionally, albeit regrettably, chose not to participate in the self study.

The self study report was published with very attractive graphics and supplemented by a CD-ROM that provided an electronic version of the self study report. The team was impressed with the College's use of technology in the writing of the self study report and as a communication tool during the self study process. However, the team found the published self study report to be lacking in organization, coherence, consistency, accuracy, serial pagination, and an editorial voice. The team found no evidence of the college engaging in self-reflective dialogue or institutional analysis during the self study process. The self study report lacked a coherent planning agenda to guide the college in institutional planning, evaluation and improvement. The following phrase was stated repeatedly in the planning agenda sections of the self study report, "IVC will continue existing practice in this area." In several instances when this planning agenda statement was provided, there were survey data results cited that indicated a need for further evaluation, planning and actions for improvement. The college

provided numerous resource documents in the team room to assist the team with its search for evidence, however, some documents were excerpts from complete publications such as the Board policies, which required team members to search for other sources of related, supporting documentation.

During the visit, the team reviewed the evidence provided by the college in the form of documents placed in the team room and provided during meetings; observed approximately 30 classes; conducted two open meetings with attendance of 55-60 members of the college community over the course of two days; and interviewed college faculty, staff, students, and administrators in individual and small group meetings. Approximately 334 duplicated contacts were made with staff, and approximately 82 duplicated contacts were made with students. In addition, on the first afternoon of the visit, the team chair, three members of the IVC visiting team, the Saddleback College team chair, and selected members of the Saddleback College team conducted meetings at the District Office with the Chancellor, Deputy Chancellor, Vice Chancellor for Educational Services, and three members of the Board of Trustees. Team members also met with district office administrators in the areas of finance and research.

Irvine Valley College's enrollment after a few years of decline is growing again, and the college currently serves approximately 13,000 students. The college is staffed by approximately 112 full-time faculty, 275 adjunct faculty, 133 classified staff, 14 classified managers, and 10 administrators.

The team found that many faculty and classified staff positions have been vacated due to a recent district retirement incentive taken by faculty and classified staff. Several full-time faculty vacant positions were filled. However, the vacant classified positions were placed on hold, resulting in a decline in the number of full-time classified staff and an increased number of temporary classified staff. The team also found that there has been a continuous departure of classified managers and administrators, who have been replaced by managers and administrators in interim appointments. In the college's current organization chart, in the addendum to the self study report, twenty-two positions were designated as educational administrators and classified managers. Four of the six dean positions and the director of facilities and maintenance were filled with administrators/managers appointed in an interim capacity at the time of the visit.

Irvine Valley College's current mission statement was adopted by the Board of Trustees in February 2004. Consistent with the mission, the College has thirty-six (36) majors leading to an Associate in Arts degree, twenty-four (24) majors leading to an Associate in Science degree, twenty-six (26) Vocational Certificate programs, and seven (7) Certificate of Achievement and Competency programs.

The team was impressed with the high quality teaching and learning they observed. The team found dedicated faculty and staff who demonstrate a

commitment to students and provide quality instruction, student support services, and learning resource services. The team also found that students at Irvine Valley College hold their instructors and support staff in high regard.

The team found that Irvine Valley College did not fully meet the 1998 team's recommendations: 1 (board role and leadership issues), 3 (planning and program review), 10 (board role and delegation of administrative authority), 11 (leadership and relationship issues), and 12 (governance). Recommendation 8 regarding technology was not fully met due to the abandonment of the 1996-2001 strategic plan; however, the team found the college to have met the recommendation to its satisfaction As a result, the previous team's recommendations found not to have been met by the 2004 team are incorporated into the 2004 team's recommendations.

Similar to the findings of the 1998 visiting team, the 2004 team observed contentious interactions among faculty who described their primary differences as alignment with or non-alignment with college and district executive leadership; team members also heard reports of mistrust between faculty and administrators, and staff and administrators. In addition, faculty and classified staff members commented to team members that they feared retaliation from administration if their conversations with team members were not viewed favorably. The college president and chancellor frequently characterized collegial governance by stating that the opportunity is high and the participation is low.

In spite of the continuing unresolved issues present at Irvine Valley College and the South Orange County Community College District, the college's faculty and staff members' ability to provide quality educational programs and services is noteworthy. The team noted the following areas in which Irvine Valley College is to be commended:

Commendations

The team was impressed with and commends the college for the use of technology in serving students, exemplary teaching, the special services offered through collaborative efforts between the EOPS/CARE programs, local housing authorities, and the children's home society; and the college's Emeritus institute for senior citizens; the Wind Symphony, Jazz Ensemble, and Theatre Program; the Honors Program, International Center, and the Distance Learning Program.

While there remains work to be done in evaluating the program review processes developed, the college should be commended for the progress it has made in the development and implementation of a meaningful program review process.
The college has in place a cyclical review of programs coordinated by a broad-based campus committee.

The college is also to be commended for its commitment to and development of its technology since the last team visit. The college made improvements in technology hardware, software, infrastructure, professional support staff, and staff development, which enhance the operation and effectiveness of the institution.

Recommendations

1. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the college develop, implement and evaluate a long range strategic planning process that is cyclical, comprehensive, inclusive, systematic and integrates budget and resource allocations with program review and all institutional planning, which includes educational master planning, human resource planning, physical resource planning, technology resource planning, and fiscal resource planning. (Standards IB. 1, 2, 3, 4, 5, 6, 7; IIA.1, 2; IIB.1, 3, 4; IIC.2)

2. The 2004 team recommends that the college implement college-wide dialogue on establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standard IB.1)

3. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the college develop and implement cyclical and systematic evaluations and improvements of the program review processes in instructional and student services programs. (Standards IIA.1, 2; B. 1, 3, 4; C. 2)

4. The 2004 team recommends that the college develop and implement research to support the establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standards IIA.1.c, 2.e, f, h, i; 3, 6. a; B.1, 3, 4; C.1, 2)

5. The 2004 team recommends that the College assess the high rate of turnover among administrators and other staff, take actions to reduce the number of vacant administrative and classified positions filled on a short term basis, and fill the positions that are necessary to ensure the integrity of the College's programs and services. (Eligibility Requirement 5; Standard IIIA.2)

6. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the Board of Trustees cease involvement in college and district operations, delegate all non-policy issues and policy implementation at the district and college level to the chancellor and presidents respectively. (Standards IVB, 1.e, j)

7. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the Board of Trustees, District leadership and College leadership define, publish, adhere to, regularly evaluate, and continuously

improve the respective leadership roles and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision-making processes. (Standards IVA.1, 2, 3, 5)

8. Consistent with the recommendations of the 1998 team, the 2004 team recommends that 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 IVA.1, 2, 2a, 2b, 3, 5)

ACCREDITATION EVALUATION REPORT FOR

IRVINE VALLEY COLLEGE

Comprehensive Evaluation Visit
October 12-14, 2004

INTRODUCTION

Irvine Valley College (IVC) and Saddleback College comprise the two college, multi-college district known as the South Orange County Community College District (SOCCCD). Irvine Valley College (IVC) is the second college to be created within the South Orange County Community College District (SOCCCD). In 1979, IVC opened as the north campus of Saddleback College. In 1985, the north campus of Saddleback College was renamed Irvine Valley College, and it became the second college in the South Orange County Community College District. Initial accreditation was granted to Irvine Valley College in 1988.

Description of the College

Irvine Valley College's current mission statement, adopted by the Board of Trustees in February 2004, states:

> "Irvine Valley College is an accredited, comprehensive institution of higher education, dedicated to excellence and committed to meeting the current and future learning needs of the diverse communities it serves. As an educational institution within the South Orange County Community College District, the College provides a broad range of programs and courses. Student learning outcomes and student success are the measure of quality for all offerings.

> The college serves students seeking to transfer, enhance career skills, obtain a degree or certificate, or improve basic skills. 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."

Consistent with the mission statement for IVC, the College has thirty-six (36) majors leading to an Associate in Arts degree, twenty-four (24) majors leading to an Associate in Science degree, twenty-six (26) Vocational Certificate programs, and seven (7) Certificate of Achievement and Competency programs.

The College presently occupies 60 acres of an aesthetically pleasing 100-acre site, with plans for continued expansion in the future. A new Performing Arts Center is also scheduled for construction. The district office for the South Orange Community College District (SOCCCD) is located in the library on the Saddleback College campus in Mission Viejo. The construction of a new building on the Saddleback College Campus in Mission Viejo that will house both the district office and the Health Sciences programs was near completion at the time of the visit. Occupation was planned prior to the end of the fall 2004 semester.

According to the College's self study report, the current population of Irvine is 143,000. The U.S. census bureau ranked it the sixth fastest growing city in the country. The College's primary service area includes Irvine, Laguna Beach and Tustin. Irvine is a major employment center in the south Orange County region, and 2000 census data shows the city as having the highest median household income in Orange County ($96,230.00). The ethnic demographics of Orange County are 1% African American, .3% American Indian, 14.4% Asian, 31.8% Hispanic, and 52% Caucasian. The ethnic demography of students is comparable to that of the county. The ethnic demographics of the faculty is 2.2% African American, .6% American Indian/Native Alaskan, 9.7% Asian/Pacific Islander, .3% Filipino, 8.6% Hispanic, 2.2% Unknown, and 76.3% Caucasian.

Irvine Valley College's enrollment after a few years of decline is growing again, and the college currently serves approximately 13,000 students. The college is staffed by approximately 112 full-time faculty, 275 adjunct faculty, 133 classified staff, 14 classified managers, and 10 administrators.

The team found that many faculty and classified staff positions have been vacated due to a recent district retirement incentive taken by faculty and classified staff. Several full-time faculty vacant positions were filled; however, the classified positions were not, resulting in a decline in the number of full-time classified staff and an increased number of vacant classified positions staffed with temporary replacements. Similarly, there has been a continuous departure of administrators, who have been replaced by administrators in interim appointments. On the college organization chart, in the addendum to the self study report, twenty-two positions were designated as educational administrators and classified managers. Four of the six dean positions and the director of facilities and maintenance are filled with administrators/managers appointed in an interim capacity.

The team found dedicated faculty and staff who demonstrate a commitment to students and provide quality instruction, student support services, and learning

resource services. The team also found that students at Irvine Valley College hold their instructors and support staff in high regard. The team was impressed with the high quality teaching and learning they observed.

Overview of the Comprehensive Visit

The college staff began organizing for the self study in December 2002. An accreditation oversight committee co-chaired by the Vice President of Instruction and an appointed representative of the academic senate was established, and four representative teams were formed, each assigned a specific accreditation standard. The college's self study report identified 47 members of the college community serving on standard teams comprised of students, faculty, staff and administrators. In spite of the broad representative participation in the self study process, the team noted a lack of broad awareness of the accreditation team visit among members of the college community.

On Monday, October 11, team members had an orientation meeting to complete final analyses of the self study report, discussions and preparations for the campus visit. On Tuesday, October 12, the first day of the visit, team members were welcomed by the college president at an opening breakfast, with some of the college leaders among faculty, staff, students, district administrators and members of the board of trustees. Although the attendance of faculty at the welcome breakfast appeared sparse, the hospitality of college staff opened the team visit on a positive note. Throughout the visit, the College was very gracious in its efforts to accommodate the team's requests and provide lunches and snacks for the team's meetings on campus. The team was impressed with the college's food service program.

As the team began to attend campus meetings and interview appointments on the first day of the visit, there was a noticeable absence of posted notices announcing the comprehensive accreditation visit. Some team members were asked by college staff members, who were unaware of the accreditation visit, why they were on the campus. No team members received copies of the College's publications of information regarding the visit, although team members were asked to provide their photos. It appeared that a handout existed with pictures of the team members, which a college faculty member and board member were observed to be using in meetings. The college reported that the announcements and images of team member photos were provided on the college's intranet, but team members had technical difficulty accessing the intranet with the instructions provided.

There were two events that transpired during the afternoon of the first day of the visit that created tension and distractions for members of the college faculty and team members.

Prior to the visit, the team requested a meeting with the IVC's Academic Senate; however, the Senate advised the College President, who informed the Team

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Chair, in their first meeting on day one of the visit, that only Senate Executive Board members would be meeting with the team, due to the Senate's interpretation that a meeting of the whole body would constitute a violation of the Brown Act, unless the meeting were announced in advance with a formal agenda. Therefore, the Senate Executive Board informed its Senators that they could not attend the Senate's meeting with the team. When the meeting convened, the Senators to be excluded were present. The Senate Executive Board initially moved the meeting from a classroom to their office, however, the uninvited members followed. The Executive Board members requested that the other Senators leave, at least three times, and they refused. An Executive Board member called campus police, and the uninvited members eventually left the room, when campus police arrived. The meeting continued without further incident.

Also, on the first day, the College President requested a meeting after the team's lunch meeting, at which time he reported to the team chair that college staff members reported feelings of intimidation and perceived aggressive questioning from team members that caused a staff member to cry when reporting to him. The team chair reported these concerns to the team and requested their heightened awareness and sensitivity to the perceptions of the College staff. In addition, some adjustments were made to the team interview schedules, reducing the number of team members in meetings with individuals and small groups. Meetings between the team chair and President and team members and the President were added to the schedule to respond to his desire to meet with more team members than originally scheduled. In addition, meetings with the Vice President of Instruction and other faculty and staff were added during the visit.

In spite of the unanticipated events on the first day of the visit, the team and the College were able to successfully continue and complete the comprehensive evaluation visit without further disruptions

Irvine Valley College's Accreditation History

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges granted Irvine Valley College (IVC) initial accreditation in June, 1988. The Commission also requested a progress report with their May 1989 Annual Report addressing three recommendations and an Interim Report by April 1, 1990 to be followed by a one-day Interim Visit. The Commission accepted the college's Progress report submitted in May, 1989 and the Interim report following the team visit on May 9, 1990.

Following IVC's next comprehensive evaluation visit October 13-15, 1992, the Commission reaffirmed the college's accreditation; however, the Commission noted issues to which the College needed to "devote serious attention":

1.   The College's response to the Commission's *Statement on Diversity.*

2. Careful review of the effectiveness of the College's evaluation policies and practices. Differences between the bargaining unit and the Senate on these matters should be addressed and resolved.

3. The College and the District need to cooperatively address the assessment of educational effectiveness. Both entities have responsible roles in systematic program review which is an important element of effective planning.

The Commission required the College to submit a Focused Midterm Report addressing these issues by November 1, 1995. In January 1996, the Commission accepted the college's Focused Midterm Report; however, the College was asked to prepare a Progress Report by October 1, 1996 on the recommendations relating to evaluation policies and procedures and the assessment of educational effectiveness. In January, 1997 the College's Progress Report was accepted, and an update on the faculty evaluation issue was requested as an addendum to the Annual Report due to the Commission in May, 1997. In June, 1997 the Commission did not accept the College's addendum to the Annual Report, which was its Progress Report on implementation of faculty evaluation procedures as submitted with their annual report. Another Progress Report was required to address the implementation of the faculty evaluation plan by October 15, 1997. In January, 1998 the Commission did not accept the College's progress report submitted October15, 1997, and another Progress Report on implementation of the faculty evaluation plan was requested by April 15, 1998. In June, 1998 the Commission accepted the college's Progress Report of April 15, 1998.

In January, 1999, the Commission reviewed the institutional self study report and the report of the evaluation team which visited October 27-29, 1998. The Commission's action was to place the College on Warning and ask that IVC correct the following deficiencies:

1. The Board should limit itself to policy setting and its legal and ethical responsibilities.
2. The college should re-energize planning processes, implement meaningful program review, increase its research capability to provide meaningful data, and tie budgeting, resource allocations, and future staffing priorities to these planning processes.
3. District should adopt budgeting principles and implement them and colleges take strong measures to generate apportionment through FTES growth and enrollment management.

A Progress Report was due April 15, 1999 to address the third recommendation. In June, 1999 the Progress report was accepted as submitted; however, the Commission determined to maintain the College on Warning status. The Commission requested another Progress Report on November 1, 1999 addressing

the Commission's concern for budgeting principles. The report was to focus on the following issues:

1. Continued progress by the college to clarify roles and responsibilities of faculty groups.
2. Demonstration of continued progress by the college to implement its planning and program review processes and increase institutional research capability.
3. Demonstration of implementation of budgeting principles which integrate planning and resource allocation.

The Commission accepted the Progress Report of November 1, 1999 and the team visit report of November 16, 1999 and removed the Warning status. A Focused Midterm Report was requested by November 1, 2001, with a focus on the recommendations made by the visiting team during the comprehensive visit. The Focused Midterm Report of November 1, 2001 and the Focused Midterm Visit Report from the team that visited the College November 7-8, 2001 were also accepted by the Commission.

RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS TEAM
October 27-29, 1998

Major Recommendations

Recommendation 1: Governance and Administration
The District and its colleges should immediately and persistently take steps to insure the board limits itself to appropriate policy-setting roles as defined by the commission and by trustee associations (ACCT, CCCT), should assess the leadership issues at Irvine Valley College and take appropriate measures, and should foster a constructive, professional, ethical dialogue among faculty groups to clarify roles and responsibilities. (Standard 10)

The 2004 team found that the college has not fully addressed this recommendation. The self study report asserts that the board has taken steps to ensure its role is primarily policy setting, and that the leadership issues noted by the 1998 team "have been significantly ameliorated."

While the College has made progress in this area since the previous comprehensive visit, there still remain many issues of concern related to the role of the board as well as leadership issues at both the college and district levels. The college provided a response to this recommendation in the self-study report citing the newly created board policy 101 on the authority and powers of the board of trustees (April 26, 1999). The policy states that the board will establish

and supervise the educational goals and programs of the college, which still reflects a role for the governing board beyond that of a policy making body.

When the joint team of selected members of IVC's and Saddleback College's visiting teams met with a group of three Board members at the District Office on the first day of the visit, board members described their commitment to make concerted efforts to hold the Chancellor and Presidents accountable for the day to day operations of the District and Colleges. However, college faculty and staff members cited instances of board members' direct communications with them regarding college operational and administrative matters.

In the area of college leadership and governance, the team found evidence of minimal progress in this area. The college and district have numerous committees and leadership and governance councils; however, district and college administrators describe faculty participation as low. The chancellor and the president described their efforts as providing opportunities for faculty to participate in collegial governance and concluded that faculty members do not accept their invitations to meet. The faculty communicated feelings of low morale, a perceived lack of value, and administration's lack of appreciation for their leadership role and responsibilities in college governance. The self study report asserted that the college is taking a number of steps to foster constructive, professional, ethical dialogue among faculty groups to clarify roles and responsibilities. The team's observations and the comments they heard in interviews with faculty and staff at the college did not support the assertions in the self study report. The team found the college climate laden with a lack of trust between the administration and the faculty and staff. The team also heard college faculty and staff report fear of retribution after the team visit. To fully address the 1998 team's recommendation, further efforts are needed to implement actions that improve the climate of the college and district.

Recommendation 2: Financial Resources and Allocations
The district should adopt the October 19, 1998, Budget Development Guidelines, should implement the principles set forth in the document over a significant period of time, and through the colleges should take strong measures to generate apportionment through FTES growth and enrollment management. (Standard 9)

The 2004 team found that the College has made significant progress in addressing and fully meeting this recommendation. The District adopted and implemented budget development guidelines in July 2000. The College follows these guidelines when preparing the annual budget. The District Resource Allocation Council (DRAC) sets full-time equivalent student targets in accordance with state growth allocations. The evidence provided indicates that this approach to generate apportionment through growth has been successful at the College. In addition to the DRAC, IVC has a functioning Financial Advisory Committee that is chaired by the college budget manager and on which there are college governance representatives and bargaining unit representatives.

<u>**Recommendation 3: Planning and Program Review**</u>
The college should re-energize its planning processes, implement meaningful program review processes in both instruction and student support services, increase its institutional research capability to provide meaningful data for informing the planning process, and tie budgeting, resource allocations, and future staffing priorities to these planning processes. (Standards 3, 4, 5, 6, 8, 9).

The 2004 team found evidence that the College has not fully met this recommendation although progress has been made. The College has established an annual planning process and an annual budget development process, but these processes are not integrated. District and college planning activities include annual planning; however, there was no evidence of district and college long-range strategic planning processes to which annual planning is linked. Further, there is no apparent linkage between institutional planning at the district or college level with fiscal, human, physical resource, and technology resource allocations.

The team saw an electronic message to the college community that provided evidence that when the annual planning process is initiated by the Chancellor each year, the college communities are invited to provide feedback to the draft annual goals that are distributed via e-mail. The team found no evidence of broad district or college dialogue concerning annual goals and objectives among non-administrative governance groups in the college.

From a review of the *Program Review Workbook, 2004/5,* and from interviews with faculty on the Academic Senate, the team found that the college has developed and implemented a program review process with an established schedule for implementation in instructional and student services units of the college and a systematic cycle for its ongoing implementation. In addition, the college had completed a revision of the program review process to address the 2002 Accreditation Standards and student learning outcomes.

Since the last visit, the college established a research office staffed with a director and a research analyst. In 2004, the college reorganized the research office. The college continues to have a research analyst; however, the Director of Research is assigned to the District Office with responsibility for research coordination and support for both IVC and Saddleback College, as well as the district as a whole. The team noted that in spite of progress in the college's research efforts, there is a lack of coordination between college and district research efforts to generate meaningful data for informing college and district planning processes.

Recommendations for Standards

<u>**Recommendation 4:**</u>

It is recommended the college and district reaffirm their commitment to diversity and non-discrimination. (Standard 2.6)

The 2004 team found evidence that the college fully met this recommendation. Since the last visit, the College employed an equal opportunity officer, who ensures that an equal opportunity representative sits on each hiring committee. A new board policy (4000.01) on nondiscrimination and equal opportunity has also been approved. All applicants must meet position qualifications as advertised. Applicants for faculty positions must meet minimum qualifications per local and state requirements.

The college serves a diverse group of students; however, it was difficult to assess to what extent the College's diversity of staff mirrors that of the community it serves. The county demographics provided in the college's self study report and in their fact book indicate that Latinos comprise 31.8 %of the population in Orange County, a number that is not represented in the student population at IVC, nor the faculty and staff at the college. Team members spoke with a diverse range of students during the visit, who made positive remarks about their experiences at the college. The College can boast of a recently re-energized International Center which sponsors activities to celebrate the histories and cultures of diverse groups as well as provides a home-away-from-home for international students.

<u>**Recommendation 5:**</u>
The 1998 accreditation team joins the 1992 team to recommend that the college develop and implement a comprehensive program review policy. (Standard 4A.1, A.3, D.1)

The Irvine Valley College Accreditation Focused Midterm Report of November 1, 2001, the subsequent report by the site visit team of November 27, 2001, and the current self study report indicate that Irvine Valley College has made significant progress in implementing a six-year cyclical review of all programs. This past year, the College aligned the two program review documents for academic programs and student services programs with the new accreditation standards to include evaluation of student learning outcomes. This process is coordinated by a program review oversight committee that has representatives from faculty, staff and administration. A committee consisting of three program experts, the program administrator, and outside experts conducts the review. A program review workbook guides the review process and is available online. Irvine Valley College states that the components of the program review are relevant, current and appropriate, and faculty use the results for long range planning.

Although the program review process was well thought out, and a cyclical review of programs is in place, the 2004 team finds that the College has not fully met this recommendation. The College still needs to develop a process to assess the effectiveness of the program review process and its impact on student learning.

Furthermore, the program review process must be clearly tied to institutional planning and resource allocation.

Recommendation 6:
The team recommends that the administration in partnership with the Academic Senate resolve the issues of timelines and levels of involvement related to curriculum development and review processes. (Standard 4D.1-8) (See also Standard 10)

The college's response only partially addressed this recommendation. The college developed and implemented a structure for the curriculum process that has a Curriculum Oversight Committee and another structure for the program review process, which also has a Program Review Oversight Committee. Both processes were jointly planned and approved by the Academic Senate and the Vice President of Instruction. Both processes have defined implementation timelines established. The committee chairs are appointed by the Academic Senate and 80% of respondents to a survey agree that faculty members play a central role in all procedures of both processes.

The 2004 team found that timeliness still remains an issue due to the volume of courses that departmental faculty must review and revise to include learning outcomes. The faculty should also engage in dialogue to clarify the distinctions identified between learning objectives and student learning outcomes in order to meet the 2002 Accreditation Standards.

<u>Recommendation 7:</u>
The college should immediately move forward with the implementation of program review of all student services, actively involving students in the process. (Standard 5.10)

The College established a student services program review process in 2000-2001. Since then the following programs have been reviewed: DSP&S, EOP&S, Financial Aid, the Multicultural Center, and the International Students Program. However, the following programs due for program review were not assessed: Admissions and Records, Matriculation, Re-entry/Women's Center. This past year, the College aligned the two program review documents for academic programs and student services programs with the 2002 Accreditation Standards to include evaluation of student learning outcomes. This process is coordinated by a program review oversight committee that has representatives from faculty, staff and administration. A committee consisting of three program experts, the program administrator, and outside experts conducts the review. A program review workbook guides the review process and is available online.

The 2004 team found that this recommendation was addressed satisfactorily, but the College should ensure that the student services program reviews are implemented on the established schedule.

Recommendation 8:

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

The college has not fully addressed the previous team's recommendation, partially due to the abandonment of the 1996-2001 strategic plan; however, the college made significant, notable progress, which met the team's satisfaction. The college demonstrated a commitment to identifying and allocating different sources of funding to update technology and augment instructional technology funds. In 2001, with funding support from a variety of sources, equipment was purchased including 385 new computers serving all areas of instruction. As a result, 75% of computers on campus were upgraded as was other equipment related to instructional support. One-time expenditures in technology and instructional equipment are recommended by the Financial Advisory Committee, budgeted by the college president, and approved by the Board of Trustees. The team found evidence that the 1996-2001 Strategic Plan is no longer used to guide the institution's planning, and the college has not developed predictable funding to support, maintain, and systematically replace technology and other instructional equipment as recommended by the previous team. The college reported that basic aid funds totaling over 1.2 million dollars over the last three years has received board approval for allocation to support technology and in 2004 $200,000 in general funds were allocated along with $1,413,275 allocated from basic aid funds for one-time only technology purchases.

The college president reported that unless there is an unforeseen budget crisis beyond the present challenges, the College plans to continue to commit funding for technology maintenance and upgrades every year. The college's commitment to technological resources is evident and instructional technology is supported and adequate to meet student learning needs.

Recommendation 9:

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

In the 1998 team report, this recommendation was stated twice, first as a major recommendation, and again as the recommendation for Standard 9 of the 1996 Standards. The 2004 team found evidence that the college has fully met this recommendation, as reported under major recommendation 2 above.

Recommendation 10:

The board should review and reevaluate board policies and processes for assessing board performance, including but not limited to the inappropriate

senior executive hiring policy and the board's ethics policy, should delegate all non-policy issues to the chief executive officer, his team, and the established governance decision-making processes, and should cease involvement in the direct management of the colleges and district. (Standards 10A.3, 10A.4.5, 10A.5, and 10A.7)

The team noted that the vice chancellor of educational services now conducts the review and reevaluation of board policies on a yearly basis. Since the last team visit, the board has also engaged in board development activities, such as those offered by the Community College League of California (CCLC). Since the last accreditation self-study, the district has revised more than 50 board policies and made modifications to over 100 others. Yet, in terms of the chancellor delegating full responsibility to the president to implement and administer delegated district and system policies for the campus, only 38% of respondents to the staff survey agreed with this statement in the accreditation survey (page IV-50 of the Self Study Report). The team found evidence that the board policy still allows for the board's involvement in hiring executive administrators, although the board does do not always elect to do so. The board members who met with the team reported that they have a code of ethics that guides their actions, however, it does not include a clearly defined policy to address behavior that violates the code. Board members also reported that board evaluations are conducted at retreats. The team did not find evidence that the previous recommendation was fully met in the areas of senior executive hiring, the board ethics policy, and board evaluation, nor when evaluated against the 2002 Accreditation Standards.

<u>**Recommendation 11:**</u>
District leadership should assess the issues of leadership and of the relationship between faculty and staff with the administration at Irvine Valley College and should then develop appropriate steps to address these issues. (10B.3, 10B.5)

College and district administrators emphasized their continuing unsuccessful attempts to facilitate dialogue between faculty, staff, and administration at a district and college level. The college president felt there were more favorable responses from the faculty at the college level than at the district level.
In the self study report and in interviews with the college president and vice president of instruction, it was reported that a number of efforts are made by the college and district administration to maintain communication and build collaborative relationships with faculty leaders. The college president and vice president of instruction schedule weekly meetings with the president of the academic senate, and the president's council meets monthly with representatives from each college governance constituent group. The team found no evidence of any formalized or research efforts to assess the institutional climate and relationships between faculty, staff, administrators, and the board of trustees. In spite of the college and district efforts, the leadership and relationship issues have not been resolved and continue to negatively impact the college's and district's

ability to engage in self-reflective, institutional dialogue, evaluation planning and improvement, and the establishment and assessment of student learning outcomes.

Recommendation 12:

Representatives of all the formally recognized constituent groups (trustees chief executive officer, administrators, faculty senates and union, classified senates and union, and student government) must come together soon. Their task should be to determine how they will reduce the hostility, mistrust, cynicism and despair that plague the institution currently. The team feels strongly that all players need to cease their negativism and focus on constructive steps toward building a new future. (Standards 10A.3, 10A.5, 10B.1, 10B.6, 10B.7, 10B.8, 10B.9, 10B.10, 10C.1.)

On the first day of the visit, the team experienced an intense disagreement between faculty members over the participation of members in the Executive Board members' meeting with the team. Campus security was called and when it seemed the matter would not be resolved amicably; eventually, the uninvited faculty left the room and the team continued meeting with the Senate Executive Board. The team felt the event was very uncomfortable. During interviews, some faculty and staff reported fear of retribution for talking to team members; and during the second open meeting, faculty reported feelings of demoralization. It was evident that the college and district have not successfully addressed the previous team's recommendation.

The college's response to this previous recommendation in the self study report describes the efforts made in response to consternation around the change in district level docket meetings. Docket meetings were previously convened by the chancellor with constituent representatives from IVC and Saddleback College to review items for placement on the board meeting agenda. The change eliminated constituent representative participation at the district level and established the docket meetings at the colleges. In response to the consternation over the change, the chancellor reinstituted the district level docket meetings. The college docket meetings were also continued.

The rest of the college's self study report response stated, "All of the governance groups have discussed and resolved issues of importance in several venues that have been established," and that the use of established forums to discuss "issues of importance is a process that is working for Irvine Valley College." The team's observations and interviews did not support these assertions. The team believes the college and district continue to be plagued by hostility, mistrust, cynicism, despair and fear.

ELIGIBILITY REQUIREMENTS

1.   AUTHORITY

Irvine Valley College (IVC) is authorized to operate as an educational institution under public law of the State of California and to award the associate in arts and the associate in science degrees by California education code. IVC is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2.   MISSION

IVC's mission statement is appropriate to an associate degree-granting institution of higher education and the students served by the college. The current mission statement was reviewed and revised in 2001 and most recently in February 2004, at which time it was also approved by the South Orange County Community College District (SOCCCD) board of trustees.

3.   GOVERNING BOARD

The SOCCCD board of trustees is a seven-member body elected at large, to staggered four-year terms, by the registered voters within the district's service boundaries. Elections are held every two years. There is also one student trustee.

4.   CHIEF EXECUTIVE OFFICER

The Board of Trustees appointed the current president of IVC in July, 2002. The college president has full-time responsibility to the institution.

5.   ADMINISTRATIVE CAPACITY

The college has sufficient numbers of administrative staff to support the institution's mission and purpose. There has been continuous turnover among administrators hired at the college, and several deans are serving in an interim capacity.

6.   OPERATIONAL STATUS

Irvine Valley College is fully operational with students actively pursuing associate degrees. College enrollments have increased from approximately 8,400 in 1990 to over 13,000 in 2003.

7.   DEGREES

A substantial portion of IVC's educational offerings lead to degrees consistent with its mission. Over 650 students were awarded degrees in 2003-2004.

8.   EDUCATIONAL PROGRAMS

Irvine Valley College offers 36 different majors leading to an associate in arts degree and 26 leading to an associate in science degree, consistent with its mission as a comprehensive community college. All associate degree programs are based on recognized higher education fields of study with appropriate levels of quality and rigor and require completion of at least 60 units of credit. Most required coursework transferable to the University of California or California State University system.

9.   ACADEMIC CREDIT

The team verified that IVC awards academic credits based on generally accepted practices in higher education. All academic courses are regularly reviewed for academic rigor, transferability, and compliance with state regulations by the college's committee on courses. All new courses must be approved by the Board of Trustees and the state Chancellor's Office for California Community Colleges.

10.   STUDENT LEARNING AND ACHIEVEMENT

Irvine Valley College defines and publishes the educational objectives of each of its programs in the college catalog. The college has initiated the assessment of student learning programs in a few of its educational programs; however, the college has not comprehensively or systematically identified or assessed expected student learning and achievement outcomes for all courses, programs, and degrees offered.

11.   GENERAL EDUCATION

The college requires that students complete a substantial component of general education in order to earn an associate degree.
The general education requirements ensure breadth of knowledge, including demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The college has not yet identified the comprehensive learning outcomes for the students who complete the general education program. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

12.   ACADEMIC FREEDOM

The South Orange County Community College District has a board policy that defines academic freedom for Irvine Valley College. During the visit, however, a college faculty member reported that faculty were directed by district and college administration that any discussion about the Iraq war in classes was prohibited unless they were courses in disciplines identified by administration as appropriate.

The faculty member expressed concern that such a directive was inconsistent with an atmosphere in which intellectual freedom and independence exist.

13.   FACULTY

IVC has approximately 112 full-time faculty and 275 part-time faculty to supports its educational programs. The duties and responsibilities of faculty are defined in the certificated employee master agreement and board policy 4309, and they include faculty responsibility for development and review of curriculum.

14.   STUDENT SERVICES

Irvine Valley College provides student services and development programs including counseling, matriculation, orientation, financial aid, job placement and transfer assistance, career information, childcare, and support programs for disabled, low-income, and single-parent students in need of assistance. The team found evidence that these services were appropriate to support student learning and development within the context of the institutional mission.

15.   ADMISSIONS

IVC adheres to admission policies consistent with its mission and specifies the qualifications of students appropriate for its programs.

16. INFORMATION AND LEARNING RESOURCES

The library and other learning support services for students are sufficient to support the college's educational programs and services.

17.   FINANCIAL RESOURCES

The team found evidence that Irvine Valley College's funding base as a college in the SOCCCD is documented. IVC is funded through the SOCCCD from state and local tax dollars based on property tax revenues and the number of full-time equivalent students. The team found evidence that the funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

A tentative budget and expenditures is published annually on the college's web site. College and District administrators consult with faculty and staff representatives on college and district resource allocation governance committees. The Board of Trustees approves and allocates the total district budget in August of each year. The college foundation also solicits and receives private donations from individuals and corporations to support capital outlay projects and program needs.

18.   FINANCIAL ACCOUNTABILITY

Each year the college's financial records are audited by the district's independent auditor. The audit includes all funds managed by the college including general funds, categorical program funds, funds of the Associate Students of IVC, and the college foundation. The board of trustees publicly receives the annual audit report, and it is published on the district's web site. The college responds in a timely manner to any exceptions found in the annual audit report.

19.   INSTITUTIONAL PLANNING AND EVALUATION

The college asserts that it engages in comprehensive and integrated planning; however, the team found evidence of annual institutional planning and several discrete planning processes that are not integrated.

20.   PUBLIC INFORMATION

Irvine Valley College publishes a college catalog annually, which provides current information about its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, complaint and grievance procedures, academic credentials of faculty and administrators, and other information about attending IVC and withdrawal.

21.   RELATIONS WITH THE ACCREDITING COMMISSION

The College and the board of trustees ensure effective communication with the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and adherence to the ACCJC's requirements. The team was concerned, however, during the comprehensive visit that faculty and staff at the college expressed fear of retribution if their comments to team members were reported to college and district administrators and deemed negative.

STANDARD I
INSTITUTIONAL MISSION AND EFFECTIVENESS

General Comments

The team found evidence that the college is meeting Standard IA, as it pertains to the college's mission statement, from review of documents in the team meeting room and through interviews with college faculty, staff, and administrators The team also found that the college does not fully meet Standard IB, as it pertains to institutional effectiveness.

Findings and Evidence

The team found evidence that the College meets Standard I.A. Since the last comprehensive accreditation visit, the College reviewed and modified its mission statement twice, once in spring 2001 and most recently in February 2004. The current, revised mission statement, which was also adopted by the Board in February, 2004 appears to be aligned with the College's educational programs and services. (Standard IA)

The College has made progress toward meeting Standard I.B on institutional effectiveness. However, the College only partially meets the standard. The team found evidence that the college research office is producing reports and studies that provide necessary information and data on enrollment trends, student achievement, and student opinions of the college. Also, a district research committee has been established to address issues of interest common to both the colleges and district including student learning outcomes. The recent reorganization of the research, planning, and grants office split the grants function into a separate office with the intended goal of providing more support for the college research and planning functions. Because the reorganization occurred just prior to the accreditation visit, the team was unable to assess the impact of this reorganization on college research and planning. (Standard IB.5)

The College has established a planning process, based on a one-year planning period, that relies upon annual goals and action plans with mid-year and end-of-year progress reports containing final evaluations of accomplishments for each goal and action plan. The team found evidence of extensive documentation of annual goals and plans for each administrator in both instructional and student services programs for the years 2002-2003 and 2003-2004.

In the current planning process, the identification of goals and action plans lags behind the development of the college and district budgets, by at least six months. Therefore, planning goals and action plans have no direct relationship with college budgeting. The strategic plan for the South Orange County Community College District spanned the period of 1996-2001, and it was reported that the

plan was never implemented, evaluated, or linked with other planning and resource allocation processes. (Standard IB.2)

The team found evidence that the college program review process is being implemented and has an established schedule for completion of program review reports in instructional and student services units. The binders placed in the team room provided evidence that reports were submitted in a timely fashion for the years 2001/2 and 2002/3. The program review framework was recently revised to align it with the 2002 accreditation standards, and it requires that each department and program address student learning outcomes in their reports. Based upon interviews with Academic Senate faculty charged with modifying the program review process, the team finds that program review has not yet been systematically integrated with institutional planning and resource allocation processes. The program review reports have been used in some instances to make the case for a specific program or department request for additional resources. (Standard IB.3).

The team found a lack of faculty engagement in college planning. Interviews with college administrators and faculty confirmed that a significant number of faculty are unwilling to participate in the established planning and budgeting processes although there are an array of opportunities provided for them to do so.   The faculty and staff perception survey results in the self study report indicated that more than half of the respondents either did not know or disagreed with the statement that "IVC seeks input from all constituencies when reviewing and improving instructional programs and other student services" (Standard IB. 4).

The difficulties of engaging faculty and staff in college and district planning activities appear to be part of on-going problems related to collegial and collaborative relationships. The team finds that while there has been some progress in reducing the level of mistrust between administration, faculty, and staff since the last accreditation visit, interviews with faculty indicate that the College has a long way to go. The constraints on institutional collegiality and collaboration have also limited the scope of self-reflective dialogue among faculty and staff about student learning outcomes. The self-study report indicates that only two departments have begun identifying student learning outcomes, and the report further states that the College needs to develop an assessment plan in the near future. According to faculty and administrators interviewed by the team, some dialogue takes place within departments and programs and within Academic Senate committees, but faculty and administrators report that the lack of strong faculty engagement in the College's committees constrains the College's capacity to have on-going, college-wide, reflective dialogues about student assessment, student learning outcomes, and student achievement (Standard IB.1).

Conclusions

The College demonstrates a strong commitment to its mission statement and has aligned it with the College's programs and services. The College makes notable efforts to support its mission and promote student learning. The institution is implementing program review, annual institutional planning, and college and district budget planning; however, these planning and resource allocation processes are not yet integrally linked. The College has yet to establish a college-wide ongoing, collegial, self-reflective dialogue about improvement of student learning. Additional institutional efforts will be needed for the College to meet the standards for improving institutional effectiveness (Standard IB).

Recommendations

1. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the college develop, implement and evaluate a long range strategic planning process that is cyclical, comprehensive, inclusive, systematic and integrates budget and resource allocations with program review and all institutional planning, which includes educational master planning, human resource planning, physical resource planning, technology resource planning, and fiscal resource planning. (Standards IB. 1, 2, 3, 4, 5, 6, 7; IIA.1, 2; IIB.1, 3, 4; IIC.2)

2. The 2004 team recommends that the college implement college-wide dialogue on establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standard IB.1)

STANDARD II
STUDENT LEARNING PROGRAMS & SERVICES

General Observations

Students emphatically indicate that their Irvine Valley College experience has been wonderful and view their academic experience as something very special. The students interviewed expressed great satisfaction with their classroom teachers, indicating that Irvine Valley College teachers are accessible and have a vested interest in students. Additionally, students are proud of their small, intimate campus environment and the wonderful array of services they receive.

Irvine Valley College is committed to offering high-quality transfer, vocational and career enhancement, and basic skills and community education courses; however, the self study report admits the College is deficient in the use of research and analysis to identify student learning needs and to assess progress toward achieving stated student learning outcomes.

The educational equipment in the library and other labs, including the math lab, support the mission of the institution to provide learning opportunities in many formats. The College is to be commended for its concerted and funded efforts to ensure that federal compliance requirements to provide alternative media support and other forms of accessibility are met.

Findings and Evidence

<u>II.A Instructional Programs</u>

The College offers programs, degrees and certificates to meet the needs of a diverse student population and international students. The College offers a variety of associate degree programs as listed on page 56 of the class schedule. The degree programs and certificate programs are offered in the areas of business, computer information management and computer information science, math, English, fine and performing arts, physical sciences, biological sciences, various humanities and social science disciplines, women's studies, physical education, administration of justice, business management, computer-integrated manufacturing, digital graphic design, early childhood education, electronic technology, fitness specialist, real estate, and retail management.

Irvine Valley College has an established program review process and a curriculum process that serve the College well. The program review process was revised to include the evaluation of student learning outcomes. The work required in the curriculum process is moving along in a more timely fashion since the creation of the technical review committee that supports the work of the Committee on Courses. The faculty is involved in the process of curriculum and program review.

The College has satisfactorily addressed many aspects of distance learning. There is a well-equipped technology center for faculty training. On-line faculty interviewed by the team report a high level of satisfaction with the technological training and support that they receive although support staff report that they need additional staff in order to maintain services. Students are provided with on-line and in-person training and with information about on-line instruction in the schedule and catalog. There is appropriate scrutiny and approval of distance learning courses through the Committee on Courses. Information and assistance in ensuring accessibility are commendable. The college had hoped to offer on-line matriculation services by the end of 2003-04 so that the total distance learning student would be able to complete the matriculation process without coming on campus. However, the college has not made progress on its planning agenda to provide on-line assessment and orientation. At present, there is no formal venue for distance learning faculty college-wide to meet and share information about on-line teaching and related policy matters, such as class size or intellectual property rights.

Such a forum might prove beneficial as the number of on-line courses increases and more faculty become involved. (Standard IIA.1.a, b)

The College's mission statement includes a commitment to community education and lifelong learning. Community Education provides 400 fee-based classes per semester, most of which are on-line. Additionally, the college has a noteworthy emeritus program for older adults. The Emeritus Program currently offers over 80 credit and non-credit classes for 3500 students at over a dozen sites each semester. These sites are maintained or monitored when maintenance is incumbent on an agency, to ensure that minimum standards are met to provide a clean, safe and accessible facility. The College has also established relationships with the business community. The Center for Applied Competitive Technologies (CACT) serves as a resource, information, training and business assistance center. It currently provides courses and workshops in areas such as laser technology, photonics, and project management. There is also a Testing Center for certification. Finally, the College provides contract education, primarily in the area of computer training. These services are well defined and well publicized, especially on-line where students and potential clients can easily access current information.

The self study report indicates that the College has not fully developed extensive student learning outcomes at the course level; nor does it have a fully developed or fully implemented research agenda to develop and assess the achievement of student learning outcomes at the program, degree and certificate, or institutional level. The Psychology Department has developed an instrument to assess student learning outcomes at the course and program level. However, the 2004 team finds that the College lacks a learning assessment plan based on student learning outcomes at the course, program, and institutional levels. (Standard IIA.1.c, IIA.2.a., b., f.)

Vocational programs implement assessment in terms of student readiness to meet employment standards. Many of the programs have competencies related to the occupational field identified within the courses and programs (Standard IIA.3.a, b, c; IIA.4, 5).

In general, the team found that the library and learning support services are varied and well supported. Interviews with faculty, staff, and students indicated the library and support services demonstrate a commitment to supporting the college's mission. The team also found a commitment to provide learning opportunities to students with learning and physical disabilities, which is also integrated into the curriculum/course review process. Faculty interviews indicate that library assignments are sometimes not easily woven into lesson plans. Difficulty with developing library assignments that don't require more work on the part of the faculty is an issue. Faculty involvement in the selection and de-selection of library materials is uneven. Faculty librarians solicit requests from the faculty on a limited basis with limited response. Not all segments of the

college learning communities require students to use the library to complete assignments or use library materials. At the same time there, is a concern among faculty that the library is underutilized.

II.B Student Support Services

Irvine Valley College provides student services and development programs including counseling, matriculation, orientation, financial aid, job placement; transfer assistance, career information, childcare, and support programs for disabled, low-income, and single-parent students in need of assistance. The team found evidence that these services were appropriate to support student learning and development within the context of the institutional mission. (Standard IIB.1)

Irvine Valley College defines and publishes the educational objectives of each of its programs, college requirements, and policies in the college catalog. The college has initiated the assessment of student learning programs in a few of its educational programs; however, the college has not comprehensively or systematically identified or assessed expected student learning and achievement outcomes for all courses, programs, and degrees offered. (Standard IIB.2.a, b, c, d, e; IIB.3)

While there is evidence that the College is conducting student services program reviews, according to the *2003 Staff Accreditation Survey*, 37% of faculty responded that either they did not know or disagreed that instructional programs are assessed, reviewed, and modified regularly. Thus, there seems to be a problem of communicating program review processes and outcomes to the college-wide community. (Standard IIA. 2. a) In addition, although there is an institutional program review process in place for both instructional and student services programs, the team is concerned about whether the same tool used for both programs is adequate for capturing student outcome data and in assessing student needs. (Standard IIB.4). Finally, the team found no connection between the program review recommendations and the College's budget and planning processes. (Standard IIA.2. e).

Of particular note was the college's commitment to technology such as *My-site*, a student website, a smart student scheduling system, on-line registration, and educational search engines that allow Irvine Valley College students to access world-wide newspapers, academic journals and publications. Students opinions reported from informal and formal surveys of students indicate that they believe Irvine Valley College provides high quality support services.

II.C Library and Learning Support Services

The library and other learning support services for students are sufficient to support instructional programs. Students have access to the library Monday

through Saturday. Some of the 17 online databases are available to students from remote locations. The library materials are up-to-date, and the facility appears to more than adequately support the educational programs at this time. Library services, tutoring, learning centers, computer labs, and learning technology and training are all housed in the library building. The ratio of computer workstations to traditional library study areas is high. There are approximately 100 computers in the library. Students use the computers to access library materials and databases, email instructors and other students and relax with chat rooms and games. Time limits on the use of the computers allows staff to limit the "relax" time and reserve the work stations for more serious concerns such as access to information and word processing for class assignments. Security is controlled through detection gates. Remote access to a limited number of online databases is restricted to students who can be authenticated by a student identification card. There is an extensive reserve area where faculty can place books and other media for student use on a limited use basis. Faculty can update their reserve holdings online. (Standard IIC.1.a, c)

The college reported that instruction in the use of the library and other learning support services is a work in progress. While formalized classes in bibliographic instruction have failed to meet minimum enrollment requirements in the past, increased marketing efforts now ensure sufficient enrollment in courses designed to increase students' research competency skills. (Standard IIC.1.b)

In addition to the computer workstations on the main floor of the Library, there is a teaching lab equipped with laptop computers where bibliographic instruction takes place.   Recently, one of the faculty librarians instituted a library skills workshop designed to tutor students on a drop-in basis. These students are referred by their instructors to attend tutoring sessions in order to develop their information competency skills. More formal courses (Library 100) are also offered to students to increase their ability to access information and to increase their ability to assess information. In the past, this course failed to meet minimum enrollment requirements; however, through marketing efforts, the class was offered to 27 students in the spring semester, 2004.

There is a cooperative agreement between Irvine Valley College and Saddleback College. They share a database through the integrated online vendor SIRSI. Books and other materials can be delivered daily via currier from one campus to another. (Standard IIC.1.a, b, c, d, e)

Library hours of operation provide access to students Monday through Saturday, with staffing provided by 5.25 FTE support staff, 3 full time faculty librarians, and one adjunct faculty librarian.   The library has two floors. The second floor is basically unsupervised and not staffed except when students are shelving books or when an intern in a library school program is available.

The dean in charge of the library/learning resources support services is more aligned with the technology support services. Technology, which includes computers for all of the labs, faculty and staff, as well as the phone system, is a high priority for the college. In the staff's view, there is an administrative director for technology whereas there is no administrative director specifically assigned to supervise the library/learning resources services. Interviews with the staff indicated that this results in a lack of leadership, vision, and direction for the library.

There is no evidence that the library staff conduct systematic, ongoing evaluation of materials and services, outside of the curriculum review process, to assure their adequacy in meeting student needs. The exception would be the emphasis on technology and 508 accessibility issues. Other learning resources, notably the math lab, are regularly evaluated and changes are made to meet emerging student needs. (Standard IIC)

Student access to databases from off site locations is a concern. If more students could access information via licensed databases from their homes or workplaces, it might free up some of the space on the library floor now dedicated to computer workstations for the reference collection and book/periodical collection.

Conclusions

Irvine Valley College is in the initial stages of meeting the 2002 Accreditation Standards regarding student learning outcomes and learning assessments in both instructional and student services programs. The College needs to develop a learning assessment plan to make progress in fully meeting the standards. In this effort, the College and District should work together to provide the necessary research and resources to ensure ongoing, comprehensive, and systematic institutional evaluation, planning, assessment, and improvement of student learning outcomes. Dialogue and communication, both within the College and between the College and District, are essential if the college is to fully meet the requirements of Standard II.

There is innovation in terms of faculty and technology support for student learning. Technical support for the library and other learning labs is strong. Students are very positive about the opportunities they have to learn at their own pace and with their own learning styles. The college is diligent in its efforts to make learning materials in all media accessible to students as well as training for students and faculty in the use of Blackboard for distance learning and communication between students and faculty. There is not a strong commitment verbally or in college documents for student learning outcomes achievement relative to bibliographic instruction.

Remote access to the library databases for students should be investigated. The advantages to students to be able to access informational databases from

home/work/coffeehouses, etc. would not only benefit them, but it would free up computers and possibly even floor space for future expansion of the library.

There were concerns expressed about staffing levels from all persons interviewed among classified staff, library faculty, and the Dean. Currently, there are 3 faculty librarians, one of whom is the chair of the school. There are plans to hire one and perhaps two additional faculty librarians this year. There still remains a small number of support staff of 5.25 FTE. Interviews with college staff indicated a view that there is a lack of leadership and vision for the library, a lack of outreach to students as well as faculty, and administrative leadership that is far removed from the operations and interests of the library/learning support services staff.

Commendations

The College should be commended for its commitment to students' success as evidenced in the interviews with students. Students consistently cited the close-working relationship they enjoy with their instructors, including the instructors' accessibility and willingness to give students extra time outside the classroom. Overall, students feel that IVC has teachers who are dedicated to helping students succeed. The college should be commended for the progress it has made in the development and implementation of a meaningful program review process. The college has in place a cyclical review of programs coordinated by a broad-based campus committee. The college has not yet developed and implemented evaluation procedures for the ongoing improvement of its program review procedures, nor linked program review to institutional planning and resource allocations. If IVC can sustain a commitment to improving its program review procedures and linkages to institutional planning and resource allocation, then progress in this area will be forthcoming.

The team was impressed with and commends the college for the use of technology in serving students, exemplary teaching, and the special services offered through collaborative efforts between the EOPS/CARE programs, local housing authorities, and the children's home society. The team also commends the college for its innovative Emeritus institute for senior citizens; the Wind Symphony, Jazz Ensemble and Theatre Program; the Honors Program, International Center, and the Distance Learning Program.

Recommendations

3. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the college develop and implement cyclical and systematic evaluations and improvements of the program review processes in instructional and student services programs. (Standards IIA.1, 2; B. 1, 3, 4; C. 2)

4. The 2004 team recommends that the college develop and implement research to support the establishment and assessment of student learning outcomes at the course, program, degree, certificate, and institutional levels. (Standards IIA.1.c, 2.e, f, h, i; 3, 6. a; B.1, 3, 4; C.1, 2)

STANDARD III
RESOURCES

General Observations

The Standard III chapter of the self study report describes the College's hiring practices as open and consistent with equal opportunity employment. All candidates must meet appropriate criteria and possess the qualifications as defined. Faculty must meet minimum qualifications per local and state requirements. Evaluation processes for all employees are in place. There are College and district-wide staff development opportunities for all staff, and whenever possible, activities are evaluated to assist in planning future offerings.

Irvine Valley College is an attractive campus; however, some buildings are in need of basic upgrades, such as carpet replacement, paint and furniture. The utilization of rooms and space appears appropriate. The College offers educational programs at a number of locations and facilities throughout the area through the Emeritus Institute program. The off-site facilities are maintained by the local operator and inspected by College staff. The physical resources on the IVC campus necessary to support student learning are sufficient with new buildings planned for construction to expand the College's facilities.

Technology resources at Irvine Valley College as indicated throughout the many surveys related to technology are current and meet the needs of faculty, staff, and students. Despite the budget shortfalls at the state level that ultimately decreased the college's technology funding, Irvine Valley College remained committed to provide appropriate and necessary technology to support students. Technology planning takes place in different committees; technology goals are reflected in College planning, and basic aid funds are used to augment technology funds for one-time purchases.

In spite of the budget constraints that California community colleges experienced in the past few years, Irvine Valley College maintained technology upgrades as one of the college's high priorities. The College feels fortunate to have the flexibility to access the District's basic aid funding to meet some of its one-time expenditure needs. The College is progressive in its technology planning and commits both human and financial resources to technology that serves the institution and supports instruction, learning resource and student support services, and the students. (Standards III.C.1.c, d; III.C.2)

The College adheres to the District budget guidelines set forth by the Board, and the college ensures that expenditures remain within the college's budget allocation. The Board approves use of basic aid revenues to fund debt liabilities and one-time expenditures.

Findings and Evidence

<u>III.A Human Resources</u>

The College maintains an appropriate number of qualified full time faculty, administrators and staff to support the College mission and purpose. There is a formula developed and approved by the College for determining the number of librarians, counselors and learning center personnel needed to support the mission of the College. The formula will be used for the first time in requesting new positions in those areas for the 2005-06 academic year. (Standard IIIA.2)

The college has a process in place to guide the cyclical evaluation of all employees. Irvine Valley College adheres to contractual procedures, district policies, and regulations with regard to evaluation of administrators, faculty, and classified staff. At this time there is not a specific evaluation component in the faculty evaluation process or in that of any other constituent group that addresses the responsibility for student learning outcomes. The Vice President of Instruction has requested that the District and faculty associations include evaluation criteria related to effectiveness in producing learning outcomes in the faculty negotiated agreement. (IIIA.1.b, c)

Personnel policies and procedures are available to all personnel, and various manuals have been developed to communicate these policies and procedures to all staff. Employment procedures appear to be fair and follow the guidelines of equal opportunity employment. College and district practice follows state law in providing security, confidentiality, and appropriate access to personnel records. (Standard IIIA.3.a, b)

The self study report asserted that there is a board policy that provides a code of ethics in the 4000 series of board policies. The team, however, did not find a clear written statement of professional ethics for any personnel within the 4000 series of board policies. (Standard IIIA.1.d)

At one time, Irvine Valley College had a full time equal employment opportunity officer responsible for addressing diversity in its hiring practices. Currently, the College ensures that an equal employment opportunity representative participates in every hiring committee. Personnel policies and grievance procedures are in place to ensure equity and fairness. (IIIA.4.a, b, c)

Professional development that relates to their needs is provided to all staff. Seventy percent of staff agrees that Irvine Valley College provides professional

development activities. These activities are evaluated, and the results are used for planning future activities (IIIA.5, IIIA.5.b)

The college reported that different processes are in place to request and prioritize position requests for faculty and classified staffing and requests are part of the planning process and connected to college goals. However, it was not clear to the team how or whether all requests for new positions are then integrated, nor how position request priorities are integrated with other institutional planning processes. (Standard IIIA.6)

In several interviews with different groups of faculty, administrators, and staff, frustrations were voiced over the lack of sufficient classified support stemming from classified staff positions not being filled, simply an inadequate number of support staff in some areas, and a significant turnover and interim status among academic deans and classified managers. This instability has caused increased frustration among members of the college community around normal operations across the campus. In open meeting sessions conducted with staff, there emerged a sense of frustration that more should be done through resource allocation of "basic aid" funds to increase staffing levels and augment instructional and student service budgets at the college so that these entities could more effectively proceed with carrying out day-to-day operations and the college's mission.
 (Standard IIIA.2)

III.B Physical Resources

The College facilities department is comprised of building and grounds maintenance, and custodial services. The department is responsible for energy management, hazardous waste removal, maintenance of facilities, remodeling and improvement projects, and operation of mechanical and utility systems. Campus police, the safety committee, and consultants perform safety inspections. The District's educational and facilities master plan is updated every five years to reflect the College goals. The District's five-year construction plan includes a prioritized project list for the college that includes cost projections.

In the self study report, 86% of students surveyed agreed that the environment in the classrooms at Irvine Valley College is conducive to learning, and 85% agreed that, overall, the College is well maintained. Among the staff surveyed, 64% viewed the college as maintaining safe and adequate physical resources.
The team saw evidence of some buildings in need of cleaning and upgrades, restrooms in need of maintenance, and classrooms in need of paint. The college is to be commended for the college's new library and learning resources building, which was constructed after the last comprehensive visit, as well as the plans for a soon to be constructed performing arts facility. The team noted concerns expressed by faculty that there are neither theatre arts programs at the college nor any plans for new curriculum development or classrooms in the new facility. (Standard IIIB.1.)

The College stated in its self-study that the planning of physical resources is integrated with institutional planning. No evidence could be found to verify this assertion. The District office is responsible for developing the Five-Year Construction Plan and Final Project Proposals (FPP) (Standard IIIB.1.a). The College also asserted in the self study report that the College conducts an annual marketing analysis of projected student demand and relates it to the educational and facilities master plan and the construction and district-scheduled maintenance plan, to integrate institutional planning. The team found evidence of annual institutional planning; however, it lacked linkage to a long-term strategic plan, other planning processes, student learning, and resource allocations. (Standard IIIB.2)

III.C Technology Resources

Technology is supported by a Dean of Advanced Technology and a Director of Technology Services. In 2001, with funding support from a variety of sources, equipment was purchased including 385 new computers serving all areas of instruction. As a result, 75% of computers on campus were upgraded as was other equipment related to instructional support. One-time expenditures in technology and instructional equipment are recommended by the Financial Advisory Committee, budgeted by the college president, and approved by the Board of Trustees. The team found evidence that the 1996-2001 Strategic Plan is no longer used to guide the institution's planning, and the college has not developed predictable funding to support, maintain, and systematically replace technology and other instructional equipment as recommended by the previous team. However, the college reported that basic aid funds totaling over 1.2 million dollars over the last three years has received board approval for allocation to support one time only technology upgrades, and in 2004 $200,000.00 in general funds, along with $1,413,275.00 from basic aid funds were allocated for technology purchases.

The college president reported that unless there is an unforeseen budget crisis beyond the present challenges, the College plans to continue to commit funding for technology maintenance and upgrades every year. The college's commitment to technological resources is evident and instructional technology is supported and adequate to meet student learning needs. All student and staff surveys related to technology in terms of support, quality, maintenance, currency, technology facilities, and training were positive, and the college appears to meet the standards (Standards IIIC.1, IIIC.1.a; 1.b)

III.D Financial Resources

The team found evidence from college documents and interviews that the College considers long-range financial priorities when making short-range financial plans and annual budgets. Resource allocations for short-range financial plans are

determined using a program-based funding model that parallels the California Community Colleges program-based funding model. Tax revenues in excess of program-based funding revenues are used for one-time expenditures as the District's mechanism for ensuring financial stability. The District has clearly identified its liabilities and developed guidelines for payment. There is a plan in place to retire district COPS, criteria for future long term debt issuance, actuarial data identifying the liability for retiree benefits current and past, and the faculty load banking liability.

Institutional financial planning and budget planning have been clearly defined, and the guidelines and processes are followed. The Financial Advisory Committee composed of representatives from administration, the academic senate, faculty association, classified senate, classified union, classified management, and student government meets twice monthly. Constituencies are provided opportunities to participate in the development of institutional plans and budgets and make budget recommendations to the president through membership on the Financial Advisory Committee. College representatives also serve on the District Resource Allocation Committee.

Poor attendance at committee meetings creates a disparity between availability of information and information shared. In order to increase effectiveness, the College should continue to encourage participation from all representative constituencies. The college administration reports the use of a variety of communication avenues to provide budget information to the college community including presentations on the college budget, financial reports distributed to each school and division, district budget booklets, and College wide meetings held by the president and college executive staff. Selected faculty, however, still report a significant lack of satisfaction. This may be another indicator of the mistrust that still exists at the college rather than a lack of information dissemination.

A financial audit is performed annually. Financial resources are used with integrity in a manner consistent with the goals of the College. All of the college's responses to audit recommendations have been implemented or partially implemented in the year in which they were recommended.

The budget guidelines ensure sufficient cash and reserves to maintain stability. The College maintains a minimum operating contingency to fund emergencies and unforeseen occurrences, and the District does not rely on one-time funds for on-going operational needs. The unrestricted general fund budget for 2002-2003 was $30.1 million dollars. Budget guidelines require a 6.5 % reserve, which is higher than the 5% reserve required by the State Chancellor's Office. No evidence could be found of an evaluation process that assesses the effective use of financial resources.

The district Deputy Chancellor is responsible for oversight of the College finances, financial aid, grants, and contracts. The College bursar's office

processes deposits for the foundation, contract education, child development center, associated students and parking. A review of the most recent annual district audit revealed minor procedural oversight problems in financial aid, and the college corrected them immediately.

Documents and interviews provide information pertaining to two auxiliary organizations, the Associated Students of Irvine Valley College and the Irvine Valley College Foundation. The purpose of the Associated Students is to provide support services to the College's students and to the college community and programs. The Foundation's purpose is to support the College by building and maintaining a positive image of the College in the community.

Documents and interviews also provided evidence that contractual agreements are used by the College to procure services, equipment and materials needed to support the goals of the College. Contract authority is the responsibility of the Deputy Chancellor. Policies are established and monitored by the Board of Trustees in an effort to maintain the integrity of the College.

When the College and the district implemented new accounting software in 1999, financial controls improved, allowing the college to take actions and resolve financial concerns in a timely manner.

Conclusions

Irvine Valley College partially meets the standards in the area of human resources. While faculty participate in prioritizing faculty position requests, and classified staff participate in prioritizing classified position requests, there is a need for the college to define how all prioritized faculty and staff positions are integrated to meet human resource needs, how this prioritization is integrated with other institutional planning processes, and how human resource planning supports student learning outcomes. (Standard III.A.6)

The College also partially meets the standards in the area of physical resources. There is a need for the college to integrate physical resource planning with other institutional planning processes and demonstrate how physical resource planning supports student learning outcomes. (Standard IIIB.2.b)

The college made significant, notable progress in demonstrating a commitment to identifying and allocating different sources of funding to update technology and augment instructional technology funds. The team found significant achievements in the area of technology since the last comprehensive visit. The College has a web master, a full time course designer for distance education, and a dean responsible for instructional computing. Technology resources and support appear adequate to support the needs of the institution and support students. The college still needs to integrate technology planning with other institutional

planning processes and demonstrate how technology resource planning supports student learning outcomes. (Standard III.C.2)

Irvine Valley College is fiscally sound, maintains an adequate reserve, monitors expenditures, stays within budget guidelines and utilizes sound financial practices. The college only partially meets the standards in financial resource planning as it needs to integrate financial resource planning processes with other institutional planning processes and demonstrate how fiscal resource planning supports student learning outcomes. (Standard IIID.1.a)

Commendation

The college is to be commended for its commitment to and development of its technology since the last team visit. The college made improvements in technology hardware, software, infrastructure, professional support staff and staff development, which enhance the operation and effectiveness of the institution.

Recommendations

5. The 2004 team recommends that the College assess the high rate of turnover among administrators and other staff take actions to reduce the number of vacant administrative and classified positions filled on a short term basis, and fill the positions that are necessary to ensure the integrity of the College's programs and services. (Eligibility Requirement 5; Standard IIIA.2)

See also recommendation 1.

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**STANDARD IV
LEADERSHIP AND GOVERNANCE**

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General Observations

Board policies define formal structures for decision-making processes to occur in a collegial manner (Board policies 4309, 4056). Faculty and classified employees participate in governance, as well as the ASIVC. The college's 2003 staff accreditation survey reports that 63% agree that administrators have a substantive and clearly defined role in institutional governance. College staff reported, however, that numerous classified staff vacancies and interim administrators and managers have created challenges to on-going, smooth processes and continuity within the college.

The College engages in a systematic, ongoing process to ensure that the academic senate and academic administrators are primarily relied upon for the development of curriculum, program development and reviews in instruction and student services, and accreditation self study processes. The college and academic senate have established a large number of committees and councils to address a number

of issues as well as provide an avenue for communication and input. In 2003, the academic senate reviewed their committees and reduced the total number from twenty-four to five in an effort to improve institutional effectiveness.

During campus interviews and meetings, the team heard a number of statements and examples of an environment that has created fear, and in some instances a hostile work climate, that has stifled candor and authentic dialogue. While it is clear that progress has been made in this area since the last team visit, it remains an institutional issue.

The accreditation staff survey results reveal improvement in a number of areas, yet the percentage of responses that are either "don't know" or "disagree" is still high and warrants the college's attention. In spite of the College's and District's long standing relationship challenges, the students interviewed by the team are very pleased with the college and their educational experiences. In addition, classified staff and faculty expressed passion for their jobs, and have given many years of service to the college.

Findings and Evidence

<u>IV.A Decision-Making Roles and Processes</u>

The College has created a number of opportunities for faculty, staff, and students to participate in governance decision- making activities though some choose not to participate. There appears to be a bifurcation in the faculty, with some continuing to mistrust the administration both at the college and district, and those that believe things have greatly improved on the campus. The team found that many of the employees, faculty and staff alike, have been at the college for a long time, and in spite of the difficulties in relationships at the college, many reported that they enjoy teaching and providing support to the students. Through interviews and class visits, the team observed a genuine enthusiasm for students and teaching, and students expressed pride and satisfaction in the college. (Standards IVA.2.a, b)

While the accreditation surveys conducted would indicate improvements in most areas since the last team visit, there still remain indications that many college employees continue to feel fearful of expressing their opinions, and the team heard a number of references to the quote that "employees are rewarded for loyalty, not performance." While faculty and classified staff reported great appreciation for each other and support for one another's efforts on the part of students, there continues to be mistrust between these employees and the executive administration at the college and district level. In particular, many employees reported feeling great cynicism and mistrust of the chancellor and the board and reported that decisions are made in a top-down fashion. The team noted that while governance structures and processes are in place, the standards will not be fully met until institutional leaders work together to create an

environment for personal empowerment, innovation, trust and institutional effectiveness. Leaders in this instance must include leaders from all constituent groups, who must take responsibility for resolving conflicts and seek ways to bring the institution together. (Standard IVA.1)

Survey results from the 2003 staff accreditation survey indicate a need for continued improvement in the area of governance, with 37% of the faculty reporting lack of a substantive and clearly defined role in institutional governance. In 1998, the accreditation survey results reported 71% of the faculty felt they lacked a substantive role in institutional governance. While this represents substantial improvement and indicates that the institution is moving in the right direction, the problems have not yet been resolved. (Standard IVA.2.a). In addition, a number of survey responses were "didn't know" regarding the existence of processes for participation in institutional governance indicating there continues to be a need for the college to communicate these processes to the college community (Self study report pages IV-12 to IV-14). The college's descriptive summary in the self study report states that 31% of survey respondents disagreed that institutional members are encouraged to take initiative in improving the services in which they are involved; 42% disagree that IVC encourages participation in the decision-making process (Self Study Report pages IV-23 and IV-24).

The College's accreditation history indicates the college and district for the most part have responded to the ACCJC/WASC's policies and standards and reporting requirements. The college and district have not, however, fully met the recommendations of the previous two comprehensive accreditation visiting teams. The 2004 team found that the college continues to need to move more expeditiously to respond to recommendations made by the commission

The College's 2003 self study process in preparation for the October 2004 visit was conducted with leadership from an accreditation oversight committee, four standard teams, and the vice president of instruction and faculty co-chairs. The College provided drafts of the self study report to all constituent groups on the campus using the college's web site and in public forums, and reports were presented to various committees and councils. (Standard IVA.4)

Finally, the team found that the college has not engaged in regular evaluation of its governance and decision-making structures and processes to assure their integrity and effectiveness (Standard IVA.5)

IV.B Board and Administrative Organization
Board Policy 101 defines the authority and powers of the board of trustees, and Board Policy 106 outlines the functions of the board. The board recognizes its responsibility to function as a whole board, rather than as individuals. In an interview with three board members, they described themselves by their voting

patterns stating that most of their voting results are recorded as 7-0. (Standards IV.B, B.1, B.1.a)

A series of Board Policies, the College mission statement and the District mission statements are available on the district web site. Also, each department at IVC has a published copy of board policies and administrative regulations in their office. In response to the accreditation staff survey questions asking respondents whether the board acts in a manner consistent with its policies and by-laws, twenty-nine percent (29%) agreed and forty-three percent (43%) disagreed. A statement made in the self-evaluation in the self study report is "Disagreements with the elected board's exercise of its discretion must be resolved at the ballot box." (Standards IV.B.1.b, c, d, e)

Board members felt well informed about their roles as board members.   Some board members have had extensive experience serving on various boards and foundations. They have also attended conferences by the Community College League of California (CCLC) and Association of Community College Trustees (ACCT). Board members reported that they conduct self evaluations and three annual retreats and that they have a code of ethics, but no statement of how board members would be disciplined if the code of ethics is violated. (Standards IVB.1.f, g)

The board members interview expressed their awareness of the board's role in choosing and evaluating the chancellor and the role of the chancellor in evaluating the college president. (IVB.1.j.) Members of the board also indicated that the careful stewarding of district resources remains a top priority and reaffirmed the conservation and distribution of "basic aid" funds (IVB.2.d; IVB.3.c; IVB.3.d). The board members also described their role in the college's self study processes as receiving updates at board meetings, receiving a preliminary copy of the self study reports from the colleges to review and return if they had any suggestions, and receiving copies of the final reports. (Standard IVB.1.i)

According to the board members interviewed, the South Orange County Community College District's chancellor was selected by the board of trustees and delegated with the full authority and responsibility for implementing and administering board policies without board interference and responsibility for the leadership and operations of the district. The board of trustees evaluates the chancellor although there are no existing timelines for conducting these evaluations. In contrast, the timeframes for conducting the evaluation of the college president is clearly defined in Board Policy 4090. In addition, interviews with the district chancellor and college president validate the chancellor acting as a liaison between the college and district as evidenced by the conducting of weekly meetings between the chancellor and college president, meetings of the chancellor's cabinet, the dissemination of communications through various inter/intra district and college forums, and use of e-mail and the district's *MySite*. (IVB.1.j; IVB.3.f)

The president has primary responsibility for the quality of Irvine Valley College. The president is fully engaged in the implementation of statutes, regulations, and governing board policies and also ensures that the college's yearly-developed goals are aligned with both the college and district's mission statements. The president also acts as a liaison between the college and the district as evidenced by a number of meetings at the college and district. Institutional effectiveness is evaluated through a series of documented processes including the development and implementation of college-wide action plans and goals, program review, and the college's shared governance bodies. However, data from a 2003 Staff Accreditation Survey indicates that there are varying levels of constituent participation in these processes (IVB.2, 2.a, 2.b, 2.c; 3.e)

The team found no evidence that college staff do not understand board policies, the board's roles, administrative chain of command, or executive leadership responsibilities. However, there is considerable evidence that a large majority of staff that do not agree with the management style exhibited in the district, and they feel it is detrimental to the overall continued success of the college and district in meeting students' needs. Students, however, consistently reported positive feelings about the college both in interviews and in the accreditation self study survey. The team received numerous comments from the staff regarding a lack of confidence in the chancellor. In a vote conducted by faculty and overseen by the League of Women Voters, 318 ballots were returned by 246 (93%) faculty voting no confidence. The team also heard comments from faculty and staff interviewed that support of the president is high, but the chancellor does not enjoy the same support. The team noted a high number of classified, faculty and administrative permanent positions vacant and being filled with temporary, part-time and interim employees respectively; a large number of staff on extended leaves due to work-related problems; and a large turnover in management. The team was concerned that the college and the district have not conducted any formal evaluations or research in human resources to assess the factors that are contributing to the large turnover in management/administration, and whether this is related to the college's and district's leadership and relationship issues. (Standards IVB.2. through IVB.3.g)

The president has availed himself to community organizations and businesses and surrounding school districts. The president also hosts a television program featuring IVC on the local campus television network. A marketing director has been hired to promote IVC through a number of media campaigns including television, newspaper and magazine ads, and brochures (IVB.2.e.)

Conclusions

The college has made some progress in the area of governance and administration since the last team visit; however, substantial additional efforts are needed to meet the 2002 Accreditation Standards for leadership and governance, reduce the

hostility among constituent groups at the college and the district level, improve institutional climate for employees and ensure continuous improvement of institutional effectiveness. There remains a need for all constituent leaders throughout the institution to resolve the leadership and relationship issues in a collegial manner and thereby come to recognize that ethical and effective leadership throughout the organization will enable the institution to more effectively identify institutional values, set and achieve goals, learn, and improve. (Standard IV.A)

Recommendations

6. Consistent with the recommendation of the 1998 team, the 2004 team recommends that the Board of Trustees cease involvement in college and district operations, delegate all non-policy issues and policy implementation at the district and college level to the chancellor and presidents respectively. (Standard I.VB.1.e, j)

7. Consistent with the recommendations of the 1998 team, the 2004 team recommends that the Board of Trustees, District leadership and College leadership define, publish, adhere to, regularly evaluate, and continuously improve the respective leadership roles, and scopes of authority of college and district constituent groups and governance committees in meaningful, collegial decision-making processes. (Standards IV.A.1, 2, 3, 5)

8. Consistent with the recommendations of the 1998 team, the 2004 team recommends that 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. (Standards IV.A.1, 2.a, b, 3, 5)