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2015 Annual Report
Final Submission
05/20/2015

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Juan Avalos
3.	Phone number of person preparing report:	949-582-4566
4.	E-mail of person preparing report:	javalos@saddleback.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.saddleback.edu/uploads/cc/14-15/intro.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.saddleback.edu/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2014: 25,594 Fall 2013: 26,410 Fall 2012: 27,287
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	19,612
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,641
9.	Number of courses offered via distance education:	Fall 2014: 199 Fall 2013: 192 Fall 2012: 175
10.	Number of programs which may be completed via distance education:	6
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 8,129 Fall 2013: 8,041 Fall 2012: 7,306
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a	n/a

	program which leads to an associate degree?	

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70.85%
14b.	Successful student course completion rate for the fall 2014 semester:	71.48%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	2258
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1110
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	2056

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,273
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,130
16c.	Number of students who received a certificate in the 2013-2014 academic year:	2,107
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	3,378
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	3,424
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	3 Certificates of Completion in ESL 1 GE Transfer Certificate of Achievement
19a.	Number of career-technical education (CTE) certificates and degrees:	160
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	131
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	n/a
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	n/a

20. 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Nursing	51.38	national	0 %	96.4 %
Paramedic	51.09	national	0 %	99 %
Phlebotomy	51.10	national	0 %	91 %
Cosmetology	12.04	state	0 %	80 %
Emergency Medical Technician	51.08	national	0 %	75 %

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
n/a		0 %	0 %

22. Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
n/a		

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The office of Planning, Research and Accreditation developed three methodologies to identify and adopt standards. These methods included using national and state level databases to identify a set of peer institutions and using historical institutional performance. Three approaches to standard development were presented and discussed by the Academic Senate, the college Educational Planning and Assessment Committee, the VPI Council (consisting of instructional deans and academic and classified administrators), the broader college management team, and the Consultation Council (main planning and decision making body at the college). Ultimately the college was able to examine its performance in comparison to other statistically similar colleges as well as examine its performance over time. This dialogue led to the adoption of the standards presented in this report. The report was used as a tool to stimulate dialogue and discussion surrounding college performance in specific areas.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1738
	b. Number of college courses with ongoing assessment of learning outcomes	1738
	Auto-calculated field: percentage of total:	100
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	250

	b.	Number of college programs with ongoing assessment of learning outcomes	247
		Auto-calculated field: percentage of total:	98.8

	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	17
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	15
		Auto-calculated field: percentage of total:	88.2

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.saddleback.edu/epa/student-learning-outcomes-and-administrative-unit-outcomes
28.	Number of courses identified as part of the general education (GE) program:	305
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	263
32.	Number of Institutional Student Learning Outcomes defined:	16
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	Saddleback College currently approaches assessment of ILOs from three directions. (1) SLOs (Courses) are mapped to PSLOs (Programs), which are mapped to ISLOs (Institution). (2) Saddleback College is instituting an evaluation of ISLOs by way of ePortfolios. An ePortfolio is a student's web site used to document his or her experiences and accomplishments. Students report on assignments that relate to one or more ISLOs. They report on accomplishment of ISLOs that they have attained through non-classroom experiences. Some post their online resumes in their ePortfolio to share their learning experiences with others. The professional development provided to faculty related to ePortfolios increases their awareness of their teaching contributions to ISLOs. (3) Saddleback will pilot CLA+ for external validation of student attainment of ISLOs. Previously the Educational Planning and Assessment Committee assessed ISLOs through the Degree Qualifications Profile Project (DQPP). Then some faculty created assignments that mapped to SLOs, PSLOs, and ISLOs. The results were shared with the college community.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.

Alignment of course to program to institutional level content and goals occurs at several points in the curriculum and delivery of instruction processes. For example, during the course idea generation and course proposal process, and in addition to analysis of academic and market labor shifts, emerging fields and industries, advisory board recommendations, and a host of other information sources, the fit of the course, its content, methods, and outcomes is reviewed in the context of program and institutional outcomes/goals. This happens in the department/program level of curriculum development, as well as during the College's curriculum review process. A major component of this process occurs during Program Review. Here, the program planning and implementation teams review and report on the effectiveness of their courses and how the courses contribute to the institution's mission. All programs are required to complete Program Review. The role of this alignment in the delivery of instruction is becoming more visible as the College unfolds its work on ePortfolios. (See question 36, above.) As professional development on ePortfolios and ISLOs increases, the awareness of the direct alignment of student learning, program completion, and institutional goals also increases. This will be a college-wide communication effort.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37.

The communication of the SLO results begins within each department. Faculty review the SLO results for courses. Discussion is held regarding the obtainment of results and the potential or recommended use of results. Examples include revision of course assignments; revision of course assessments; revision of the SLO; revision of the SLO assessment method; revision of the SLO criteria; revision of the course's role as required or optional in the program; revision of day and/or time schedule; revision of frequency of scheduling. Each semester the Professional Development Week includes SLO topics and accommodates levels of understanding and implementation that vary due to addition of new faculty, increasing part-time faculty assignments, and improvements in SLO reporting. Topics for the upcoming Professional Development Week include ISLOs, ePortfolios. A Showcase of Program Reviews will be presented, highlighting useful approaches or topics in outstanding Program Reviews, important outcomes resulting from Program Reviews. An SLO Attainment Narrative Report for 2014-2015 will be developed during Summer 2015. This involves examination of Program Reviews and TracDat SLO data to identify common outcomes and to determine some contributors to the outcomes that will help guide SLO development and assessment.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38.

Reporting of SLO assessment results informs department and institutional decisions, including: curriculum design, maintenance of facilities, technological and marketing needs, student success and re-organization of college governance, goals, values, and strategic directions. Dialogs about SLO assessment results, at the course, program, and institutional level facilitates campus collaborations, such as our ePortfolio pilot, Student Success Initiative, Online Educator Program, the expansion of our Curriculum Team, mentorship and tutoring groups. The SLOs that the department chairs collect, documents and shares are then incorporated into Saddleback's decision making by way of our SLO, PR, and Resource Allocation processes. Each department chair documents SLOs, results, and use of results in Tracdat, the software we use to store SLOs and AUOs, PRs and AURs, Objectives and Action Steps and Resource Allocations Requests. This data correlates with the Objectives and Action Steps that each department uses for PRs and Resource Allocation Requests. PR and AUR authors develop narrative that includes examples of SLO results. The EPA team presents SLO narratives during Professional Development Week to promote SLO pedagogy. All PRs and AURs are shared and approved by Academic Senate and posted to Tracdat and SharePoint.

Please share with us two or three success stories about the impacts of SLO practices on student

39.	learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words). The following describes two examples that represent SLO uses at the college. First, the English faculty measured four SLOs that led to a better understanding of student learning. For instance, the faculty revised an SLO that "contained too many internal outcomes, and made the assessment difficult for norming and measuring" and revised a method of evaluation. SLO results also revealed the need to rewrite three of their core courses. English Department co-chair, Dr. Marina Aminy, is currently designing an Associate Faculty Mentorship Program for adjunct or new English faculty to teach them the skill sets needed in the courses. The mentorship program will increase the consistency of student learning achievement across the program. Second, Chemistry faculty create and measure SLOs to innovate teaching and determine equipment needs. Dr. Jim Zoval used three years of SLO data to organize and initiate his flipped classroom strategy that "has shown gains in student learning" in Chemistry 108. In Chemistry 12B, "Dr. Bill Alston has used SLO data to measure student skills in interpreting NMR and FTIR spectra. Discussions of the SLO's have led to conclusion that student interaction with the instruments in the laboratory lead to an increase in student learning, and the purchasing of an NMR should be a high department priority."

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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2015 Annual Report
REVIEW

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92618

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Craig Hayward
3.	Phone number of person preparing report:	949.451.5788
4.	E-mail of person preparing report:	chayward@ivc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.ivc.edu/catalog/Documents/catalog2014/intro.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.ivc.edu/resources/administration/accreditation/Pages/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 14,384 Fall 2013: 14,964 Fall 2012: 15,162
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	11,689
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,696
9.	Number of courses offered via distance education:	Fall 2014: 109 Fall 2013: 98 Fall 2012: 102
10.	Number of programs which may be completed via distance education:	18

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,537 Fall 2013: 3,278 Fall 2012: 3,316
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	72 %
14b.	Successful student course completion rate for the fall 2014 semester:	73.3 %
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. *Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.* a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? — 2433 b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? — 583 c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? — 1850	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	3,035
16b.	Number of students who received a degree in the 2013-2014 academic year:	871
16c.	Number of students who received a certificate in the 2013-2014 academic year:	2,164
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,850
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	2,271
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	IGETC Certificate & CSU Breadth Certificate
19a.	Number of career-technical education (CTE) certificates and degrees:	47
19b.		0

	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	46

20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)

21.	2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Digital Publishing, Certificate of Proficiency	09.07	40 %	50 %
Animation for Games, Certificate of Proficiency	10.03	70 %	100 %
Digital Graphic Applications, Certificate of Proficiency	10.03	40 %	0 %
Computer Languages, AS	11.02	70 %	100 %
Computer Languages, Certificate of Achievement	11.02	52 %	67 %
Spreadsheets, Certificate of Proficiency	11.03	40 %	50 %
Microcomputer Applications, Certificate of Achievement	11.06	70 %	100 %
Digital Media Technologies, AS	11.08	40 %	0 %
Digital Media Technologies, Certificate of Achievement	11.08	40 %	0 %
Web Authoring, AS	11.08	70 %	100 %
Web Authoring, Certificate of Achievement	11.08	40 %	50 %
Web Page Authoring, Certificate of Proficiency	11.08	70 %	75 %
Computer & Information Management: Network Administrator, Certificate of Achievement	11.10	70 %	100 %
Local Area Networks: Cisco, Certificate of Achievement	11.10	70 %	100 %
Early Childhood Education: Child Development Emphasis, AS	13.12	40 %	0 %
Early Childhood Education: Child Development Emphasis, Certificate of Achievement	13.12	70 %	80 %
Early Childhood Education: Infant/Toddler Emphasis, Certificate of Achievement	13.12	40 %	40 %
Early Childhood Education: School-Age Child Emphasis, Certificate of Achievement	13.12	70 %	88 %
Electronic Technology, AS	15.03	70 %	100 %
Electronic Technology, Certificate of Achievement	15.03	70 %	80 %
Electronics Aide, Certificate of Proficiency	15.03	70 %	100 %
Drafting Technology, AS	15.13	40 %	100 %
Drafting Technology, Certificate of Achievement	15.13	40 %	50 %
Child Development, AS	19.07	70 %	100 %
Child Development, Certificate of Achievement	19.07	70 %	83 %
Fitness Professional, Certificate of Achievement	35.05	40 %	50 %
Administration Of Justice: Law Enforcement Emphasis, AS	43.01	70 %	100 %

Administration Of Justice: Law Enforcement Emphasis, Certificate of Achievement	43.01	70 %	100 %
Administration Of Justice: Supervision, AS	43.01	70 %	100 %
Design, Model-making and Rapid Prototyping, Certificate of Achievement	48.99	40 %	0 %
Digital Media Art, Certificate of Achievement	50.04	70 %	88 %
Business Leadership, Certificate of Achievement	52.02	70 %	100 %
Business Management, AS	52.02	70 %	100 %
Business Management, Certificate of Achievement	52.02	70 %	100 %
Business Marketing, Certificate of Achievement	52.02	70 %	100 %
Accounting, AS	52.03	70 %	70 %
Accounting, Certificate of Achievement	52.03	70 %	77 %
Computerized Accounting, Certificate of Proficiency	52.03	70 %	91 %
Financial Accounting, Certificate of Proficiency	52.03	70 %	83 %
Financial/Managerial Accounting, Certificate of Proficiency	52.03	70 %	81 %
Payroll, Certificate of Proficiency	52.03	70 %	75 %
Computer Information Management: Administrative Assistant/Word Processing Emphasis, Certificate of Achievement	52.04	70 %	100 %
Global Business, Certificate of Achievement	52.07	70 %	100 %
Real Estate, AS	52.15	70 %	100 %
Real Estate, Certificate of Achievement	52.15	70 %	100 %
Income Tax, Certificate of Proficiency	52.15	70 %	88 %

22.	Please list any other instituion set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	**Definition**	**Institution set standard**

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).
	Irvine Valley College has been collecting data on employment outcomes via the CTE Outcomes Survey since 2013. The information that we collect from this survey is used to evaluate employment outcomes for our programs and to set institutional standards for employment. Although it is based solely on the 25% to 30% of the survey sample that respond, employment information is precious. It is particularly valuable to CTE programs in evaluating the extent to which they are aligned with the labor market and employer demand. We are now able to use employment information by program to inform CTE program review.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses:	944
	b.	Number of college courses with ongoing assessment of learning outcomes	819

		Auto-calculated field: percentage of total:	86.8

Programs

25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	87
	b.	Number of college programs with ongoing assessment of learning outcomes	86
		Auto-calculated field: percentage of total:	98.9

Student and Learning Support Activities

26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	14
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	14
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://academics.ivc.edu/slo/Pages/default.aspx
28.	Number of courses identified as part of the general education (GE) program:	375
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	375
32.	Number of Institutional Student Learning Outcomes defined:	14
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	96 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words). Irvine Valley College has been working on engaging students in the Institutional Outcomes of the college. The Student Learning Outcomes Committee (SLOC) has engaged with the student association at IVC to bring in two student representatives to serve on the SLOC; we have recognized that students at IVC are interested in the Learning outcomes of the college at all levels. Additionally, the ILOs are published on page seven (7) of the IVC course catalog each year and a link is provided to this page from the Student Learning Outcomes Website. The SLO coordinator attends departmental meetings annually to discus the progress of the ILOs, their assessment methods and communication channels available in order to open a dialogue on current practices at IVC and elsewhere. IVC is currently using TracDat to link (or map) courses and programs to the ISLOs as part of our assessment tool, addition a biannual survey of students attending IVC is sent out to all students in order to assess their learning of the ILOs. However, the SLOC and the Department of Research, Planning and Accreditation are working together to find a more authentic measure of assessment for students at IVC who have achieved a certificate or degree, such as the CLA+ assessment tool.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We

look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).
	The English department at Irvine Valley College has created a process by which they use the same rubric to measure SLOs for each of their courses to help track the development of students through the program, as well as providing a consistent method of assessment across this large department. In order to ensure that this rubric is used consistently, they meet every semester to discuss assessment results, teaching strategies and modifications. One way that they used this information was in the creation of a new course combining the basic skills English course and the pre-college English course together, so that students who have tested two levels below college English will only need to take one semester to reach college English rather than the typical two semesters. By using the rubrics, they are able to see if these students were as prepared for college English as those who took the two courses separately. Additionally, the English department has used the results from the new combined course to add new instructional techniques to their college English and pre-college English classes; most notably the use of the computer lab for essay critiques and submission. This is not a common practice across campus as there are many departments and/or programs that are run by a single full-time faculty member.

37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).
	SLOs are communicated at IVC through a variety of means. Externally, the college provides a web page for students with information about program assessment results. Additionally, IVC has encouraged the student government to provide representatives for the SLO Committee in order to share information and bring concerns from the student body. Also, the SLOs are listed on the syllabus for each course taught at IVC and are discussed by faculty with the students at the start of the course. This has led to conversations with students about the expectations for the class in terms of student learning. The SLO coordinator participated in the Student Success Summit at IVC and presented to an open audience on various SLO topics, such as the connection to Program Review. These presentations are then posted on the college's YouTube page. Internally, IVC utilizes the SLO coordinator to facilitate information flow among departments and various governing bodies. The SLO Coordinator is a member of the Institutional Effectiveness Committee, the Curriculum Committee, the Instructional Council and the Academic Senate. Faculty SLO liaisons facilitate the SLO cycle within their departments and represent their schools at the SLOC meetings.

38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).
	SLO assessment results are included on the agenda for all departmental/school meetings. Additional meetings are held for those departments that are too large to discuss the results within the timeframe of the departmental meeting; specifically math and English. The SLO coordinator meets with every school annually to discuss SLOs, PSLOs and ILOs. These discussions on SLO results and use of results are then stored into our SLO database, TracDat, for that department or program. Additionally, every school and program must complete an ongoing Program Review using the TracDat database that includes SLO assessment results, student learning and success objectives and strategies. These are then linked to the college's resource request procedure. Resource requests that reference SLO assessment result data are given higher priority. Each department/program must show the connection between their request for funds and their intend use to improve student achievement which includes the use SLOs at the course and program level. The College\'s planning groups are able report out on the connection of resource requests to strategic objectives, program review objectives and SLO assessment results as part of our ongoing assessment of institutional effectiveness.

39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).

Irvine Valley College has been working on developing a culture of utilizing SLO assessment results to identify student-learning needs for resource requests through their program reviews. The college is using accurate information provided from course assessments to provide resources that are coordinated with efforts to improve student learning. The SLO coordinator used the student success summit to open a discussion about the use of SLO assessment results for program reviews and resource requests; a way to identify the needs of the students that prevent them from learning and progressing through their program. This presentation was recorded and posted on YouTube with the PowerPoint display for faculty to refer to at a later date. This past year, the resource request process has been more efficient in providing departments and programs with the funds needed to improve their student's learning and achievement. For example, the library was able to provide evidence, through an annual survey, that students would benefit from having an online reference chat system for both distance education and on campus students. The IVC Library used an existing goal in their program review to link their resource request and SLO assessment results together to obtain the approval for the chat software, which was then purchased within the year.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Course revisions and updates per Title 5 changes, e.g., repeatability.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	ATEP
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

Go To Question #: 2 ⌄ REVIEW/EDIT

The Annual Report must be certified as complete and accurate by the CEO (Dr. Glenn Roquemore). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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