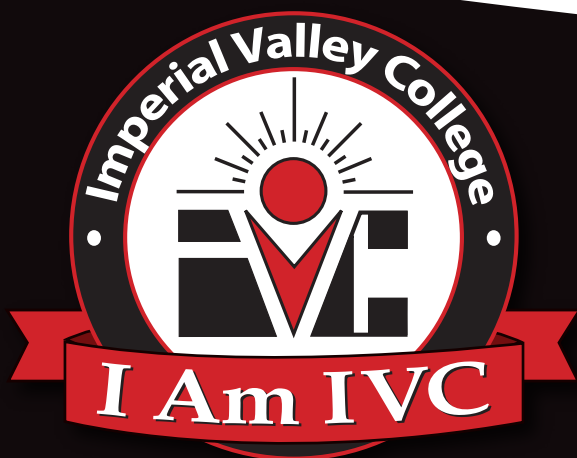


Imperial Valley College



Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation



Submitted by:
Imperial Community College District, Imperial Valley College
380 East Aten Road • Imperial, CA 92251

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

December 2018

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Submitted by:

Imperial Valley College
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Imperial, California 92251

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Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

December 14, 2018

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

From: Martha Garcia, Ed. D.
Superintendent/President
Imperial Community College District
Imperial Valley College
380 E. Aten Road
Imperial, California

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participating by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



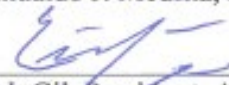

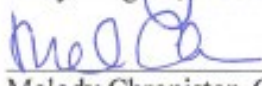
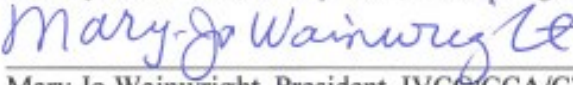


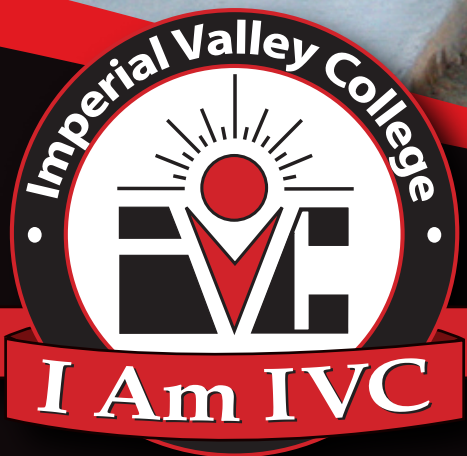
 Dr. Martha Garcia, Superintendent/President	12-12-18 Date
 Romualdo J. Medina, President, ICCD Governing Board	12-12-18 Date
 Erick Gil, President, Associated Student Government	12/3/18 Date
 Mary Lofgren, President, IVC Academic Senate	11/30/18 Date
 Melody Chronister, Chairperson, IVC College Council	11/30/18 Date
 Mary Jo Wainwright, President, IVCC/CCA/CTA/NEa	12-3-18 Date
 Frances Arce-Gomez, President, CSEA	11/30/18 Date
 Joe Henderson, President PTFA	12-4-18 Date

Table of Contents

Introduction	4
Organization of Self-Evaluation Report.....	15
Organizational Information.....	18
Certification of Continued Institutional Compliance with Eligibility Requirements	21
Certification of Continued Institutional Compliance with Commission Policies.....	30
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	38
Standard I.A. Mission.....	38
Standard I.B. Assuring Academic Quality and Institutional Effectiveness.....	44
Standard I.C. Institutional Integrity.....	59
Standard II: Student Learning Programs and Support Services.....	76
Standard II.A. Instructional Programs	76
Standard II.B. Library and Learning Support Services	98
Standard II.C. Student Support Services	103
Standard III: Resources.....	114
Standard III.A. Human Resources.....	114
Standard III.B. Physical Resources.....	131
Standard III.D. Financial Resources.....	146
Standard IV: Leadership and Governance.....	164
Standard IV.A. Decision-Making Roles and Processes	164
Standard IV.B. Chief Executive Officer.....	173
Standard IV.C. Governing Board	180
Quality Focus Essay.....	194
Changes and Plans Arising from This Self-Evaluation.....	202



Imperial Valley
College



Introduction

Introduction

History of the College

More than 50 years ago, a small group of students gathered for the first day of classes on a 160-acre plot of land at the Intersection of Highway 111 and Aten Road. It was the culmination of years of hard work by the citizens of this county to finance and build a freestanding Imperial Valley College.

Construction of the campus had been approved two years before when community college district residents set an all-time state record, voting thirteen to one in favor of bonds to finance the new IVC campus.

But even though the grand opening of the main campus in 1962 signaled a new era for higher education in the Imperial Valley, IVC's roots run even deeper into the county's heritage.

Exactly 40 years before the opening of the new campus, classes of Central Junior College began on the grounds of Central Union High School in El Centro – in September 1922. Two years later, in the fall of 1924, instruction began at the Brawley Junior College, located at Brawley Union High School.

Central Junior College first conferred the Associate in Arts degree in 1934. Enrollments increased in both schools until World War II when attendance dropped sharply. Brawley Junior College was forced, by lack of attendance, to discontinue classes at the close of the 1947 school year.

In the fall of 1951, students in cooperation with the administration and faculty petitioned the Board of Trustees for a more representative name for the college. It was now serving students from all of the Imperial Valley. By action of the board, the name was officially changed to Imperial Valley College.

Under the administration of the Central Union High School District, the college gained recognition as an accredited institution of higher education. As the institution grew with the community, this growth was reflected in the steady rise in enrollment and in the diversity of courses and curricula that was offered.

The extended-day program, which offered regular college classes at night, was initiated on a limited basis in 1952. Its rapid growth served to enlarge the service of the college to the community.

A recommendation that a countywide community college district be established in Imperial County was submitted to the State Department of Education and was approved on 10 July 1959. The Imperial County Superintendent of Schools then set a date for an election at which all qualified voters residing within the boundaries of the seven high school and unified school districts were eligible to vote. The election was held on 6 October 1959, and by an overwhelming vote, the Imperial Valley Junior College District was established. This was followed by the election of the members of the Junior College District Board of Trustees, one of whom comes from each of the seven high schools or unified school districts represented in the area served by the Imperial Junior College District.

This District includes all of Imperial County except a small area in the northwest corner of the County, which is a part of the Desert Community College District.

Because of the increase in enrollment at both Central Union High School and Imperial Valley College, and because of the lack of space on the Central Union High School Campus, Imperial Valley College moved to temporary quarters erected on the campus of the Imperial Valley Union High School in Imperial, California.

The Board of Trustees selected a nationally known architectural firm to plan the new buildings, and a 160-acre site which met the criteria recommended by the Citizens' Committee was selected for the new campus.

On 13 January 1971, the Board of Trustees changed the name of the District to Imperial Community College District in order to further emphasize the close relationship the college has with its service area.

The following Superintendent/Presidents have served the District and College:

Milo P. Johnson	1960-1963
Dr. Terrel Spencer	1963-1978
Dr. Dan Angel	1978-1981
Dr. John A. DePaoli	1981-1995
Dr. Gilbert M. Dominguez	1996-2002
Dr. Paul Pai	2003-2007
Dr. Ed Gould	2008-2011
Dr. Victor Jaime	2012-2018
Dr. Martha Garcia	2018-present

Student Demographics

During the IVC 2017-18 academic year, the student population was 90.9% Hispanic, 4.3% White, 0.6% Asian, and 1.55% African-American. Students who reported themselves as more than one racial/ethnic group comprised 0.5% of the student population.

Ethnicity	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018
African-American	0.78%	1.34%	1.55%
American Indian/Alaskan Native	0.06%	0.08%	0.13%
Asian	0.48%	0.56%	0.60%
Filipino	0.19%	0.17%	0.23%
Hispanic	90.58%	90.20%	90.89%
Multi-Ethnicity	0.42%	0.53%	0.49%
Pacific Islander	0.01%	0.00%	0.02%
Unknown	3.73%	2.74%	1.76%
White Non-Hispanic	3.76%	4.38%	4.32%
Total	100%	100%	100%

Figure 1: Imperial Valley College Ethnic Demographics, (Source: CCC Datamart)

Gender	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018
Female	57.12%	55.32%	54.96%
Male	42.22%	43.88%	44.14%
Unknown	0.65%	0.79%	0.91%
Total	100%	100%	100%

Figure 2: Imperial Valley College Gender Demographics (Source: CCC Datamart)

Student Achievement Data

The CCCCO Scorecard defines *completion* as the percentage of degree, certificate, and/or transfer-seeking students starting in a given academic school year and tracked for six years who completed a degree, certificate, or transfer-related outcome.

	2008-2009			2009-2010			2010-2011			
	Transfer	Cohort	Percent	Transfer	Cohort	Percent	Transfer	Cohort	Percent	
Years to Transfer	1	11	841	1.3%	6	797	0.8%	8	884	0.9%
	2	26	841	3.1%	17	797	2.1%	24	884	2.7%
	3	91	841	10.8%	57	797	7.2%	61	884	6.9%
	4	197	841	23.4%	126	797	15.8%	143	884	16.2%
	5	270	841	32.1%	221	797	27.7%	239	884	27.0%
	6	331	841	39.4%	292	797	36.6%	322	884	36.4%
	7	389	841	46.3%	351	797	44.0%	368	884	41.6%

Figure 3: Percent of students that begin in a cohort year and transfer to a four-year institution after one to six years Source: CCC Datamart

		2014-2015	2015-2016	2016-2017	2017-2018
Associate in Science for Transfer (A.S.-T) Degree	Total	146	147	188	199
Administration of Justice-210500		96	77	120	122
Agriculture Business, Sales and Service-011200					2
Biology, General-040100					3
Business Administration-050500		33	42	42	48
Child Development/Early Care and Education-130500		4	4	2	3
Computer Science (Transfer)-070600					1
Mathematics, General-170100		13	24	24	20
Associate in Arts for Transfer (A.A.-T) Degree	Total	103	177	180	213
Anthropology-220200		1	2	2	3
Art-100200		8	8	11	6
English-150100		5	9	11	6
History-220500		1	17	11	19
Kinesiology-127000		2	4	12	9
Liberal Studies-490120			1	10	20
Music-100400				4	3
Political Science-220700		5	4	6	5
Psychology, General-200100		64	106	92	104
Sociology-220800		6	10	8	14
Spanish-110500			5	9	8
Speech Communication-150600		11	11	4	16
Associate of Science (A.S.) degree	Total	434	385	418	417
Administration of Justice-210500		92	66	61	61
Agriculture Business, Sales and Service-011200		1	2	2	2
Agriculture Technology and Sciences, General-010100		1	5	1	4
Alcohol and Controlled Substances-210440		7	4	8	4
Automotive Technology-094800		2		2	3
Banking and Finance-050400		5	1	1	1
Behavioral Science-200300				1	
Biological and Physical Sciences (and Mathematics)-490200		110	123	159	165
Biology, General-040100		2	2		3
Business Administration-050500		29	9	4	1
Business Management-050600		6	7	14	11
Child Development/Early Care and Education-130500		18	7	12	15
Computer Information Systems-070200		17	7	8	7
Computer Infrastructure and Support-070800		3	2		1
Computer Science (Transfer)-070600		5	6	5	2
Construction Crafts Technology-095200		3	3		2
Corrections-210510		24	17	17	17
Dental Assistant-124010			1		
Electronics and Electric Technology-093400			10	5	4
Engineering, General (requires Calculus) (Transfer)-090100			8	11	8
Environmental Control Technology-094600		3			
Fire Technology-213300		1	2	4	3

Industrial Electronics-093420		1	1		
Journalism-060200				2	
Licensed Vocational Nursing-123020		9	15		7
Marketing and Distribution-050900		3	1		2
Mathematics, General-170100		8	13	5	
Office Management-051440		3	4		1
Office Technology/Office Computer Applications-051400		18	14	13	7
Paramedic-125100			1	1	5
Pharmacy Technology-122100		13	7	17	19
Physical Education-083500		1	3	1	2
Physical Sciences, General-190100		1	1	3	3
Registered Nursing-123010		43	37	44	43
Water and Wastewater Technology-095800		1	1	5	4
Website Design and Development-061430		1	2	7	4
Welding Technology-095650		3	3	5	6
Associate of Arts (A.A.) degree	Total	447	441	534	532
Anthropology-220200		2	1	1	
Art-100200		12	8	5	1
Behavioral Science-200300		97	94	119	105
Biological and Physical Sciences (and Mathematics)-490200		35	49	68	97
English-150100		4	3		
French-110200		5	2		2
History-220500		1			
Human Services-210400		4	2	2	3
Humanities and Fine Arts-490310		40	59	105	102
Humanities-490300		2		2	1
Legal Office Technology-051410		2	1	2	
Liberal Arts and Sciences, General-490100		122	110	164	153
Liberal Studies-490120		37	36	11	2
Music-100400			3	1	
Psychology, General-200100		35	21	2	3
Social Sciences, General-220100		47	52	50	62
Spanish-110500		2		1	1
Speech Communication-150600				1	
Certificate requiring 30 to < 60 semester units	Total	309	374	431	561
Alcohol and Controlled Substances-210440		2	6	12	12
Automotive Technology-094800		3	2	6	5
Children with Special Needs-130520				6	5
Construction Crafts Technology-095200		2	1	1	
Electronics and Electric Technology-093400		2	1	3	1
Fire Technology-213300		1	2		1
Industrial Electronics-093420				1	
Infants and Toddlers-130590			1	3	9
Licensed Vocational Nursing-123020		7	8		2
Paramedic-125100		6	14	7	

The School Age Child-130550	1				
Transfer Studies-490110	282	339	392	526	
Water and Wastewater Technology-095800	3				
Certificate requiring 18 to < 30 semester units	Total	146	155	151	133
Administration of Justice-210500	25	24	10	13	
Agriculture Business, Sales and Service-011200			2		
Automotive Technology-094800				3	
Banking and Finance-050400	2				
Business Management-050600	2	3	6	4	
Computer Infrastructure and Support-070800		1	1	2	
Construction Crafts Technology-095200	6	3	4	5	
Corrections-210510	11	8	6	6	
Electronics and Electric Technology-093400	14	17	14	11	
Energy Systems Technology-094610				2	
Fire Academy-213350	5	17	13		
Human Services-210400	5	3	1		
Legal Office Technology-051410			2	1	
Marketing and Distribution-050900	1	2		1	
Medical Assisting-120800	31	36	40	26	
Office Management-051440	1	3			
Office Technology/Office Computer Applications-051400	10	13	8	7	
Pharmacy Technology-122100	17	13	19	27	
Plant Science-010300	1				
Transfer Studies-490110			3		
Water and Wastewater Technology-095800	2	3	5	6	
Website Design and Development-061430		2	2	3	
Welding Technology-095650	13	7	15	16	
Certificate requiring 12 to < 18 units	Total	44	23	40	33
Child Development/Early Care and Education-130500	23	9	24	26	
Computer Infrastructure and Support-070800				1	
Electronics and Electric Technology-093400		1	5		
Environmental Control Technology-094600	18	10	10	5	
Legal Office Technology-051410	2	3			
Pharmacy Technology-122100				1	
Water and Wastewater Technology-095800	1		1		
Imperial Valley College Total	1,629	1,702	1,942	2,088	

Figure 4: Imperial Valley College Program Awards, Source: CCC Datamart

Student Assessment Data

Recently, Imperial Valley College shifted to a focus on multiple measures for assessment placement in English and Math.

The charts below show how students scored in the Accuplacer examination for Mathematics, Reading, and Writing for the Academic Year 2016-2017.

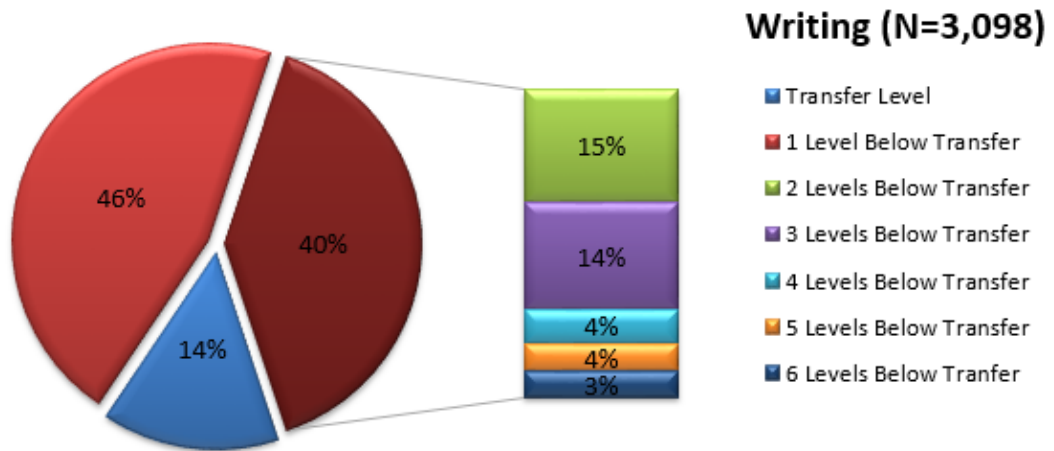


Figure 5: Writing Assessment Data

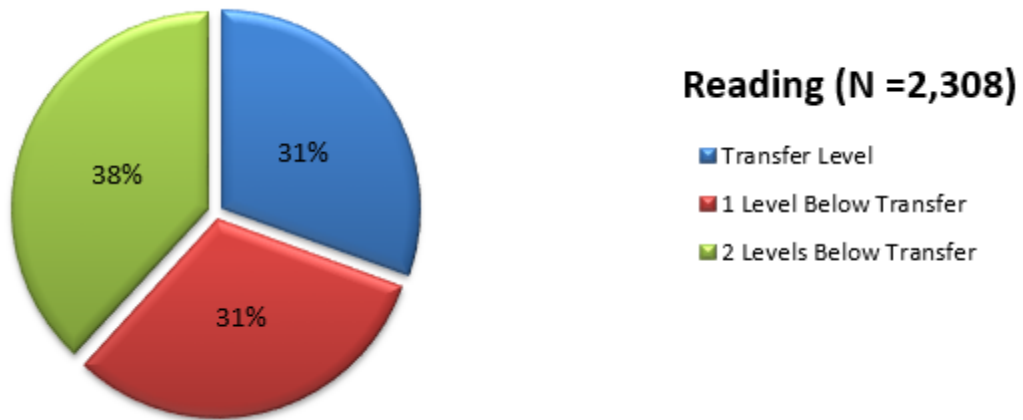


Figure 6: Reading Assessment Data

Mathematics (N=3,041)

- Transfer Level
- 1 Level Below Transfer
- 2 Levels Below Transfer
- 3 Levels Below Transfer
- 4 Levels Below Transfer

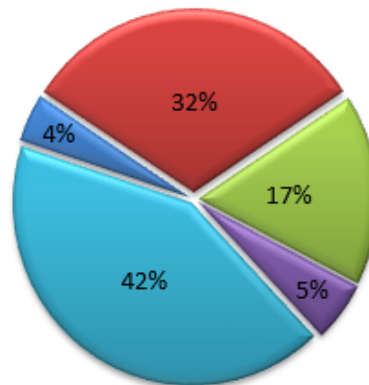


Figure 7: Mathematics Assessment Data

Student Success and Retention Rates

Imperial Valley College success and retention rates suggest a steady, slightly upward progression, with a slight deviation of transfer students in fall 2010. Overall, students at Imperial Valley College have good academic standing. Distance education students have lower success and retention, as is true of statewide data. Distance education success and retention rates at Imperial Valley College are 70% and 76%, respectively.

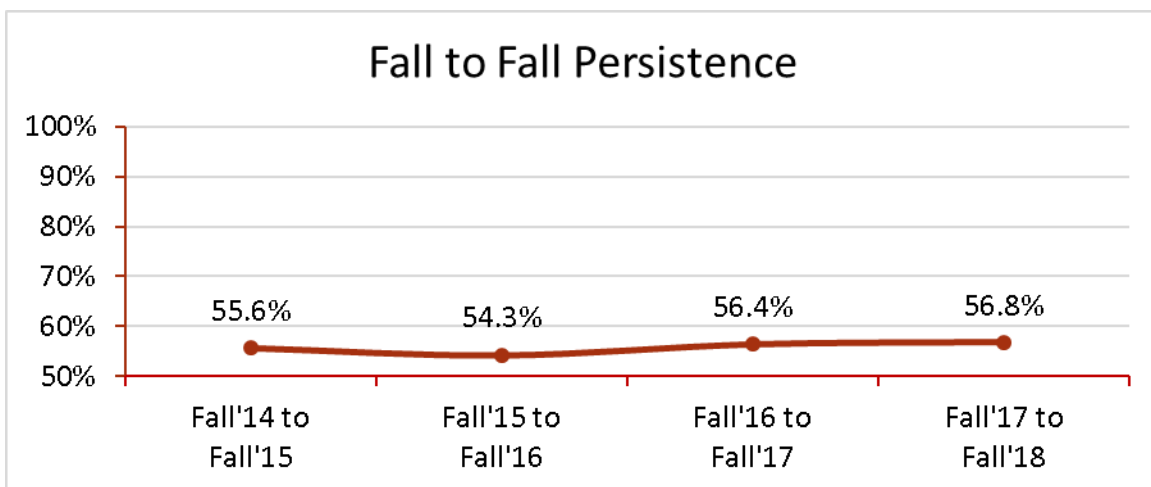


Figure 8: Fall to Fall Persistence Rate

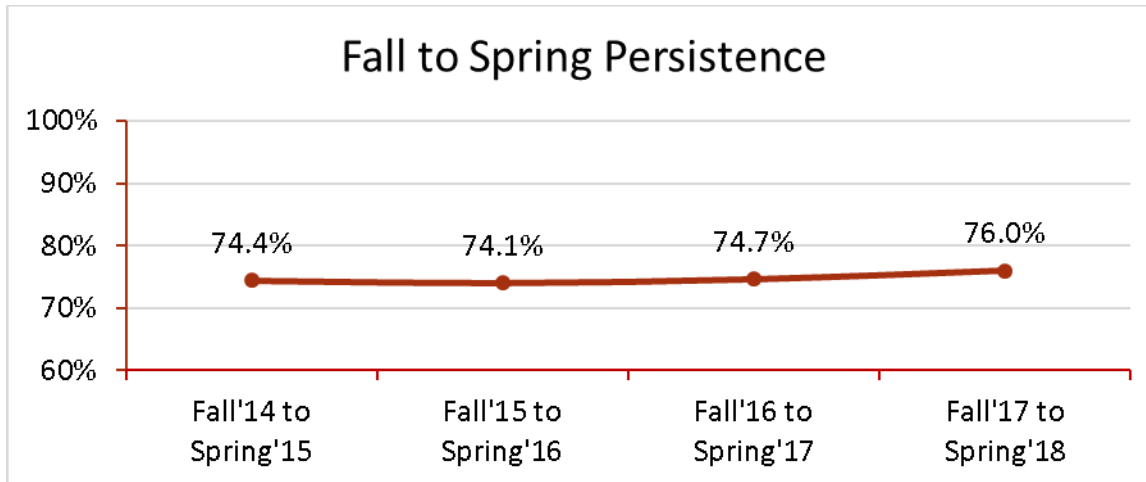


Figure 9: Fall to Spring Persistence Rate

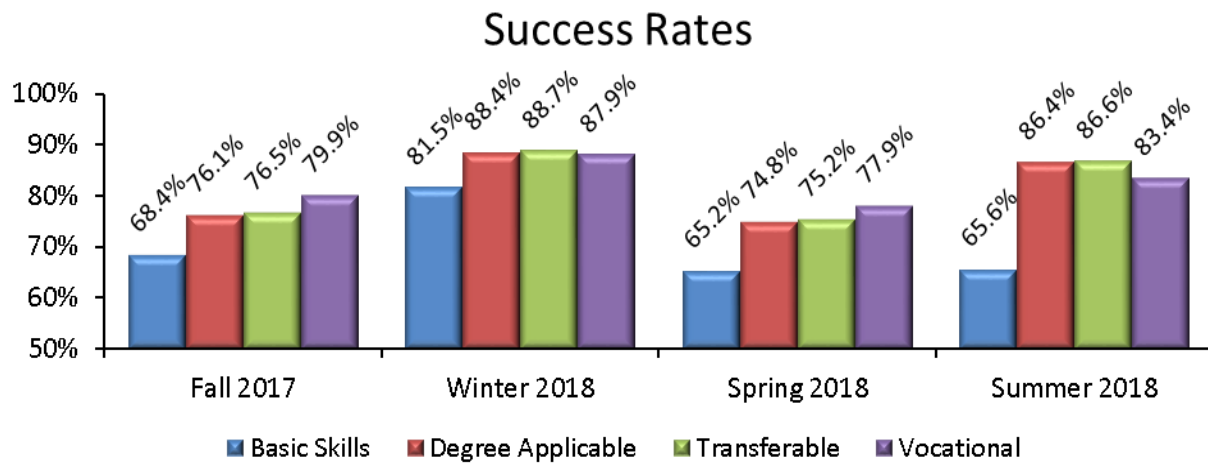


Figure 10: Overall Success Rates, Source: CCC DataMart

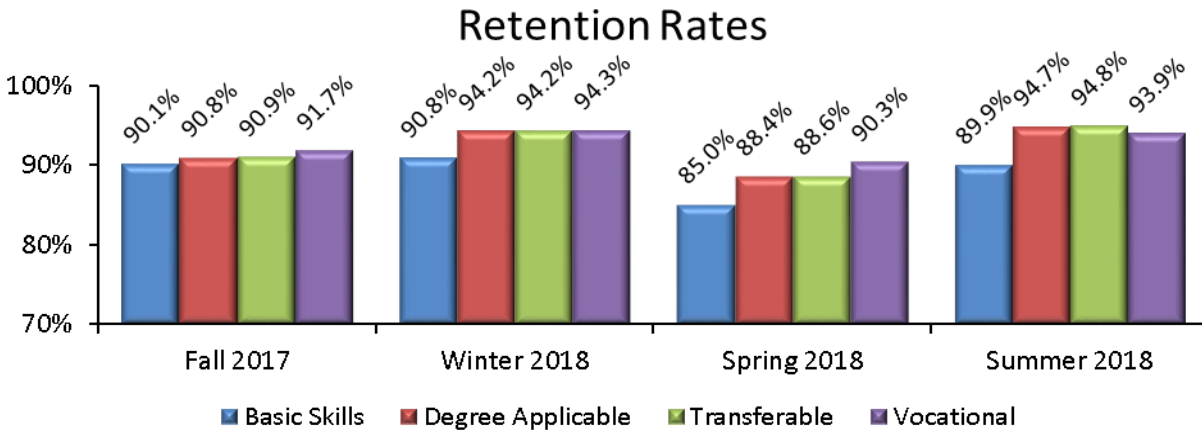


Figure 11: Overall Retention Rates, Source: CCC DataMart

Distance Education

Imperial Valley College offered its first Distance Education class more than ten years ago: an online music appreciation course. That was the sole online offering until IVC was awarded a Title V grant in 2004. This multi-million-dollar grant allowed for the creation of the ACCESO (Accessing Community College Education by Strengthening Student Outreach) program which resulted in the creation of the Distance Education Program at IVC.

Imperial Valley College transitioned to the Blackboard Learning Management System in July 2012. The college transitioned again beginning in Fall 2016 to the Canvas LMS. The cut-off date for Blackboard was the end of summer session 2017.

In spring 2018, IVC offered 73 online courses (a combination of hybrid and fully online classes) taught by 33 instructors (both full- and part-time faculty members).

Institution-Set Standards for Student Achievement

The college participates in the Institutional Effectiveness Partnership Initiative (IEPI) of the California Community Colleges Chancellor’s Office. In June 2017, the College’s IEPI group reviewed the thirty-three (33) indicators described under the IEPI reporting. Under College Student Performance and Outcomes, the IEPI group reported on the following indicators. For each indicator, historical data was reviewed and Short-term (one year) and Long-term (six years) goals were set.

<u>IEPI Indicator</u>	<u>Short-term</u>	<u>Long-term</u>
10. Completion Rate – College Prepared	69%	72%
12. Completion Rate – Overall	47%	50%
13. Remedial Rate – Math	42.5%	45%
14. Remedial Rate – English	41%	45%
15. Remedial Rate – ESL	10%	15%
16. Career Technical Education Rate	52%	56%
17. Successful Course Completion	71%	73%

The institution also completes an Annual Report to the Commission in which the following Institution-set Standards are given. The following information is taken from the 2018 Annual Report.

<u>Institution-set Standard for:</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Student Course Completion	72%	72%	72%
Actual course completion rate	69%	72%	75%
 <u>Institution-set Standard for:</u>	 <u>2015</u>	 <u>2016</u>	 <u>2017</u>
Degrees awarded	n/a	1,200	1,200
Actual degrees awarded	1,130	1,151	1,325
 Certificates awarded	 39	 37	 39
Actual certificates awarded	31	32	33
 Transfers to 4-year institutions	 37	 37	 37
Actual transfers to 4-year institutions	39	37	36

Organization of Self-Evaluation Report

Work on this Institutional Self-Evaluation Report (ISER) began in September 2016 at the first meeting of the year of the Continuous Accreditation Readiness Team (CART) ([ORG-01](#)). The Faculty Accreditation Coordinator noted that the team would be addressing two objectives for the next two years: (1) the team would work to develop the 2018 Institutional Self-Evaluation Report in preparation for governing board approval in December 2018 and the Evaluation Team visit in March 2019, and (2) the team would begin change from a committee mindset to a team mindset.

Following the standard procedures for past reports, the team presented a list of inquiry/writing groups and administrative/managerial team leaders to the President's Cabinet in November 2016. The President's Cabinet was informed of the CART plan to draft 40% of the standards in spring 2017, 30% of the standards in fall 2017, and the remaining 30% of the standards in spring 2018.

Once team leaders were confirmed and teams were established, the inquiry/writing process began. CART monitored the progress of the work with team members taking responsibility for other sections of the report such as the Student Achievement Data, Organizational Information, and the Quality Focus Essay. Team members also began discussing areas of concern. Those discussions lead to a CART recommendation to the Academic Senate to revise and expand the scope and authority of the SLO Committee into a campus-wide Outcomes and Assessment Committee.

In June 2017, the Institutional Effectiveness Partnership Initiative work group met to review the IEPI report for the California Community Colleges Chancellor's Office and establish short-term and long-term goals. The work group identified Overall Completion Rate (degrees, certificates, and transfers) as the primary focus for the college moving forward. CART reviewed and approved the primary focus and recommended the Academic Senate adopt the Overall Completion Rate goal of 50% (long-term goal) for the institution's Quality Focus Essay.

In August 2017, the President's Cabinet established the Guided Pathways Steering Committee to plan and implement the Guided Pathways framework over a five-year change process. CART saw the Guided Pathways framework as the process of reaching the Overall Completion Rate goal of 50% (long-term goal) within the Quality Focus plan.

Administrative and faculty leaders attended an ACCJC Training Workshop in September 2017. The team was encouraged by the realization that the institution was well on its way to completing the ISER with approximately 25% of the report already drafted at that point.

In the spring of 2018, the administrative and faculty leaders met with Dr. Steven Reynolds, the assigned ACCJC liaison. Dr. Reynolds provided a wealth of information and encouragement to the accreditation team.

Editing of the drafted sections began in February 2018 and continued into the summer months following the submission of all narrative sections in June/July 2018. The edited report was published to the college's website in August 2018, and a public announcement was made for public review and comment.

During the Fall 2018 semester, the edited report moved through the participatory governance process with additional times for public comment at several open meetings. The report was approved by the governing board in December 2018.

Participatory Governance Approvals of ISER in Fall 2018:

- i. President's Cabinet review September 18
- ii. College Council – first reading September 26
- iii. College Council – second reading and approval October 24
- iv. Academic Senate – first and second reading & approval November 7
- v. Public Forums
 1. Wednesday, November 7, 1:00-2:00 p.m. in the College Center
 2. Wednesday, November 7, 5:30-6:30 p.m. in the College Center
- vi. BOT Accreditation Presentation November 14 (IV.C.)
- vii. BOT – first reading November 14
- viii. BOT – second reading and approval of ISER December 12

Evidence List for Organization of Self-Evaluation Report

ORG-01 CART Minutes-ISER 9-20-16

Organizational Information

The Imperial Community College District/Imperial Valley College maintains a standard organizational structure.

District Organization:

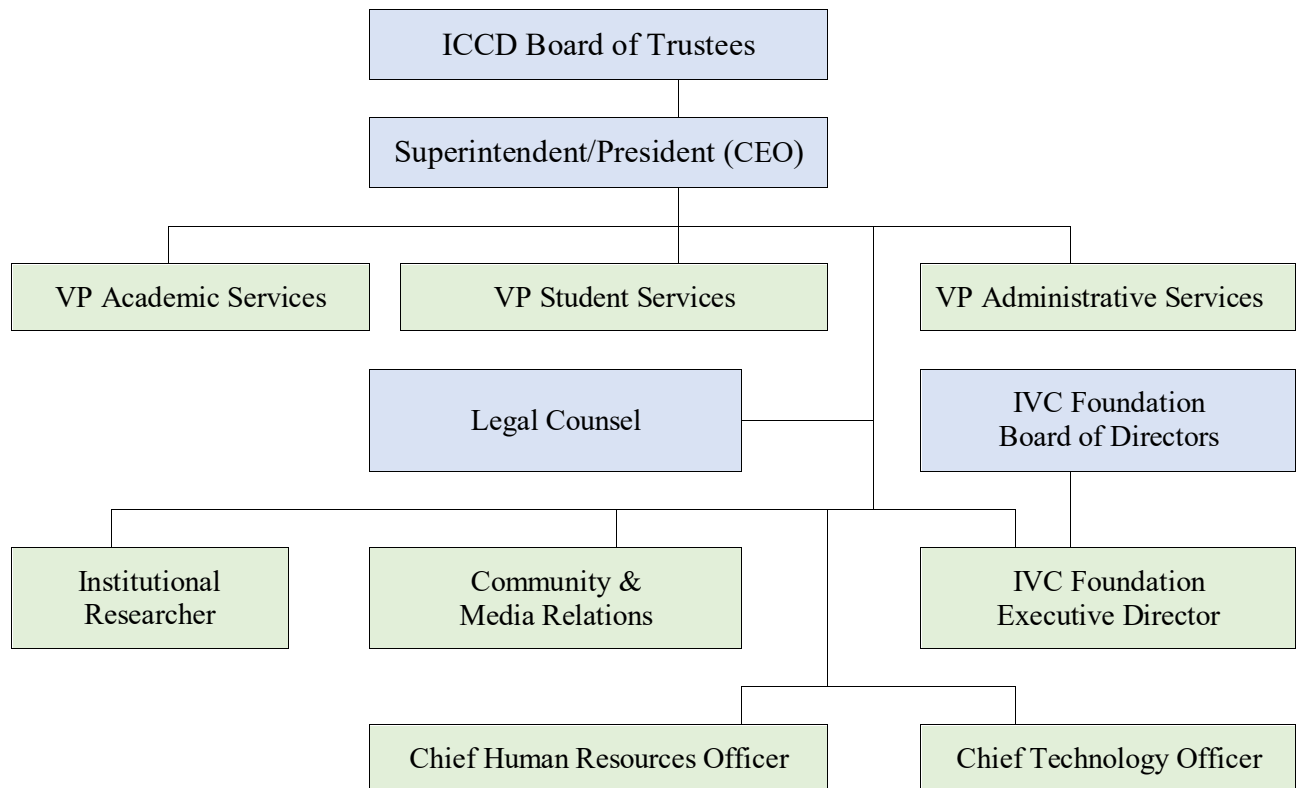


Figure 12: District Organization Chart

Academic Services:

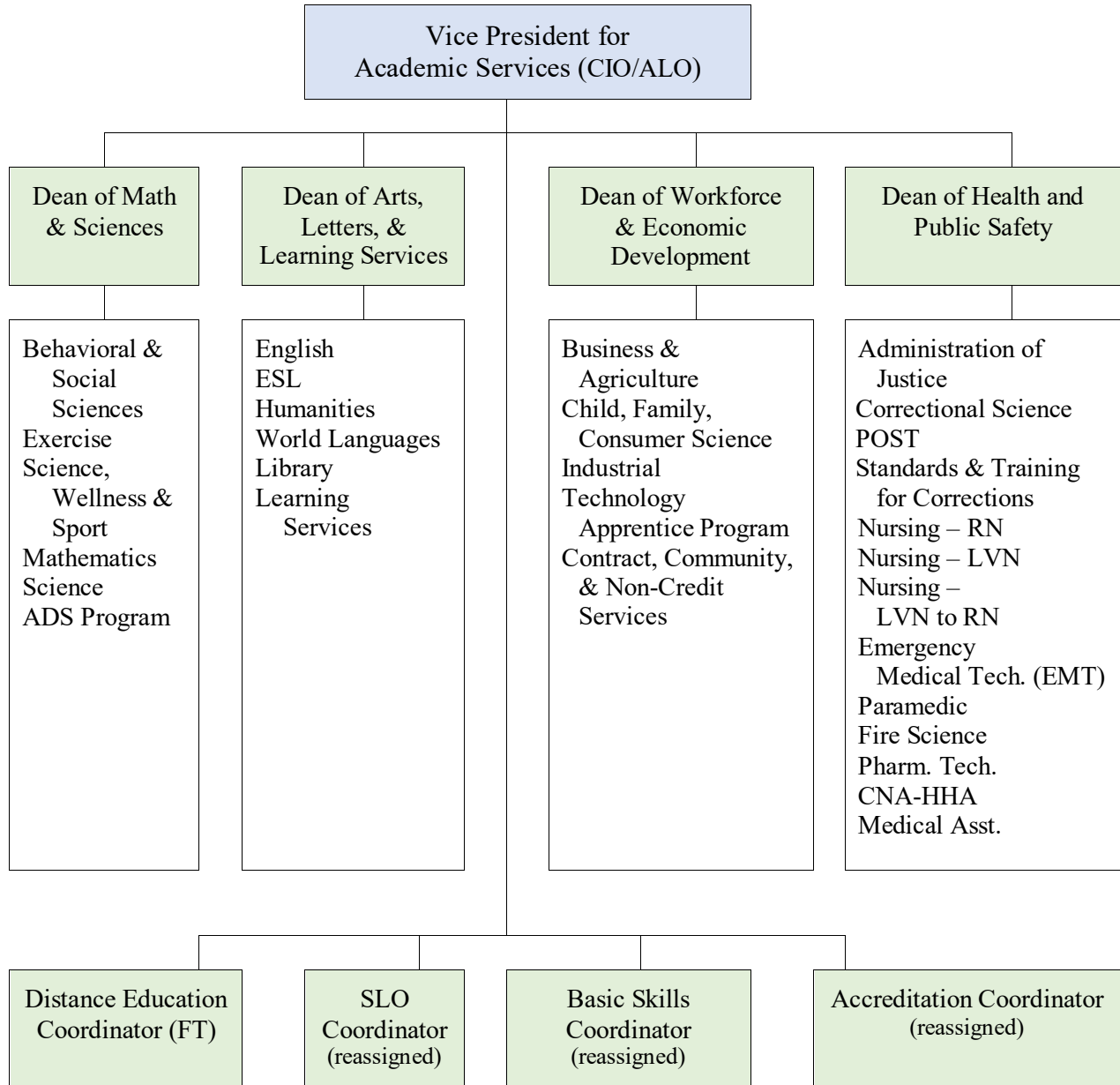


Figure 13: Academic Services Chart

Student Services:

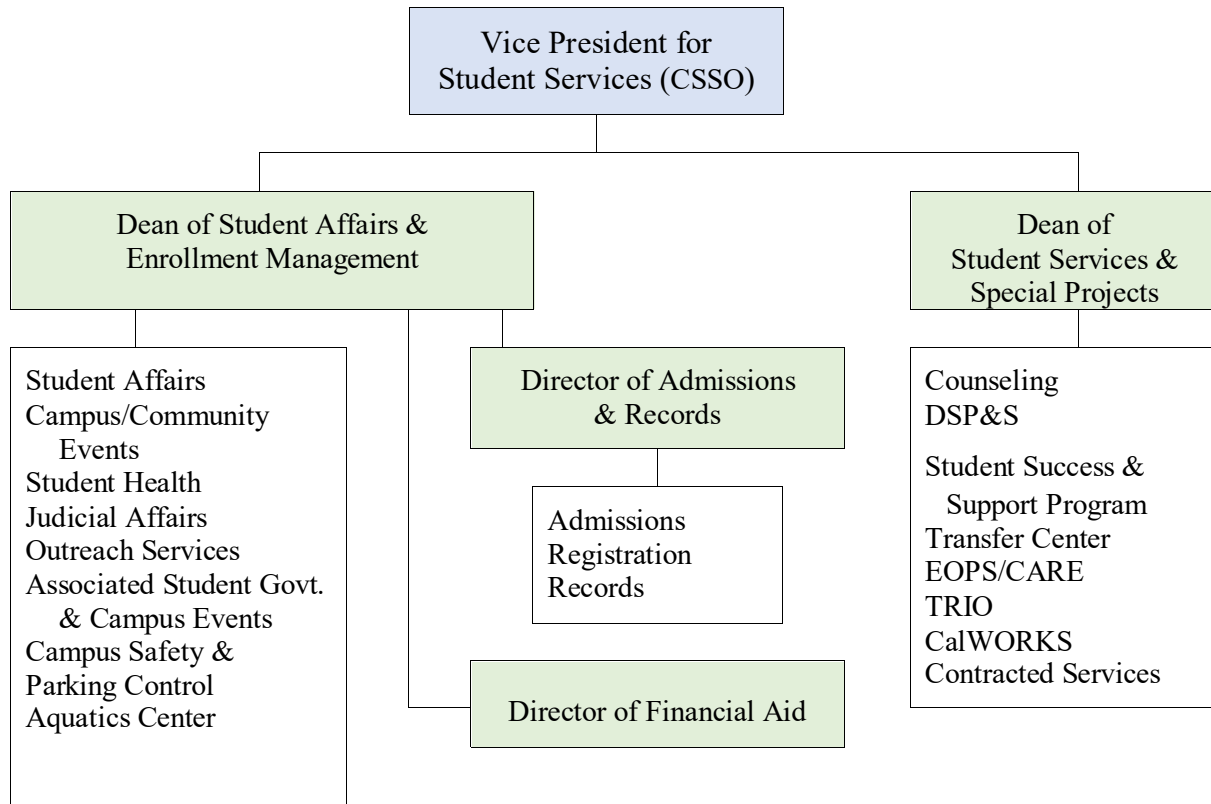


Figure 14: Student Services Chart

Administrative Services:

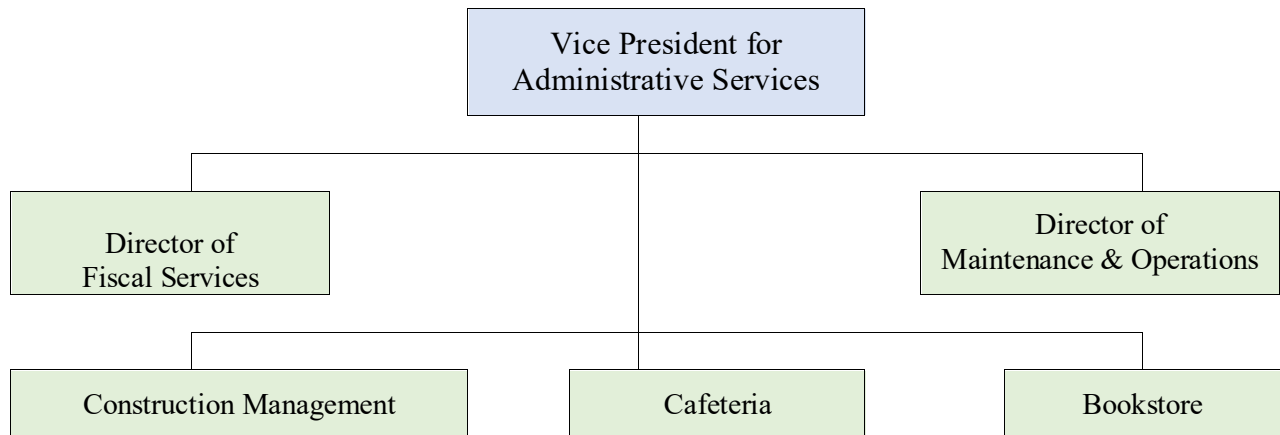


Figure 15: Administrative Services Chart

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

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

Imperial Valley College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Imperial Community College District. Imperial Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges ([ER1-01](#)). This organization is recognized by the Commission on Postsecondary Accreditation and the US Department of Education.

Program Accreditations:

- EMT-Paramedic: Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Alcohol and Drug Studies: California Association of Alcohol and Drug Educators (CAADE)
- Nursing – Registered Nursing (RN): California Board of Registered Nursing
- Nursing – Licensed Vocational Nurse (LVN): California Board of Vocational Nurse and Psychiatric Technicians
- Firefighter 1: California State Fire Marshal/State Board of Fire Services
- Automotive Technology: ASE Education Foundation

Certified/Approved Programs:

- Administration of Justice: California Commission on Peace Officers Standards and Training
- Alternative Energy-Solar Technology: North American Board of Certified Energy Practitioners (NABCEP)

Licensed Program:

- Child Development: Community Care Licensing Department of Social Services

This information is published in the college catalog and can also be found on the accreditation and affiliations website, [Accrediting and Licensing Agencies \(ER1-02\)](#).

2. Operational Status

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

The mission of Imperial Valley College is “to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.” The mission statement is published in the General Catalog, on program review and planning documents, and on our college website. It is reviewed regularly, updated, and presented to the Board of Trustees for approval. The mission statement is considered a living document and defines the commitment of the college to achieving student learning ([ER2-01](#), [ER2-02](#)).

3. Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Imperial Valley College offers a total of 65 degree programs including 24 transfer majors and 56 certificate programs ([ER3-01](#)).

Students attending the Fall 2018 semester indicated the following educational goals:

By Educational Goal

● Obtain AA/AS and trans to 4-yr	48.18%
● Undecided	11.87%
● Obtain AA/AS w/o transfer	11.58%
● Transf to 4-yr w/o AA/AS	7.23%
● 4 Yr College for 4Yr Coll Req	4.19%
● Earn Vocational Cert wo trans	3.93%
● Prepare for new career/job skl	3.40%
● Other	9.60%

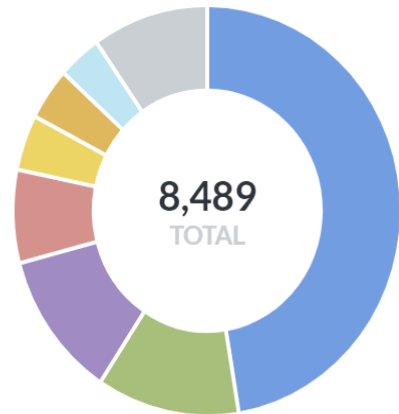


Figure 16: Fall 2018 Students by Educational Goal

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The board selects and employs a chief executive officer through a broad-based hiring committee which screens and interviews candidates and recommends candidates to the board. The chief executive officer, whose primary responsibility is to the institution, possesses the authority to administer board policies ([ER4-01](#)). The Board appointed Dr. Martha Garcia as Superintendent/President effective 1 July 2018.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

To ensure budget integrity in conformity with accounting principles generally accepted in the United States, the auditing company of Christy White Associates completes its review utilizing the guide for Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. Then in January, after a thorough review covering all funds under the jurisdiction of the district, the auditor's written and certified report is submitted to the governing board ([ER5-01](#)).

When presented at the board meeting, the verbal report highlighted areas of exception and included the Statement of Net Assets, total consolidated funds, operational revenues, general fund balance, and the status of the reserve funds. Finally, copies of the budget and the audited financial statements are submitted to the Imperial County Office of Education and the California Community College Chancellor's Office ([ER5-02](#), [ER5-03](#), [ER5-04](#)).

6. Mission

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

This Eligibility Requirement is addressed under Standard I.A.1 and I.A.4.

7. Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

This Eligibility Requirement is addressed under Standard IV.C.1, IV.C.4, and IV.C.11.

8. Administrative Capacity

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

This Eligibility Requirement is addressed under Standard III.A.9 and III.A.10.

9. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered and culminate in identified student outcomes.

This Eligibility Requirement is addressed under Standard II.A.1 and II.A.6.

10. Academic Credit

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit.

This Eligibility Requirement is addressed under Standard II.A.9 and II.A.10.

11. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

This Eligibility Requirement is addressed under Standard I.B.2, I.B.3, and II.A.1.

12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

This Eligibility Requirement is addressed under Standard II.A.5 and II.A.12.

13. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

This Eligibility Requirement is addressed under Standard I.C.7.

14. Faculty

The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

This Eligibility Requirement is addressed under Standard III.A.2 and III.A.7.

15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission.

This Eligibility Requirements is addressed under Standard II.C.1 and II.C.3.

16. Admissions

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

This Eligibility Requirement is addressed under Standard II.C.6.

17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered.

This Eligibility Requirement is addressed under Standard II.B.1 and II.B.4.

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

This Eligibility Requirement is addressed under Standard III.D.1.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

This Eligibility Requirement is addressed under Standard I.B.9 and I.C.3.

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation, and Transfer*

Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be Found

This Eligibility Requirement is addressed under Standard I.C.2.

21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies; describes itself in identical terms to all its accrediting agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

This Eligibility Requirement is addressed under Standard I.C.12 and I.C.13.

Evidence List for Eligibility Requirements

ER1-01	ACCJC Reaffirmation of Accreditation Letter 6-29-15
ER1-02	General Catalog 2018-2019, p. 2, Accreditation
ER2-01	BP 1200 District Mission
ER2-02	General Catalog 2018-2019, p. 9, Mission
ER3-01	General Catalog 2018-2019, pp. 64-218, Degrees and Certificates
ER4-01	BP 2430 Delegation of Authority
ER5-01	Audit 2016-2017
ER5-02	Budget 2016-2017
ER5-03	Budget 2017-2018
ER5-04	Budget 2018-2019

Certification of Continued Institutional Compliance with Commission Policies

1. Public Notification of an Evaluation Team Visit and Third Party Comment
2. Standards and Performance with Respect to Student Achievement
3. Credits, Program Length, and Tuition
4. Transfer Policies
5. Distance Education and Correspondence Education
6. Student Complaints
7. Institutional Disclosure and Advertising and Recruitment Materials
8. Title IV Compliance

1. Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation citation: 602.23(b)]

Superintendent/President Victor Jaime launched the current Institutional Self-Evaluation process with an email announcement to the campus community on 24 March 2017 ([CPI-01](#)).

The final draft of the ISER was posted to the college's website in August 2018 with campus and public notifications inviting review and comment. The President's Office issued a press release in August 2018 notifying the public of the posted document and inviting public comment. In addition to the open meetings for College Council, Academic Senate, and the Board of Trustees, the press release also included options for electronic or printed public comments.

The following open meetings provided public comment on the report:

- | | |
|---|-------------------|
| • College Council, first reading | 26 September 2018 |
| • Academic Senate | 17 October 2018 |
| • College Council, second reading | 24 October 2018 |
| • Academic Senate, first & second reading | 7 November 2018 |
| • Board of Trustees approval | 12 December 2018 |

At the time of Board Approval, one public comment had been received and referred to the ALO and Accreditation Coordinator.

A public forum for concerned parties to meet with members of the evaluation team will be scheduled during the site visit in March 2019.

2. Standards and Performance with Respect to Student Achievement

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

The college participates in the Institutional Effectiveness Partnership Initiative (IEPI) of the California Community Colleges Chancellor's Office. In June 2017, the College's IEPI group reviewed the thirty-three (33) indicators described under the IEPI reporting. Under College Student Performance and Outcomes, the IEPI group reported on the following indicators. For each indicator, historical data was reviewed and Short-term (one year) and Long-term (six years) goals were set.

	<u>Short-term</u>	<u>Long-term</u>
10. Completion Rate – College Prepared	69%	72%
12. Completion Rate – Overall	47%	50%
13. Remedial Rate – Math	42.5%	45%
14. Remedial Rate – English	41%	45%
15. Remedial Rate – ESL	10%	15%
16. Career Technical Education Rate	52%	56%
17. Successful Course Completion	71%	73%

The following table shows Institution-set Standards reported in the 2018 Annual Report:

	2017	2016	2015
Institution-set Standard for successful student course completion	72%	72%	72%
Institution-set Standard for degree completion	1,200	1,200	n/a
Institution-set Standard for certificate completion	39%	37%	39%
Institution-set Standard for student transfers to a 4-year college/university	37%	37%	37%
Examination pass rate for licensure examinations: Nursing – RN (associate)	75%		
Examination pass rate for licensure examination: Nursing – VN (vocational)	75%		
Examination pass rate for licensure examination: Emergency Medical Services (Paramedic)	75%		

<p>Job placement rate for students completing certificate programs and career-technical education:</p> <ul style="list-style-type: none"> • Medical Assistant • Pharmacy Technician • Nursing • Emergency Medical Services • Paramedic • Administration of Justice • Fire Technology • Accounting • Business Administration • Office Technology • Computer Information Systems • Sign Language • Electronics and Electrical Technology • Air Conditioning and Refrigeration Technology • Automotive Technology • Construction Craft Technician • Manufacturing and Industrial Technology • Water and Wastewater Technology • Child Development • Human Services 	<p>75%</p>		
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Figure 17: Institution-set Standards reported in the 2018 Annual Report

3. Credits, Program Length, and Tuition

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

The college awards academic credits based on generally-accepted practices in degree-granting institutions of higher education. Credit policies are published in the college catalog. Credit is assigned to courses based on the Carnegie Unit formula which requires three hours of student work per week, either in or out of class, over an 18-week term, for one unit of credit ([CP3-01](#), [CP3-02](#)). The college [Curriculum Committee](#) reviews all courses to ensure compliance with applicable regulatory requirements.

The college's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of

quality and rigor appropriate to the degrees offered ([ER3-01](#)). Every course outline contains course objectives that are achieved through class content, assignments, and activities ([CurriQunet Search](#)). Each degree program and certificate program has identified student learning outcomes which serve as the standard for review of student achievement.

Tuition is set by the California legislature (Government Code 76300) for resident and out-of-state students. Definitions of resident and out-of-state status, as well as current tuition rates, are published in the college catalog ([CP3-04](#)).

4. Transfer Policies

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Imperial Valley College maintains a regular review of courses offered through the Curriculum Committee. Courses are reviewed for learning objectives and appropriate calculation of credit hour. Program learning objectives are reviewed by the individual programs as part of the program review process.

Transfer of Credit to Imperial Valley College from another institution or agency is described in the college catalog ([CP4-01](#)). This information addresses transfer of credit for lower division courses, upper division courses, credit for correspondence or extension courses, credit for military service, advanced placement (AP) examinations, College Level Examination Program (CLEP), and credit from foreign institutions.

The College Catalog information also provides criteria for accepting transfer credits.

A list of all institutions with which there is an established articulation agreement is available to students and the public through ASSIST funded by the California legislature and maintained through their office on the University of California campus. Imperial Valley College also maintains articulation agreements with some private and out-of-state colleges and universities. These articulation agreements can be viewed through the IVC [Transfer Center](#) webpage.

5. Distance Education and Correspondence Education

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

Imperial Valley College has established AP 4105 Distance Education which defines distance education classes as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online classes” ([CP5-01](#)). AP 4105 follows AP 4020 Program, Curriculum and Course Development ([CP3-02](#)). The policies and procedures for determining if a course is

offered by distance education (DE) are developed by the [DE Committee](#) in cooperation with the Curriculum Committee, under the authority of the IVC Academic Senate.

The process for development of coursework for online delivery is published in the DE Faculty Handbook ([CP5-02](#)). The procedures are consistently maintained and monitored by the DE Coordinator who co-chairs the DE Committee with the Chief Technology Officer. Courses offered online address the same student learning outcomes as the face-to-face classes.

Tutoring and library services are available online for distance education students. Proctorio is the online test proctoring service available to instructors teaching online classes.

The involvement of the CTO on the DE Committee provides for collegial communication and support of the distance education courses for the institution.

During the application process, students are assigned an IVC email account with a default password which they are then encouraged to change. The email account and password are used to access the Canvas CMS where all online classes are housed. Imperial Valley College uses CAS Single Sign On to authenticate students signing into Canvas.

Imperial Valley College does not offer any correspondence courses.

6. Student Complaints

[Regulation citations: 602. 16(a)(1)(ix); 668.43.]

The Imperial Valley College Student Complaint Policy is published in the college catalog ([CP6-01](#)). The catalog also is available online on the college's website. The Student Affairs Office maintains a [Student Complaint Policy website](#) and an online form ([CP6-02](#)). The policy enumerates a six-step procedure which allows for appeal to the Superintendent/President, and eventually the governing board, for resolution. Students are informed (p. 48) that unresolved issues can be referred to the Commission and/or the California Community College Chancellor's Office.

The procedures are based upon AP 5530 Student Rights and Grievances ([CP6-03](#)).

Student complaint forms and decisions/resolutions are maintained by the Student Affairs Office and are available for team review. When student complaints name members of the faculty, the resolution and record-keeping are housed in the Office of Instruction. The Office of Instruction informs the Student Affairs Office when the complaint process is completed.

The institution maintains a list of all associations and agencies that accredit, approve, or license the institution and individual programs within the institution on the college's

[Accreditation/Affiliations website](#). The list includes links to the agencies' websites and other contact information for filing complaints.

7. Institutional Disclosure and Advertising and Recruitment Materials

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

The public disclosure of the institution's accredited status is available on the IVC Website on the [Accreditation](#) page. Accurate and timely information is available to the public on a continuous basis.

On 25 April 2018, the Co-Chair of the [Public Relations & Marketing Committee](#) (PRMC) provided the 2018 report to the IVC College Council ([CP7-01](#)). It was noted that the PRMC's mission is to provide "guidance and support for both internal and external initiatives and communication strategies that promote and enhance the mission of Imperial Valley College." The report highlighted recent committee accomplishments including: (a) the approval of the Public Relations Plan 2018-2021, (b) the development of a new social media policy, and (c) the approval of a comprehensive CTE Marketing Plan. In addition, it was noted that one of the committee goals for 2017-2018 is to "provide students with clear, concise and timely information to help them achieve their educational goals and to inform the public of education opportunities at IVC." The educational programs and services continue to be the primary emphasis of all advertising and recruitment materials.

On 19 July 2017, the College Public Information Officer presented the 2014-2017 Public Relations and Marketing Plan to the governing board ([CP7-02](#)). The central goals of the plan are to:

1. Establish a fully functioning, comprehensive Public Relations capability with appropriate fiscal resources and dedicated personnel. Key Strategy: to develop a three-year Staffing and Resource Plan, and to
2. Increase knowledge among IVC Stakeholders regarding programs and issues at the institution through consistent two-way communication that promotes and fosters student and community relations as well as institutional value. Key Strategy: to research all local communities to reinforce personal connections with the institution.

8. Title IV Compliance

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

Title IV regulations and requirements for student financial aid funds are included in the institution's annual external audit ([CP8-01](#)). The institution has not received any audit findings related to student financial aid funds for the past three years.

The US Department of Education has not raised any issues with IVC relating to Title IV funds.

The institution does not participate in student loan programs.

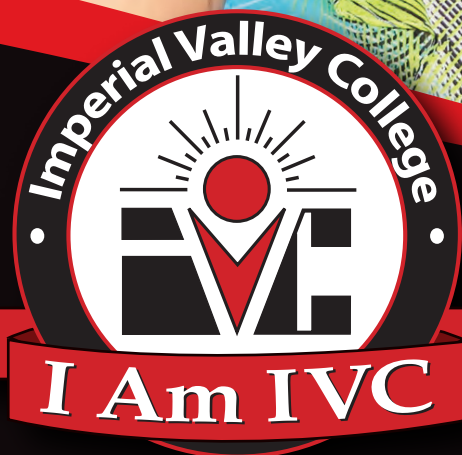
The institution does not contract with external agencies to provide educational programming or services, library services, or student support services.

Evidence List for Commission Policies

CP1-01	IVC Accreditation Update Email 3-24-17
CP3-01	BP 4020 Program, Course, and Curriculum Development
CP3-02	AP 4020 Program, Course, and Curriculum Development
CP3-03	IVC Curriculum Committee Website
CP3-04	General Catalog 2018-2019, p. 21, Fees and Refunds
CP4-01	General Catalog 2018-2019, pp. 39-43, Transfer Credit
CP5-01	AP 4105 Distance Education
CP5-02	Distance Education Faculty Handbook
CP6-01	General Catalog 2018-2019, pp. 45-48, Student Complaint Policy
CP6-02	Online Student Grievance Form
CP6-03	AP 5530 Student Rights and Grievances
CP7-01	Public Relations and Marketing Report 2018
CP7-02	Public Relations and Marketing Plan 2014-2017
CP8-01	IVC Audits Website

Additional Evidence

ER3-01	General Catalog 2018-2019, pp. 64-218, Degrees and Certificates
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Standard I

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

Evidence of Meeting the Standard:

“The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.”

Imperial Valley College is an open access, public, post-secondary institution under the California Community College (CCC) system. In alignment with the mission of CCC system, California Education Code 66010.4, Imperial Valley College serves a broad range of functions to meet the educational purposes and career needs of Imperial County residents, which include:

- Offering academic and vocational instruction at the lower division level for traditional age, older adults, and returning students with a goal of attaining associate degrees or career education certificates;
- Providing pre-collegiate instruction such as remedial instruction and English as a second language;
- Delivering credit and non-credit courses, and community education services, that support the economic growth and needs of the local economy;
- Providing courses and services in multiple modalities including online or distance education to meet the needs of a diverse student body; and
- Providing support services to help students overcome academic, personal, or financial obstacles to achieve their educational goals.

Imperial County is unique in several ways. It is the only small rural community along the southern California border with an estimated population of 180,000 that borders a large metropolitan city, Mexicali in Mexico, which has over 1.5 million people. These dynamics create a set of economic opportunities and challenges for the Imperial Valley community. Imperial Valley is predominantly Hispanic (83%) and historically has had among the highest unemployment rates in the nation ([IA1-01](#), [IA1-02](#)). Although the county's population is small, geographically it is one of the largest counties in California, and IVC is the only community college in the region.

As such, Imperial Valley College is tasked with providing a broad scope of educational opportunities and support services for its students of every background, from ESL and basic skills services, to career education, to transfer programs. The college also has made a commitment to serve not only traditional high school age students, but adult learners, students with disabilities, currently and formerly incarcerated students, foster youth, and students experiencing food and housing insecurities.

At the core of Imperial Valley College's mission is commitment to fostering excellence in education that develops students' intellect, character, and abilities. This is accomplished through focus on student learning and achievement. The college regularly assesses knowledge and competences in all segments of study and service by evaluating the learning and area outcomes at the institutional, program, and course levels. Additionally, student achievement is measured on a regular basis by way of the program review process, the California Student Success Card (CSSC), and the Institutional Effectiveness Partnership Initiative ([IEPI](#)) ([IA1-03](#), [IA1-04](#)). Each evaluates variations of degree and certificate completions, transfer rates, course completion, licensure examination passage, post-program employment rates, and other notable elements.

Analysis and Evaluation:

The mission statement of Imperial Valley College describes the broad educational purposes, the student population, the type of degrees and certificates, and its commitment to student learning and achievement.

2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard:

Imperial Valley College reviews and analyzes several internal and external data sources to make informed decisions and to appropriately allocate resources to meet the needs of

students effectively. IVC's [Office of Institutional Research](#) regularly provides institutional data on student learning outcomes, student achievement, academic quality, equity, program review, grant research, and federal and state mandates to administrators, faculty, staff, and students.

In 2015, Imperial Valley College conducted a thorough analysis on the State of the College to produce the Strategic Educational Master Plan 2015-2021 (SEMP) ([IA2-01](#)). National, state, and local data were analyzed. The data served to drive the planning process of the college and were foundational in developing the Strategic Plan. The Strategic Educational Master Plan is designed to provide a clear link between the mission, institutional goals, and objectives and programmatic goals and objectives as well as resource allocation.

- District Goal A. Student Success
- District Goal B. Teaching and Learning Effectiveness
- District Goal C. Access and Growth
- District Goal D. Community, Economic and Workforce Development
- District Goal E. Organizational Effectiveness

Additional data is drawn from the community through a Visioning process. A Visioning Update presentation was presented to the governing board on 18 April 2018 ([IA2-02](#)).

Each department or program (planning unit) is responsible for collecting and reviewing data to make sound strategic decisions through the program review process ([IA2-03](#)). The program review process intends to promote student-centered educational and service excellence by engaging all college units in self-examination and self-improvement. Each unit collects relevant data relating to their particular area. The units analyze the data to determine whether the core objectives are being achieved and assess whether the objectives are still relevant to the college's mission and institutional goals. The units then develop new objectives to move the department closer to achieve their student-centered goals.

The process is broad-based, accessible, and integrated into the other college-wide processes. The information gathered and analyzed in program review is an integral part of planning, decision making, personal development, program improvement, and optimal utilization of the college's financial resources ([IA2-04](#)). Moreover, the program review process ensures that all college programs and services are functioning in support and alignment of the college's mission.

Analysis and Evaluation:

Data are widely utilized by the college committees: Administrative Council, Academic Senate, College Council, and numerous sub-committees. With the mission being the foundational document, the committees regularly meet and review reports, including

enrollment management reports, performance gaps, success scorecards, course scheduling, learning outcomes, space utilization, etc. to identify potential concerns and gauge the effectiveness of the college's ability to meet the educational needs of students.

All units within the institution use data to determine how effectively they are accomplishing the institutional mission and meeting the educational needs of students.

3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard:

Imperial Valley College's planning processes stretch throughout the institution in supporting IVC's mission. This is articulated in the Budget Principles, Guidelines and Priorities and illustrated in annual Program Review process ([IA3-01](#), [IA2-03](#)). All departments and programs (planning unit) assess their effectiveness in achieving their goals and objectives (aligned with the mission) and develop a plan for the next year to improve student learning and achievement. The departments and programs evaluate what resources will be needed to better achieve the goals and make requests for additional resources through the Strategic Planning On Line (SPOL) software.



Figure 18: SPOL header

The requests for additional resources are reviewed by the various campus resource committees through the participatory governance process. The campus committees ensure that each request is aligned with the mission and institutional objectives. Requests that are not considered aligned with the mission or institutional objectives are not recommended. The approved requests are submitted to the Budget and Fiscal Planning Committee who incorporate the priority lists into a cohesive document ([IA3-02](#)). The document is then sent to the President's Cabinet for final approval where the cabinet evaluates the mission's alignment, the potential impact on student learning and achievement, and the overall feasibility of the request.

Analysis and Evaluation:

Imperial Valley College's programs and services are aligned with its mission, and the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student-learning and achievement. The college's mission statement promotes the core institutional principles that define its purpose and objectives. The mission centers on fostering excellence in education and embraces diversity to assist students to achieve their educational goals and to be responsive to the needs of the community.

4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

Evidence of Meeting the Standard:

The Imperial Valley College Mission Statement was adopted in 2002 by the governing board and reaffirmed in 2012 and 2015 ([IA4-01](#), [IA4-02](#)). Since the adoption, it has been reviewed every three years by the President's Office and the Educational Master Planning Committee ([IA4-03](#)). It is scheduled to be reviewed during the fall 2018 semester.

Imperial Valley College's mission statement is widely published across multiple forms of communication including the College Catalog ([ER2-02](#)) and the [college website](#), and it is prominently displayed throughout the campus in buildings, classrooms, and offices.

Analysis and Evaluation:

The Mission Statement is widely published. It is reviewed on a three-year cycle.

Evidence List for Standard I.A.

IA1-01	Imperial County Quickfacts 2017
IA1-02	Imperial County MSA Summary 11-16-18
IA1-03	Student Success Scorecard 2018
IA1-04	IEPI Indicator Rates
IA2-01	Strategic Educational Master Plan 2015-2021
IA2-02	Visioning Update 2017-2018
IA2-03	Program Review Handbook 2017-2018
IA2-04	IVC Fact Book 2016
IA3-01	Budget Principles, Guidelines and Priorities 2018-2019
IA3-02	Budget and Fiscal Planning Committee Enhanced Budget Requests Prioritization 2015-2016
IA4-01	Board Minutes-Mission Statement 4-18-12
IA4-02	Board Minutes-Mission Statement 11-18-15
IA4-03	EMPC Minutes-Mission, Vision, Values 5-15-15

Additional Evidence

ER2-02	General Catalog 2018-2019, p. 9, Mission
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Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. *The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard:

Imperial Valley College engages in ongoing, collegial dialogue focused on student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through regular college processes and established structures.

Program review is mandated for both academic and operational areas, incorporates SLO/PLO and Operational outcomes, and uses disaggregated institutional data on student success and achievement within programs and disciplines. Program reviews are faculty and staff driven with input and support from the [Office of Institutional Research](#) which continuously works to facilitate the process and formatting reports to make them more efficient and useful for analysis. Although SPOL is a web-based system, a paper template was created for users to facilitate discussions, analysis, and recommendations ([IB1-01](#)).

Program reviews allow for the faculty and staff engagement in dialogue to improve student performance and maintain standards of academic quality, enhance student learning, assure student equity, and improve institutional effectiveness.

Comprehensive reviews are conducted on a three-year cycle. A shorter version of the review, or program review update is conducted in the second and third year ([IB1-02](#)). The program review update adds a layer of accountability as it reports on past objectives and includes the developing future objectives to include budget enhancement requests. The comprehensive program review requires departments to write a disaggregated data report that provides all the necessary elements for analysis, discussion, and goal development. The data elements embedded within the report include enrollment and fill rates, productivity, success and retention, grade point average, and number of certificates and degrees awarded.

The Strategic Educational Master Plan was approved in June 2015 as our six-year strategic plan ([IA2-01](#)). The plan resulted from broad discussions with all stakeholders and provides the direction for the college to address the educational needs of its students, establishing strategic goals and strategies focusing on the following:

- Student Success
- Teaching and Learning Effectiveness
- Access and Growth
- Community, Economic, and Workforce Development
- Organizational Effectiveness

The institution's committee structure includes a number of faculty-centered committees that facilitate healthy and progressive discussions related to improving teaching, learning, and the operational environment of the college. Additionally, there are student representatives on most committees which promotes and includes the very important voice of students in these discussions.

The college communicates to the community and college stakeholders using a variety of strategies, tools, and events that provide not only information but also foster meaningful institutional dialogue.

Analysis and Evaluation:

Program review is the primary mechanism to establish goals and objectives that improve and promote institutional effectiveness, but discussions and input to create these goals and objectives can start at department meetings, governance committees and councils, the development of planning documents, and college-wide events focused on the topics of student assessment and achievement.

2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

Evidence of Meeting the Standard:

Imperial Valley College has Student Learning Outcomes (SLOs) for each course, program, certificate and degree in credit and noncredit. SLOs are included in all Course Outlines of Record (COR) and well as syllabi ([IB2-01](#), [IB2-02](#), [IB2-03](#)). SLOs are developed by discipline faculty and approved by the Curriculum Committee.

All academic programs have Program Learning Outcomes (PLOs) ([ER3-01](#)). PLOs are developed to align with the content and objectives of the program's core courses and to provide students with information regarding the learning they can expect upon completion of their program. PLOs are developed by the individual faculty in each department and approved by the Curriculum Committee. The SLO Coordinator has produced a fall 2018 Update on SLO and PLO progress ([IB2-04](#)).

All student and learning support services have developed Service Area Outcomes (SOAs). SAO assessments are done via a Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis aligned with institutional and program goals.

SLOs and SAOs are also reviewed annually as a part of the program review ([IB1-01](#), [IB2-05](#)).

Imperial Valley College has five Institutional Student Learning Outcomes (ISLOs) ([IB2-06](#)).

- Communication Skills
- Critical Thinking
- Personal Responsibility
- Information Literacy
- Global Awareness

The Institutional Student Learning Outcomes were developed with broad campus dialogue and recommended to the governing board by the Academic Senate. The most recent assessment was conducted at the end of the spring semester 2018 ([IB2-07](#)).

Analysis and Evaluation:

The institution utilizes the Strategic Planning On-Line (SPOL) database to maintain and monitor the Program Review cycle. The online compilation of student learning assessment has diminished the sense of urgency or opportunities for discipline faculty to meet, review, and discuss the assessment data (closing the loop). This process also provides an opportunity for programs to create program objectives based on the assessment of outcomes and link these two processes that were once fragmented at our institution.

Student Services and Learning Support Services have developed Service Area Outcomes (SAOs) which serve as a mean to measure client satisfaction and/or program efficiency on an annual basis.

Improvement Plans:

The SLO Coordinator and/or department chairpersons will make regular reports on the status of their student learning outcomes assessment cycle.

The SLO Coordinator and/or SLO Committee will provide professional development to Student Services and Learning Support Services to develop student learning outcomes instead of service area outcomes.

The institution will enlarge and expand the charge and scope of the SLO Committee to oversee campus-wide assessment practices (the Outcomes and Assessment Committee).

3. *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

Evidence of Meeting the Standard:

Imperial Valley College uses a number of performance matrixes to track student achievement and continuous improvement. The college annually reviews the standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) annual report which assesses institutional progress in specified indicators to benchmark institutional effectiveness and program improvements ([IB3-01](#)).

The Institutional Effectiveness Partnership Initiative ([IEPI](#)) also added a new framework of indicators to structure discussions and goals related to student success and budgets. These indicators and goals are presented to college stakeholders through our participatory committee structure including the Academic Senate and College Council. The governing board also receives the information.

Career Education program performance is tracked via the Perkins indicator report prepared every year by the California Community Colleges Chancellor's Office (CCCCO) which is benchmarked against local performance scores and Statewide comparisons ([IB3-02](#)).

Also, the Scorecard report is the mechanism for the Educational Strategic Master Plan to establish performance benchmarks and track student performance ([IA1-03](#)).

Analysis and Evaluation:

The institution-set standards are directly connected to the mission. The college shares reports through participatory governance and uses results to evaluate the need for changes, allocation of resources, and institutional improvements.

4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard:

Since 2012, guided by data and assessment structures, the college has improved in the area of quality assurance and data disaggregation. Data collection methods have been strengthened using the student management system tools (Banner/Argos) and Strategic

Planning On-Line (SPOL), a third-party integrated planning tool, to improve data quality, data availability to stakeholders, and automation of data reports used in program review as well as reports to analyze different programs such as veterans' services, distance education, and foster youth.

The implementation of SPOL has created an opportunity for the college to streamline all three processes of program review, budget planning, and Student Learning Outcomes mapping and tracking. SPOL implementation has been very laborious as it required the transition of program review and related processes from paper-based planning to electronic web-based planning.

In fall 2014, faculty were introduced to SPOL, and by the end of Academic Year 2014-2015, data for 360 courses was uploaded into SPOL. In addition, PLOs were mapped from course level to program level to institutional level outcomes. In fall 2015, faculty reviewed course level outcomes and, when appropriate, reduced the quantity of SLOs for each course to improve the quality of data to be collected.

One of the most important review activities on campus is the program review process ([IA2-03](#)). During this process, programs and departments assess their effectiveness. Each instructional department conducts comprehensive program reviews on a three-year cycle with annual updates in the second and third years. These reviews include the compilation of various data and information including:

- The school/department/program mission statement;
- Students Learning Outcomes (instruction) or Service Area Outcomes (non-instructional);
- Analysis of current performance;
- Program strengths and areas for improvement; and
- Goals during the program review cycle to include a timeline, needed resources, obstacles to completion, and how the goals link to the college mission statement.

To ensure that the college is maximizing the use of data, the program review data are disaggregated by subgroups (age, ethnicity, gender, etc.) ([IB4-01](#)).

Beginning in 2013-14, programs are required to provide a health analysis based on a three-year review of data that includes the following components:

- Enrollment and fill rates disaggregated by day, evening, and online classes, which is also used in enrollment management and scheduling processes,
- Productivity, and
- Success and retention disaggregated by day, evening, and online classes, as well as ethnicity, age, and gender.

The three-year trend analysis allows for an assessment of the program's current status and growth projections. Another matrix used by the college for quality evaluation is the CCCCO Scorecard that reviews performance based on established matrixes for completion rates, persistence, math, English, and Career Education (CE) ([IA1-03](#)). This information is helpful in analyzing achievement gaps between targeted groups. Local, state, and national labor market data are used in the evaluation of CE programs.

These data trends are assessed in program review cycles and strategic program development. As such, reports are provided to all the appropriate constituencies such as the Academic Senate, the College Council, and the governing board.

Also, disaggregation and analysis are the vital foundation of the IVC Student Equity Plan ([IB4-02](#)). The Student Equity Plan identifies actions to improve the college's success outcomes, particularly for students who have been historically under-represented and underserved. In response to the Student Success Act (SB 1456), the Student Equity Plan has been integrated with the District's Student Success and Support Program Plan (SSSP) and the Basic Skills Plan (Integrated Plan) ([IB4-03](#)). This alignment of goals ensure that the college has identified strategies to monitor and address equity issues, to make an effort to mitigate any disproportionate impact on student access and achievement, and to efficiently allocate college resources in budgeting and planning.

The goals/outcomes and actions/activities in this Student Equity Plan address disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, age, ethnicity, disability status, financial need, Veterans, and foster youth status with specific actions to address disproportionate impact whenever observed in the data. The goals provide the vision and direction for specific planning actions.

Analysis and Evaluation:

The college uses data through the systems and mechanisms described above, and these data are the foundation for the assessment of student learning, institutional effectiveness, and student achievement. Data is disaggregated to provide a comprehensive picture of the needs of students and allow the development of strategic initiatives and programs to assist student achievement. Discipline-specific data and outcomes assessments are reviewed during comprehensive program review and are the basis for individual department plans for improvement. Disaggregated data is also reviewed when preparing the Integrated Student Success Plan.

A challenge for faculty and staff is the input of SLO data into SPOL. To facilitate the input, reliability, and acquisition of SLO data, the SLO Coordinator has created a form so that assessment data can be input into SPOL by the Coordinator. The data will then be compiled in SPOL that will permit better discussion and analysis by faculty.

Institutional Effectiveness

5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard:

All of Imperial Valley College's instructional programs, academic support services, student services, and administrative units complete program review. Program review is the mechanism for maintaining and improving academic quality and institutional effectiveness and ensuring the accomplishment of the college mission.

The Program Review Handbook outlines the processes and instructions for completing the process ([IA2-03](#)). Additionally, department chairpersons are provided program review training annually in the Instructional Council retreat ([IB5-01](#)). The Office of Institutional Research also schedules a number of recurring training sessions throughout the fall semester for faculty and staff ([IB5-02](#)). Individual training sessions are provided.

- **Program Review Cycle:** All institutional programs complete a program review every year. A comprehensive program review is due every three years, with program review updates due on year's two and three. The key components of the program review updates are 1) annual progress on all objectives and 2) development of future objectives. This schedule allows each program area to conduct comprehensive program review twice in any given accreditation cycle ([IB1-02](#)).
- **Linkage with Institutional Mission:** The program review process requires that all program goals and budget requests align with the college's mission.
- **Continuous Improvement:** Programs completing comprehensive program review must develop at least one program goal targeting improvement. Program goals include the steps for completing the goal, timeline, measurement, responsible party, and resources needed.

2018-19 PROGRAM OBJECTIVE(S)		INSTITUTIONAL GOAL(S) (Select 1 primary goal)
Identify 2018-19 Objective:		<input type="checkbox"/> 1 Mission & Effectiveness (primary?) <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes (primary?) <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources (primary?) <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance (primary?) <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
Objective Description:		
Task(s) one or more tasks to complete this objective/goal		
A.		
Timeline/Target Date for Completion:		
B.		
Timeline/Target Date for Completion:		
C.		
Timeline/Target Date for Completion:		
How will this objective be measured?		
How will the completion of tasks identified improve student/program success?		
Who are the responsible parties and assigned user(s)?		
Please fill the section below only if your tasks require a budget enhancement request – if you have more than one task requiring a resource request, please copy and paste the sections below.		
Identify Task:		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> Administrative <input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District \$ <input type="checkbox"/> Categorical (Specify)	
Timeline/Target Date for Completion:		
Expense Type (mark all that apply)	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring <input type="checkbox"/> Legally Mandated	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$
If you have more objectives, please replicate the sections above and number your objectives.		

Figure 19: Program Review Goal/Objective Template

- **Quantitative Data:** The Office of Institutional Research provides all programs yearly program data that includes enrollment and fill rates, productivity, success and retention, average GPA, and the number of degrees and certificates awarded. The data is disaggregated by gender, ethnicity, age, and face-to-face versus online (IB4-01). Student Support Services complete a SWOT (strengths, weaknesses, opportunities, and threats) analysis to evaluate the effectiveness of the services in support of the college’s mission, goals, and student learning.
- **Qualitative Data:** Program review includes narrative responses that include relevant information that augments the quantitative data of the report. This may include other factors and conditions not reflected or incorporated within the data analysis.
- **Program Health:** Programs completing comprehensive program review include an overall health analysis that provides a general assessment of the health of the program based on enrollment and fill rates, productivity, and student success.

Analysis and Evaluation:

Imperial Valley College has a process for program review that requires departmental examination of quantitative and qualitative data to assess the overall health of each

program and to establish goals and objectives that lead to student success. Data is disaggregated to allow a wide and comprehensive evaluation of each program.

6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies which may include allocation or reallocation of human, fiscal, and other resources to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard:

Since 2012, guided by data and assessment structures, the college has improved in the area of quality assurance and data disaggregation. Data collection methods have been strengthened using the student management system tools (Banner/Argos) and Strategic Planning Online (SPOL), a third-party integrated planning tool, to improve data quality, data availability to stakeholders, and automation of data reports used in program review as well as reports to analyze different programs such as Veterans' services, distance education, and foster youth.

The implementation of SPOL has created an opportunity for the college to streamline all three processes of program review, budget planning, and learning outcomes mapping and tracking. SPOL implementation has been very laborious as it required the transition of program review and related processes from paper-based planning to electronic web-based planning. To ensure that the college is maximizing the use of data, the program review data are disaggregated by subgroups (age, ethnicity, gender, etc.) ([IB4-01](#)).

The institutional process involved in developing the Student Equity Plan identifies performance gaps and develops goals to assist identified groups for assistance and support ([IB4-02](#)).

Analysis and Evaluation:

Comprehensive program reviews are conducted on a three-year cycle. A shorter version of the review, or program review update is conducted in the second and third year. This process requires a reflection of both qualitative and quantitative data. Data is disaggregated and compared institutionally and against state benchmarks. The college identifies performance gaps and develops plans to assist identified student groups.

7. *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard:

Imperial Valley College uses the Community College League of California (CCLC) Policy and Procedure Services as its guide to adopt, assess, and modify board policies and administrative procedures. The subscription service delineates all the policies and procedures necessary for effective governance and practices as noted below:

- Chapter One: The District
- Chapter Two: The Board of Trustees
- Chapter Three: General Institution
- Chapter Four: Academic Affairs
- Chapter Five: Student Services
- Chapter Six: Business and Fiscal Affairs
- Chapter Seven: Human Resources

The college regularly assesses its Board Policies and Administrative Procedures to reflect changes in regulatory requirements, committee discussions, or programmatic changes. BP 2000 Setting Policy details the process to move proposed changes to board policies and procedures through the governance structure ([IB7-01](#)). Administrative procedures are generally updated on the same cycle as board policies.

In addition to assessing policies and procedures, Imperial Valley College aligns its planning practices to guide resource management and contribute to institutional effectiveness and quality. Resource management includes a comprehensive and inclusive process that starts with departmental and program discussions focusing on improvement. These requests are made through the integrated system ([SPOL](#)) as a part of the required program review/update ([IB1-02](#)). The process requires the alignment of all requests to institutional mission and goals.

Enhanced budget requests are reviewed by the respective deans and vice presidents. The process continues with a review and prioritization by the appropriate resource committee forwarded to the [Budget and Fiscal Planning Committee \(IB7-02\)](#). The BFPC reviews all enhanced budget requests and forwards their recommendations to the President's Cabinet. The Cabinet has final budget approval authority and considers institutional priorities and budget capabilities in their final decision ([IB7-03](#), [IB7-04](#), [IB7-05](#), [IB7-06](#), [IB7-07](#)).

The institution also evaluates its governance process. The Strategic Educational Master Plan Committee (SEMPC) is responsible for conducting an evaluation and assessment of all college standing committees ([IB7-08](#)). Committees are asked to conduct a self-evaluation of their past goals and establish new goals. Attendance reports also provide an assessment of the scope of participation across all campus stakeholders.

Analysis and Evaluation:

The college is effective in evaluating its policies and practices in order to foster improvements. The institution has board policies and administrative procedures that guide regular review and revision of its policies and procedures. Internal mechanisms such as program review and SEMP updates also provide critical evidence that support academic success.

Given the turnover in responsibility for the SEMPC noted later under Standard III.D.10 (pp. 154-155), the committee met sporadically during the 2017-2018 year during which this institutional self-evaluation report was drafted.

8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard:

Imperial Valley College communicates the results of assessment and evaluation activities through three major channels of communication: (1) Program Review, (2) SLO assessments, and (3) institutional effectiveness reports.

Imperial Valley College requires all departments and programs to complete comprehensive program reviews on a three-year cycle. A shorter version of the review, or program review update is conducted in the second and third year. The program review update adds a layer of accountability as it reports on past objectives and includes the developing future objectives.

Comprehensive program reviews include student achievement data for instructional programs, reports of SLOs, and their relationship to program outcomes and Institutional Student Learning Outcomes ([IB2-06](#)). Enhanced budget requests are submitted to address identified program needs. These requests are prioritized through the participatory governance process. Program review updates include a status report on established program goals and enhanced budget requests.

Student support programs conduct a self-evaluation of strengths and weaknesses through a SWOT analysis. Student service programs use this information to discuss and propose improvements.

The second primary channel for communicating assessment results is through the learning outcomes assessment processes. Learning outcomes are assessed regularly at the course, program, and institutional levels.

A third channel of communication is the institutional effectiveness report developed as part of the Institutional Effectiveness Partnership Initiative (IEPI). This report is developed by the Strategic Educational Master Plan Committee and summarizes the assessment of Scorecard data and provides historical trends within each performance objective. A status report and evaluation on each institutional strategy is provided with follow up actions. Institutional effectiveness data is presented to constituent groups. The evaluation and assessment activities help the college set institutional goals and priorities based on objective criteria and resource allocation.

Analysis and Evaluation:

Student achievement and other data are shared through the college's dashboard and program review documents ([IB8-01](#)). This review and analysis assist in the development of both long-term and annual college planning documents, in constituent group presentations, and workshops.

9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Evidence of Meeting the Standard:

Imperial Valley College's mission is the foundation for all planning at the college. Strategic goals are identified in the 2015-2021 Strategic Educational Master Plan ([IA2-01](#)). The strategies to implement these goals are found in the individual program review goals and objectives which must identify the specific institutional goal addressed as well as overall steps, resources, responsible party, and timeline for completion. The department's or program's plans and objectives are developed based on a review and analysis of student data related to student achievement, student and community demographics, enrollment trends, labor market and employment data, surveys, and other data from students and the community at large.

The Strategic Educational Master Plan Committee (SEMPC) is charged with monitoring of the institutional goals through an annual review. The SEMPC also conducts an assessment of the effectiveness of the participatory governance bodies on campus. They maintain a master planning calendar. They are responsible to document the integrated budget planning cycle, effectively closing the loop of each budget cycle.

The Strategic Educational Master Plan goals and institutional objectives are central to the college's program review and resource allocation processes. The college requires all departments and programs to complete comprehensive program review on a three-year cycle. A shorter version of the review, or program review update is conducted in the second and third year. Comprehensive program reviews include student data achievement for instructional programs, reports of SLOs, and their relationship to program outcomes and institutional student learning outcomes. Enhanced budget requests are submitted to address identified weaknesses.

Imperial Valley College has an integrated planning model that identifies five college plans that are updated following a program review cycle. These plans are linked to the larger set of institutional goals. These plans are as follows:

- Enrollment Management
- Facilities
- Marketing
- Staffing
- Technology

In addition to the five college plans listed above, the college utilizes the following plans to inform decision making:

- Basic Skills*
- Online Education
- Student Equity*
- Student Success and Support Program (SSSP)*

*(combined into the Student Success Integrated Plan [[IB4-03](#)] and later into the Pathways for Student Success Committee)

In addition to planning processes and procedures, the institution has an established governance system of committees and councils that allows broad participation from faculty, staff, students, and administrators. Governance committees develop and update plans, board policies, and administrative procedures.

Analysis and Evaluation:

Imperial Valley College uses quantitative and qualitative data to assess the needs of the college and the community in general. The Strategic Educational Master Plan provides a strategic road map that identifies strategies and actions that will promote student

success in alignment with established institutional goals. The program review process is integrated with the overall planning and resource allocation processes.

Given the turnover in responsibility for the Strategic Educational Master Plan Committee (SEMPC) noted later under Standard III.D.10 (pp. 154-155), the SEMP committee met sporadically during the 2017-2018 year during which this institutional self-evaluation report was drafted.

Evidence List for Standard I.B.

IB1-01	Comprehensive Academic Program Review Template
IB1-02	Program Review Cycles and Timelines 2017-2018
IB2-01	IVC CurriQunet Course Outline of Record Public Search Website
IB2-02	IVC Syllabi Site
IB2-03	Sample Syllabus
IB2-04	SLO/PLO Update Fall 2018
IB2-05	Service Area Program Review Template
IB2-06	General Catalog 2018-2019, p. 10, Institutional Student Learning Outcomes
IB2-07	Institutional Student Learning Outcomes Survey Spring 2018
IB3-01	Annual Report 2018
IB3-02	CCCCO Perkins IV Core Indicator Reports
IB4-01	Program Review Data
IB4-02	Student Equity Plan 2015-2016
IB4-03	Integrated Plan 2017-2019
IB5-01	Instructional Council Meeting Agenda 8-8-17
IB5-02	Strategic Planning Online (SPOL) Program Review Trainings
IB7-01	BP 2000 Setting Policy
IB7-02	Resource Committee Priorities Website
IB7-03	Enhanced Budget Report 2018-2019 Operational
IB7-04	Enhanced Budget Report 2018-2019 Facilities
IB7-05	Enhanced Budget Report 2018-2019 Technology
IB7-06	Enhanced Budget Report 2018-2019 Staffing
IB7-07	Enhanced Budget Report 2018-2019 Professional Development
IB7-08	SEMPc Bylaws
IB8-01	IVC Dashboard Website

Additional Evidence

ER3-01	General Catalog 2018-2019, pp. 64-218, Degrees and Certificates
IA1-03	Student Success Scorecard 2018
IA2-01	Strategic Educational Master Plan 2015-2021
IA2-03	Program Review Handbook 2017-2018

Standard I.C. Institutional Integrity

1. *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

Evidence of Meeting the Standard:

The Imperial Valley College website, www.imperial.edu, is easily accessible by all users and serves to communicate information regarding the institution's mission, learning outcomes, student support services, and accreditation status. The college's Mission, Vision, and Core Values are shared on the website in addition to our Code of Ethics ([IC1-01](#), [IC1-02](#)).

The institution is transparent in communicating expected learning outcomes by sharing the Strategic Educational Master Plan and Student Success Scorecard ([IA2-01](#), [IA1-03](#)). The college's website also provides information on several [Student Support Services](#) and contact information for students to utilize these services.

Additionally, the website houses the [Accreditation webpage](#) that provides the most up to date and accurate information regarding the college's accreditation and licensure status. The accreditation page hosts a list of contact information for all accreditors along with recent certificates and letters of notification for each accredited program, degree, or certificate.

Lastly, the website houses a link to DegreeWorks, a web program that allows students to plan out their course selection while at IVC ([IC1-03](#)).

Similarly, the college's catalog and class schedule are available online for all users and distributed via print copies at key locations within the district ([IC1-04](#)). To ensure integrity and accuracy, the class schedules and course catalogs are reviewed regularly by members of the [Curriculum Committee](#) and members of Instructional Council, the office of the Vice President for Academic Services, and the President's Cabinet. The college mission and all programs and services are presented to accurately describe procedures and educational opportunities for students. The documents also are developed to include photographs that depict the diversity of programs offered.

The college communicates important information to students quickly and effectively through their Imperial Valley College student email account. The college also communicates with students via social media such as Facebook, Twitter, and AlertU, an emergency notification system.



Figure 20: IVC Facebook page

The Communications and Media Relations Director reports directly to the Superintendent/President as a way to confirm she has access to all information on courses, programs, and college initiatives (see *Organizational Information*, p. 18 of this report).

Analysis and Evaluation:

The institution maintains efforts to provide clear and accurate information to the staff, students, and broader community. These efforts are identified in the Public Relations/Marketing Plan ([CP7-02](#)).

Improvement Plans:

Due to staffing changes, IVC will be reviewing the Marketing Committee's role on campus to continue providing pertinent information to the campus stakeholders and the community at large.

2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”*

Evidence of Meeting the Standard:

Imperial Valley College provides a print and online catalog for students and prospective students that is precise, accurate, and with current information on facts, requirements, policies, and procedures. The catalog contains thorough and complete information on the following:

1. General Information
 - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution ([IC2-01](#))
 - College Mission ([ER2-02](#))
 - Accredited status with ACCJC and with programmatic accreditors ([ER1-02](#))
 - Course, Program, and Degree Offerings ([ER3-01](#), [IC2-02](#))
 - Learning Outcomes for Programs and Degrees ([ER3-01](#))
 - Academic Calendar and Program Length ([IC2-03](#))
 - Academic Freedom Statement ([IC2-04](#))
 - Available Student Financial Aid ([IC2-05](#))
 - Available Learning Resources ([IC2-06](#))
 - Names and Degrees of Administrators and Faculty ([IC2-07](#))
 - Names of Governing Board Members ([IC2-08](#))
2. Requirements
 - Admissions ([IC2-09](#))
 - Student Fees and Other Financial Obligations ([CP3-04](#))
 - Degrees, Certificates, Graduation and Transfer ([ER3-01](#), [IC2-10](#))
3. Major Policies and Procedures Affecting Students
 - Academic Regulations, including Academic Honesty ([IC2-11](#))
 - Nondiscrimination ([IC2-12](#))
 - Acceptance of Transfer Credit ([CP4-01](#))
 - Grievance and Complaint Procedures ([CP6-01](#))
 - Sexual Harassment ([IC2-12](#))
 - Refund of Fees ([CP3-04](#))
4. Location or Publications of Other Policies ([IC2-11](#))

The college catalog is published annually and is available in both hard copy and online formats. Students have access to the online catalog for free or students can request a print version from the Instruction Office. Free copies of the catalog are sent to the

Imperial Valley College distribution list which includes all counseling faculty, administrators, department offices, and high school counselors from the primary feeder schools in the District. The catalog is also sent to every UC and CSU campus in the state upon request. Outreach representatives provide free copies upon request to those attending outreach events (e.g., college fairs, high school orientations, parent nights, or off-campus programs). The full catalog is also accessible to persons with disabilities through the use of Alt Media accessibility features.

All changes to the catalog must be approved by the Curriculum Committee and the Academic Senate. The Curriculum Committee, which is comprised of faculty representatives from the various college subject areas and student services, meets regularly throughout the year to recommend changes on an as-needed basis.

Academic Services, Student Services, and Business Services are responsible for any updates or changes in their areas of responsibility. All procedural changes require input and collaboration from the faculty, staff, students, and administrators as part of the participatory governance process.

Governance policies can be found in District Board Policies and Administrative Procedures ([IC2-13](#)).

Analysis and Evaluation:

The college provides a catalog and course schedule for its students and prospective students with precise, accurate, and current information. Imperial Valley College provides hard copies of the catalog and electronic version of both the catalog and the schedule on its website.

3. *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

Evidence of Meeting the Standard:

Assessment data are embedded within the Imperial Valley College institutional processes to support student learning and achievement. At the unit level, the college incorporates assessment data throughout Program Review ([IA2-03](#)).

The College's Core Competencies (Institutional Student Learning Outcomes) and Program-Level Outcomes are printed in the catalog ([IB2-06](#), [ER3-01](#)).

Course-level SLOs are printed on the syllabi that are distributed to students ([IB2-03](#)). The college maintains a webpage devoted to [Student Learning Outcomes](#). The webpage includes links to assessment activities related to the core competencies, program evidence, the assessment process, and resources. The [Student Learning Outcomes Committee](#) assures the accuracy and timeliness of the information maintained on the webpage.

The [Office of Institutional Research](#) (OIR) is the primary office responsible for data collection, analysis, and publication. The OIR collects and maintains a wide range of longitudinal information on awards granted, student demographics, student performance, financial aid, and other key measures. The OIR prepares and distributes student achievement reports specific to each high school that document the performance of high school graduates once at the college.

Enrollment needs and trends are analyzed to determine the appropriate level of educational services. The comprehensive program review includes a complete assessment of performance data to determine program viability and performance. These reviews include enrollment and number of sections, success and retention rates, grade distribution, and FTES/FTEF ratios ([IA2-01](#)).

This data is analyzed to identify areas of weakness and strength, and to outline areas for improvement. As such, the Strategic Educational Master Planning Committee (SEMPC) and its resource planning subcommittees use the program reviews to identify resource needs for the college. The subcommittees then incorporate these needs into updated campus-wide resource allocation plans. The plans are then forwarded to appropriate college constituencies, including the SEMPC, the Academic Senate, and other participatory governance committees for input.

Analysis and Evaluation:

Student Learning Outcome/Service Area Outcomes (SLO/SAO) data remains tied to both program review and review of individual courses within programs. Such data are used to inform decision-making regarding resource allocation.

Data containing information on student grades, retention, and completion rates are communicated to the appropriate departments/divisions to assist in program review. This information is also provided to the governing board, the President's Cabinet, and the Administrative Council as well as other appropriate participatory governance groups to help assess the institution's progress toward its goals and to assist in setting new goals and plans.

4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

The College Catalog provides information on all active academic programs offered including information on the purpose of each program, enrollment procedures, and courses required for program completion ([ER3-01](#)). The catalog provides students with clear, detailed information about courses and programs as well as policies and procedures that apply to them. Program Learning Outcomes are included in the catalog with each program described in terms of its primary emphasis and career options for majors along with detailed information on how to complete a degree or certificate in each program.

Faculty use the Program and Course Approval Handbook, the Course Outline of Record Reference Guide, and AP 4020 Program, Curriculum and Course Development to develop curriculum, programs, and degrees that meet applicable state regulations, clearly identify the purpose, content, course requirements, and expected learning outcomes of the programs ([IC4-01](#), [IC4-02](#), [CP3-02](#)). Once reviewed and approved by the Curriculum Committee, Academic Senate, and the Board of Trustees, the information is placed in the next year's catalog. The Instruction Office follows a development timeline for the Class Schedule and the College Catalog that includes a process to ensure accuracy ([IC4-03](#), [IC4-04](#)).

All teaching faculty are required to distribute syllabi to students using the Academic Senate approved syllabus template ([IC4-05](#)). This template requires that faculty include course learning objectives and student learning outcomes as well as information on the services provided so students can successfully complete the course. Faculty are also required to upload a copy every semester using the college's syllabi dashboard. This site is monitored by the Instruction Office to confirm all syllabi are received by the census day for a given term ([IC4-06](#)).

Analysis and Evaluation:

The college catalog contains a complete description of all degree, certificate, and award requirements which is available also via the college website. The college annually examines the accuracy and currency of the catalog. Faculty take an active role in developing, assessing, and revising programs and courses so that the learning objectives are consistent with the officially approved course outlines. Course syllabi are made available to all students online on the Syllabi Site as well as by the faculty in class either as a hard copy or using the Canvas CMS.

5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard:

AP 2410 Policy and Administration Procedure establishes the college's subscription to the Community College League of California (CCLC) Policy and Procedure Services which provides regular updates ([IC5-01](#)). CCLC recommended updates are reviewed by the President's Cabinet before being routed to the appropriate instructional or non-instructional area(s) on campus for internal review. After an appropriate time period for internal review, the recommended updates are approved by the governing board.

The governing board conducts a self-evaluation annually and discusses the results of the evaluation at a board retreat held each year ([IC5-02](#)). The Superintendent/President reviews the Board Self-Evaluation and makes recommendations regarding board goals for the next year. In addition, the governing board has adopted BP 2435 and AP 2435 Evaluation of the CEO which calls for an evaluation of the CEO each May ([IC5-03](#), [IC5-04](#)).

The Academic Senate regularly reviews subcommittees reporting to the Senate. The College Council conducts regular reviews of subcommittees reporting to the Council.

An evaluation is conducted each spring by the Educational Master Plan Committee to review the effectiveness of the college's planning processes.

Analysis and Evaluation:

The various processes related to decision-making and leadership are evaluated and the results are broadly communicated. The governing board has adopted policies and procedures that ensure that broad evaluative processes occur. Participatory governance structures have conducted evaluations that have resulted in changes to bylaws and subcommittee structures. These reports have been made available to the college community and public through the college's website.

6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.*

Evidence of Meeting the Standard:

Imperial Valley College accurately informs current and prospective students regarding the total cost of education and related expense through multiple publications. The

College Catalog describes all student requirements for admissions, fees, and other financial obligations as well as information on degrees, certificates, graduation, and transfer ([IC2-09](#), [IC2-10](#)). Students also can find information on tuition, fees, cost of books and instructional materials, and other related expenses on the college's [Student Fees, Refunds, Payment Plan website](#).

A Class Schedule is published and distributed for each term that includes, policies and procedures, enrollment fees, tuition, and other expenses ([IC6-01](#)). Required textbooks and instructional materials costs are available in the class schedule listing in WebSTAR (login required). The same information can be found on the [college bookstore website](#).

Analysis and Evaluation:

IVC provides information to current and prospective students regarding the total cost of education including tuition, fees, and other required expenses including textbooks and other instructional materials.

7. *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.*

Evidence of Meeting the Standard:

As members of the college community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for knowledge. All students at Imperial Valley College, regardless of the mode of delivery for their classes, may rightfully expect that the faculty and administration maintain an environment where there is freedom to learn. Meeting this expectation requires that there be appropriate conditions and opportunities in the classroom and on campus for students to develop the capacity for critical judgment and to exercise their rights to free inquiry and free speech.

BP 4030 and AP 4030 Academic Freedom guarantee academic freedom for all college constituents ([IC7-01](#), [IC7-02](#)). These are available on the [IVC Board Policy and Administrative Procedure website](#), and in the College Catalog ([IC2-04](#)).

Additionally, the institution's commitment to the free pursuit and dissemination of knowledge are embedded within AP 3050 Institutional Code of Ethics Statement ([IC7-03](#)).

Analysis and Evaluation:

IVC has adopted clear policies and procedures on academic freedom and ethical behavior for all members of the campus community, including students.

8. *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.*

Evidence of Meeting the Standard:

BP 5500 and AP 5500 Standards of Student Conduct list the standards of conduct for Students ([IC8-01](#), [IC8-02](#)). Cheating, plagiarism, and student conduct expectations are addressed in the College Catalog ([IC8-03](#), [IC8-04](#)). It is assumed that the entry of a student into Imperial Valley College constitutes the student's acceptance of the Standards of Student Conduct and the regulations published by the college. The complete standards and procedures may be found in the Student Leader Handbook which is available in the Office of Student Affairs and on the college website ([IC8-05](#)).

Faculty and staff are also provided with information regarding Student Conduct in the Full-Time Faculty and Staff Handbook ([IC8-06](#)). Faculty also inform students of expectations of academic honesty through course syllabi and class discussion. The college website offers the necessary information on the expectations for student conduct (Student Code of Conduct) and consequences for students who violate the standards, which are referenced by California Education Code Sections 66300, 72122, and 76030 ([IC8-07](#)).

Imperial Valley College implemented Canvas as its Course Management System in Fall of 2016. IVC uses VeriCite (now part of Turnitin) as its anti-plagiarism tool in Canvas for online submissions. When instructors create assignments in their Canvas courses, they can choose to use VeriCite to check their students' submissions for plagiarism.

Cases of cheating and plagiarism are reported to the Dean of Student Affairs and Enrollment Services who then determines the appropriate discipline for those students. Students who wish to appeal can go to the [Student Affairs Committee](#) to determine the veracity of the case and to determine what type(s) of discipline, if any, is appropriate.

Responsibilities for full-time faculty and disciplinary procedures are contained in Article 13.1 (Professional Responsibilities) of the Full-Time Faculty Collective Bargaining Agreement ([IC8-08](#)). Disciplinary procedures for part-time faculty are contained in Article 11 (Discipline pp. 32-33) of the Part-Time Faculty Collective Bargaining Agreement ([IC8-09](#)). Moreover, disciplinary procedures for classified staff

are contained in Article 19 (Disciplinary Procedure pp. 53-59) of the CSEA Collective Bargaining Agreement ([IC8-10](#)).

Analysis and Evaluation:

Board policies and administrative procedures ensure Imperial Valley College maintains an institutional code of ethics that applies to all constituent groups. Conditions of violations of the codes are clearly stated and published on the college's website, student materials, the faculty handbook, and the collective bargaining agreements. Consequences for violations are stated.

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

Evidence of Meeting the Standard:

BP 4030 and AP 4030 Academic Freedom and the College Catalog affirm that academic freedom is indispensable to teaching in institutions of higher education, but also acknowledges that academic freedom “does not confer legal immunity, nor does it diminish the obligations of practitioners to meet their duties, their responsibilities, and their scholarly obligations to base research and teaching on an honest search for knowledge” ([IC7-01](#)), [IC7-02](#), [IC2-04](#)). Faculty are entitled to freedom in the classroom to discuss their subject, but academic freedom carries duties and responsibility to adhere to the highest standard of critical inquiry and analysis.

Article 13.1 of the Collective Bargaining Agreement for IVCC/CCA/CTA/NEA notes that all faculty must “comply with all the rules and regulations, policies and procedures established by the District that are relevant to their work assignments” including the District’s AP 3050 Institutional Code of Ethics Statement ([IC8-08](#), [IC7-03](#)). The Full-Time Faculty and Staff Handbook includes both the District’s Code of Ethics Statement and the Academic Freedom policy ([IC8-06](#)).

To ensure and maintain professional integrity, the institution regularly evaluates faculty on their professionalism, course content, and classroom presentation. Faculty evaluations indicate whether instructors are selecting appropriate course material and teaching with objectivity and scholarly inquiry. Course syllabi are evaluated to ensure the syllabus accurately reflects the Course Outline of Record (COR). Full-time faculty are evaluated every year during the tenure-review process by a tenure committee consisting of an administrator, a department chair, and a peer chosen by the faculty member. After tenure has been granted, the faculty member is subsequently evaluated by an administrator and a peer every three years. Part-time faculty are given peer evaluations in their first semester and then re-evaluated every third year.

Student evaluations enable students to report their perceptions of faculty. Student evaluation results and comments are reviewed by the respective division dean and Vice President for Academic Services and are discussed with the faculty member as part of the evaluation process when appropriate ([IC9-01](#)). Students evaluate faculty on 18 different measures. The following questions are relevant to this standard:

5. Clarity and appropriateness of tests to subject matter
9. Encouraged individual thinking and differences of opinion
16. Explained difficult parts of the material clearly

Students who feel an instructor has exceeded the limits of academic freedom and other issues may file a complaint with the Dean of Student Affairs or the administrator overseeing the faculty member's division. Students can access information about how to file a grievance or complaint through the [Student Affairs policies website](#).

Analysis and Evaluation:

Board policies, the collective bargaining agreement, the College Catalog, and the Faculty Handbook communicate the responsibility of faculty to teach fairly and objectively while the right of faculty to express diverse viewpoints is supported throughout the institution.

Faculty evaluations, which include student evaluations, and the student complaint process provide mechanisms to ensure faculty meet the standard to distinguish between personal conviction and professionally accepted views in a discipline.

10. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard:

Guides for proper conduct on the campus include: Standards of Student Conduct found in the college catalog, BP 5500 Standards of Conduct, AP 5500 Standards of Conduct, BP 2715 Code of Ethics, and Full-Time Faculty & Staff Handbook ([IC8-03](#), [IC8-01](#), [IC8-02](#), [IC10-01](#), [IC8-06](#)).

Analysis and Evaluation:

As a nonsectarian, public institution, Imperial Valley College does not champion specific beliefs or worldviews. While individual faculty and departments may have specific worldviews and beliefs, Imperial Valley College encourages diversity and freedom of discussion in pursuit of academic truth.

11. *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard:

Imperial Valley College does not offer any courses or student services in foreign locations.

12. *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.*

Evidence of Meeting the Standard:

Per BP 3200 Accreditation, the institution's Superintendent/President is responsible for ensuring compliance with the accreditation process and standards of the Western Association of Schools and Colleges, ACCJC, and other District programs that seek special accreditation ([IC12-01](#)). The college's Vice President for Academic Services/Accreditation Liaison Officer (CIO/ALO) assists the Superintendent/President in promoting an understanding of accreditation requirements among campus constituencies as well as in communicating with and responding to requests from the Commission.

Imperial Valley College describes its accredited status exactly as prescribed in the Commission's Policy on Representation of Accredited Status and includes the address and telephone number of the Commission office. The [Accreditation Website](#) and college catalog also provide information about the college's specialized program accreditors, including their addresses and contact information ([ER1-02](#)).

The college's past accreditation history demonstrates veracity in its relationship with the Commission. It has responded promptly and honestly to recommendations, as evidenced by the completion of two (2) required Follow-up Reports in March 2014 and March 2015, a Special Report in April 2014, and a Midterm Report in March 2016 ([IC12-02](#), [IC12-03](#), [IC12-04](#), [IC12-05](#)).

IVC has sought Commission approval of three (3) substantive changes since the college's last self-evaluation in 2013. In March 2016, the college submitted a substantive change proposal to offer the Diesel Farm Machinery and Heavy Equipment

certificate. In its May 2016 response, the Commission approved the substantive change ([IC12-06](#)).

The institution submitted a substantive change proposal to offer correctional education programs at three locations. Simultaneously, the institution submitted a substantive change proposal to offer five (5) associate degrees and sixteen (16) certificates programs fifty percent (50%) or more via distance education. Both proposals were approved by the Commission in May 2017 ([IC12-07](#)).

Analysis and Evaluation:

Imperial Valley College maintains a positive relationship with the Accrediting Commission for Community and Junior Colleges (ACCJC) characterized by clear and timely communication. The college complies with all commission policies, eligibility requirements, standards, guidelines, and requirements for public disclosure. The institution has an accreditation team who work with the Accreditation Liaison Officer to provide oversight on all reports submitted to the commission. The Continuous Accreditation Readiness Team (CART) serves in an advisory capacity to the President's Cabinet and the Academic Senate.

13. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.*

Evidence of Meeting the Standard:

As required by the Commission, all accreditation reports, evaluations, and Commission letters are available to the public. The college has created an accreditation webpage that is a repository for Commission reports, evaluations, actions, and supporting documents.

The institution also demonstrates honesty and integrity in its relationships with its program accreditors:

- California Association of Alcohol and Drug Educators (CAADE);
- California Board of Registered Nursing (CBRN);
- California Board of Vocational Nurse and Psychiatric Technicians (CBVNPT);
- Commission on Accreditation of Allied Health Education Programs (CAAHEP);
- Commission on Peace Officers Standards and Training (CPOST); and
- Automotive Service Excellence (ASE) Education Foundation (ASE).

The college complies with all guidelines and standards of each of these agencies and provides required reports that are accurate and timely.

In addition, the college exhibits honesty and integrity in its relationships with key agencies such as the California Community Colleges Chancellor's Office (CCCCO) and the US Department of Education. In both instances, the institution submits a variety of data. Management Information System (MIS) data is the primary source data that the CCCCCO uses for the Data Mart and Student Success Scorecard, and the US Department of Education uses MIS for the Integrated Postsecondary Education Data System (IPEDS).

Analysis and Evaluation:

Imperial Valley College advocates and demonstrates honesty and integrity in its relationships with ACCJC and with external agencies by adhering to the standards, policies, guidelines, and Commission requirements for public disclosure.

14. *The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard:

The college has a committed pool of benefactors who donate annually and occasionally to the IVC Foundation, as reflected in the annual reports ([IC14-01](#)). Those investors do not dictate policy or direction ([IC14-02](#)). Annual and quarterly reports are provided to the IVC Foundation [Board of Directors](#) showing the returns on those funds.

The foundation is independent of the college. The Foundation Board of Directors seeks input from the college; however, the Foundation determines how the money will be spent ([IC14-03](#)). While the college and the foundation share common interests, the college can only suggest projects such as scholarships.

Analysis and Evaluation:

Imperial Valley College has neither investors nor a parent organization. The institution does not support external interests.

Evidence List for Standard I.C.

IC1-01	Mission, Vision, Core Values Website
IC1-02	Code of Ethics Website
IC1-03	DegreeWorks Link Screenshots
IC1-04	Catalogs and Schedules Website
IC2-01	General Catalog 2018-2019, p. 1, Name/Address
IC2-02	General Catalog 2018-2019, pp. 250-316, Courses
IC2-03	General Catalog 2018-2019, p. 6, Academic Calendar
IC2-04	General Catalog 2018-2019, p. 34, Academic Freedom
IC2-05	General Catalog 2018-2019, pp. 24-25, Financial Aid
IC2-06	General Catalog 2018-2019, pp. 31-32, Library Centers and Labs
IC2-07	General Catalog 2018-2019, pp. 328-332, Administration and Faculty
IC2-08	General Catalog 2018-2019, p. 5, Board of Trustees
IC2-09	General Catalog 2018-2019, pp. 12-18, Admissions and Registration
IC2-10	General Catalog 2018-2019, pp. 50-62, Degrees, Certificates, Graduation, Transfer
IC2-11	General Catalog 2018-2019, pp. 34-48, Policies, Rules, and Regulations
IC2-12	General Catalog 2018-2019, p. 34, Nondiscrimination and Sexual Harassment Policy
IC2-13	IVC BoardDocs Policy and Procedures Website
IC3-01	IVC SLO Website
IC4-01	Chancellor's Office Program and Course Approval Handbook
IC4-02	Academic Senate for California Community Colleges Course Outline of Record Reference Guide
IC4-03	Schedule Development Timeline
IC4-04	Curriculum Committee Calendar
IC4-05	Syllabus Template
IC5-01	AP 2410 Policies and Administrative Procedures
IC5-02	BP 2745 Board Self-Evaluation
IC5-03	BP 2435 Evaluation of CEO
IC5-04	AP 2435 Evaluation of CEO
IC6-01	Schedule of Classes Fall 2018
IC7-01	BP 4030 Academic Freedom
IC7-02	AP 4030 Academic Freedom
IC7-03	AP 3050 Institutional Code of Ethics
IC8-01	BP 5500 Standards of Student Conduct
IC8-02	AP 5500 Standards of Student Conduct
IC8-03	General Catalog 2018-2019, p. 37, Cheating and Plagiarism
IC8-04	General Catalog 2018-2019, pp. 44-45, Student Conduct
IC8-05	Student Leader Handbook 2018-2019
IC8-06	Full-Time Faculty and Staff Handbook 2016-2017
IC8-07	Standards of Student Conduct Website

IC8-08	Full-Time Faculty Collective Bargaining Agreement 2017-2018, p. 70, Professional Responsibilities
IC8-09	Part-Time Faculty Collective Bargaining Agreement 2017-2019, pp. 32-33, Discipline
IC8-10	Classified Employees Collective Bargaining Agreement 2017-2020, p. 53-59, Disciplinary Procedure
IC9-01	Student Evaluation of Faculty Form
IC10-01	BP 2715 Code of Ethics
IC12-01	BP 3200 Accreditation
IC12-02	IVC Follow-Up Report 2014
IC12-03	IVC Follow-Up Report 2015
IC12-04	IVC Special Report 2014
IC12-05	IVC Midterm Report 2016
IC12-06	ACCJC Action on Substantive Change Proposal Letter -Diesel Farm Machinery and Heavy Equipment 5-20-16
IC12-07	ACCJC Action on Substantive Change Proposal Letter-Distance Education and New Locations 5-1-17
IC14-01	IVC Foundation Tax Return Schedule B-Contributors 2016-2017
IC14-02	IVC Foundation Investment Policy
IC14-03	IVC – IVC Foundation Master Agreement

Additional Evidence

CP3-02	AP 4020 Program, Course, and Curriculum Development
CP3-04	General Catalog 2018-2019, p. 21, Fees and Refunds
CP4-01	General Catalog 2018-2019, pp. 39-43, Transfer Credit
CP6-01	General Catalog 2018-2019, pp. 45-48, Student Complaint Policy
CP7-02	Public Relations and Marketing Plan 2014-2017
ER1-01	ACCJC Reaffirmation of Accreditation Letter 6-29-15
ER1-02	General Catalog 2018-2019, p. 2, Accredited Status
ER2-02	General Catalog 2018-2019, p. 9, Mission
ER3-01	General Catalog 2018-2019, pp. 64-218, Degrees and Certificates
IA1-03	Student Success Scorecard 2018
IA2-01	Strategic Educational Master Plan 2015-2021
IA2-03	Program Review Handbook 2017-2018
IB2-03	Sample Syllabus
IB2-06	General Catalog 2018-2019, p. 10, Institutional Student Learning Outcomes

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Standard II

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A. Instructional Programs

1. *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Evidence of meeting the standard

In accordance with the college mission, Imperial Valley College strives to offer instructional programs that “foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.” We achieve our mission by offering instructional programs that lead to attainment of undergraduate degrees and certificates as well as programs in career education (CE) that lead students to gainful employment. Furthermore, we offer degrees for transfer to four-year institutions ([ER3-01](#), [IC2-02](#), [IC2-10](#)).

All instructional programs and courses undergo the same approval process to ensure integrity and quality ([CP3-01](#), [CP3-02](#)). The academic unit in consultation with the division dean submit all instructional program additions and revisions to the [Curriculum Committee](#). The Curriculum Committee sends their recommendations to the Academic Senate who then send the approved programs to the governing board.

Our Institutional Student Learning Outcomes (ISLOs) serve as the basis for all our instructional Program Learning Outcomes (PLOs) ([IB2-06](#), [ER3-01](#)). Furthermore,

every course offered contains Student Learning Outcomes (SLOs) that align with the PLOs and consequently the ISLOs ([IC3-01](#)).

Imperial Valley College reviews student achievement data as part of reports to the Commission (ACCJC) and the California Community Colleges Chancellor's Office (CCCCO). Success rates, retention rates, and completion rates for degrees, as well as certificate completion rates and transfer rates are reviewed. Career Education (CE) graduate employment rates and licensure completion rates are reviewed as well.

Our Distance Education (DE) offerings have increased in recent years. These programs are reviewed and approved by the [DE Committee](#) and DE Coordinator. The criteria used for review and approval of DE courses observes the same rigor as all our other modalities of instruction ([CP5-02](#)). California Title 5 regulations require all CE programs to undergo biennial program reviews that include the number of awards and labor market demand.

Analysis and Evaluation

Imperial Valley College offers degrees, certificates, career and transfer programs in addition to DE programs that satisfy the mission of the college and address the needs of the region. The faculty assess and monitor Student Learning Outcomes (SLOs) and review assessment data during department and committee meetings. SLO data is utilized as part of our program reviews and college planning processes.

2. *Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

Evidence of Meeting the Standard:

Faculty evaluate the course content, methods of instruction, and other critical course components through the program review process. "The purpose of the IVC's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in the unit's future" ([IA2-03](#)).

The Curriculum Committee provide careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Committee members ensure consistency of course content, learning objectives, methods of instruction,

instruction and assessment, standards of reading and writing, and other elements appropriate to accepted academic and professional standards.

Faculty are evaluated through in-class observations by their supervising dean and a discipline peer as well as through student surveys. Evaluation of tenure candidates as well as tenured faculty also includes a professional development report and a written self-reflection component to demonstrate commitment to excellence in instruction. Full-time tenured faculty are evaluated every three years. Tenure Review and tenured full-time faculty evaluation is addressed in the collective bargaining agreement ([IIA2-01](#), [IIA2-02](#)). Part-time faculty are evaluated every three (3) years. Part-time faculty evaluation is addressed in their collective bargaining agreement ([IIA2-03](#)). All faculty are required to provide evidence of professional activities and professional growth.

Analysis and Evaluation:

The Curriculum Committee applies rigorous curriculum guidelines to ensure courses and programs offered at the college are of high quality and compliant with current academic standards. Faculty evaluation processes provide opportunities to demonstrate skill in teaching as well as knowledge and currency in the field.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Evidence of Meeting the Standard:

The process of assessing course-level and program-level outcomes is established across campus. All courses in all programs have student learning outcomes, and all outcomes are assessed on a regular basis as shown on the schedule of SLOs-PLOs by department found on the [SLO website](#). Information is maintained in an electronic repository which allows for faculty to file information on learning outcomes assessments and view course and department progress ([IIA3-01](#)). Progress can be viewed at the course level, the program level, and between programs. Departments work to close the loop by identifying areas of improvement and by making changes to better meet student needs, resulting in an increase in students meeting course- and program-level outcomes ([IIA3-02](#)).

Student Learning Outcomes are part of the course approval process. All current courses have one or more SLOs identified in [CurriQunet](#), and SLOs are part of every Course

Outline of Record (COR). SLOs are included on the first page of each syllabus directly beneath the course description ([IC4-05](#)).

Each term, the syllabus for each class can be found on the college's [Syllabi Site](#), providing open access to both students and the general public. Additionally, faculty regularly post syllabi in Canvas as well as review the syllabus with students at the beginning of each term.

All courses have identified alignment with Institutional Student Learning Outcomes (ISLOs). ISLOs are posted in every classroom on campus for both faculty and students to reference and published in the College Catalog ([IB2-06](#)).

Analysis and Evaluation:

The institution broadly publishes student learning outcomes, program-level outcomes, and Institutional Student Learning Outcomes. Assessment activities are regularly conducted.

4. *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

Evidence of Meeting the Standard:

Imperial Valley College offers pre-collegiate level curriculum as determined by its Curriculum Committee. The [Curriculum Committee](#) reviews and approves courses and programs ranging from pre-collegiate to transfer level courses. The committee is trained every year as provided for in California Title 5 Section 55100 to ensure the quality of the work being done. The college additionally utilizes CurriQunet for the submission, review, and approval of proposals that establish, modify, inactivate, reinstate, or delete courses and programs ([IIA4-01](#)). While considering proposals, the committee uses Course Outline of Records, CurricQunet and California Title V criteria to appropriately evaluate the standards and criteria that distinguish non-credit, basic skills, and transfer level curriculum.

All approved courses are sequenced and included in clear programs which are made available to students in our college catalog ([ER3-01](#)). Pre-collegiate curricula in English, Math, and English as a Second Language (ESL) are designed to provide a clear sequence and path into college level courses in Math and English.

Additionally, the college clearly distinguishes its pre-collegiate and college level coursework through its course numbering scheme as explained in the catalog. Non-transferable courses including basic skills and other pre-collegiate courses are

numbered 001 to 099. Freshman-level (first year) courses are numbered 100 to 199. Sophomore-level (second year) courses are numbered 200 to 299. Community education non-credit courses are numbered 800, and community education fee-based courses are numbered 900.

The college supports students as they move through the courses by offering free tutorial services, counseling, and some accelerated coursework. Students may visit the [Study Skills Center](#) for appointment tutoring in nearly all subjects. They can also visit the [World Languages Tutoring Center](#) for walk-in help in any language class, including all levels of English from pre-collegiate to transfer level. Finally, students can receive assistance from the [Math Lab](#) for any level of math from pre-collegiate to transfer level.

Additionally, many pre-collegiate courses have embedded tutors to assist students and increase chances of success. Over the past three years, the college has invested in an embedded tutoring program which has grown steadily and now includes 61 courses, the majority of which are pre-collegiate or basic skills courses.

The Study Skills Center also offers workshops and tutoring through the Learning Intervention Networking Communities ([LINC](#)) program to help students build study skills and improve in areas such as note taking, time management, etc.

Analysis and Evaluation:

The college's pre-collegiate curriculum is approved by the Curriculum Committee, entered and evaluated through CurricQunet, and meets all California Title V criteria in regards to non-credit, basic skills, or college level courses. The institution has a clear numbering system to delineate pre-collegiate, college level, and non-credit coursework. The college has several support centers in place to assist students as they move from pre-collegiate to college level coursework.

Improvement Plan:

Recent changes in California education code (AB 705) require California Community Colleges to take steps to move students from pre-collegiate to transfer level courses within one year. English and Mathematics departments will take steps to address the new requirements.

5. *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Evidence of Meeting the Standard:

Imperial Valley College's Curriculum Committee is responsible for ensuring that programs and curriculum (including distance education) are of appropriate length, breadth, and rigor based on the standards set by the committee and included in the Chancellor's Office Program and Course Approval Handbook ([IC4-01](#)). Course Outlines of Record (CORs) are updated every five years and are available through the college's CurricQunet curriculum management system.

CORs are reviewed and recommended to the Academic Senate and governing board for approval before being submitted to the CCC Chancellor's Office. Consistent with California Title 5 regulations and ACCJC accreditation standards, the college's general education program provides students with the opportunity to develop a broad understanding of mathematics, science, social science, humanities, and the arts as well as effective oral and written communication skills, recognizing the need for cultural competency, technical literacy, self-development, and an informed citizenry ([IC2-10](#)).

Also, in compliance with California Title 5 regulations, all degrees offered at Imperial Valley College comprise a minimum of 60 units of degree-applicable course work and include a minimum of 18 units in a major or an area of emphasis ([ER3-01](#)). The major provides a discipline-specific focus often related to career preparation while the area of emphasis provides an interdisciplinary focus that most often prepares a student for transfer.

In partnership with the California State University (CSU), Imperial Valley College offers Associate Degrees for Transfer (ADTs) in popular majors that require a *maximum* of 60 units. These transfer degree programs allow students to complete lower-division major preparation and general education courses and then transfer and obtain a bachelor's degree at a maximum of 120 units.

All of the college's credit courses comply with Carnegie units and hours of instruction ([CP3-02](#)). The institution uses the California Community Colleges Student Attendance Accounting Manual to ensure all courses are scheduled in a manner that ensures students have the correct range of regular and substantial contact with faculty to meet the number of units earned in compliance with the COR.

Analysis and Evaluation:

The rigorous curriculum review and approval process at Imperial Valley College ensures that degrees and programs not only adhere to common practice, but are also compliant with California Title 5 regulations and ACCJC accreditation standards. All associate degrees offered at Imperial Valley College comprise a minimum of 60 units of degree-applicable course work and include a minimum of 18 units in a major or an area of emphasis.

6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

Evidence of Meeting the Standard:

Imperial Valley College attempts to schedule classes to meet the needs of a diverse student body (day, evening, Friday/Saturday, and online). Instructional department chairpersons and deans prepare schedules of classes that consider student need and demand for all courses that are required to meet certificate and degree requirements. The online and printed schedule lists all course offerings for each semester ([IIA6-01](#)). Course information includes the meeting time and location for on-site sections, whether sections are offered fully or partially online, units, CSU and University of California (UC) credit transferability (if applicable), and any enrollment limitations including advisories, prerequisites, and co-requisites.

The college examines fill rates and enrollment patterns to determine course offerings and degree completion needs to benefit students. Counselors, deans, and department chairpersons communicate student course needs. Courses are offered six days per week and during the day and evening in order to accommodate our diverse student population. Course blocks allow students to complete their course work toward transfer, degrees, and/or certificates in reasonable amounts of time based on individual goals and schedules. The class cancellation policy is contained in Article 15.16 Class Size of the full-time faculty CBA ([IIA6-02](#)):

“In order to avoid the cancellation of a class during a given semester or session, a class must achieve an enrollment equal to at least 60% of class size quota or 18 students, whichever is less. The Vice President for Academic Services can waive this requirement upon his/her discretion for reasons including, but not limited to, the following:

1. If a small group of students needs a certain course for graduation or program completion and no substitute course is available;

2. If a new course is inaugurated and it is believed that continuing the course with a small number of students will enhance the potential growth of the course;
3. If a course is offered that is an important part of the curriculum (e.g. part of a Program Pathway) and the instructor's class sizes in other assigned courses are above average;
4. If it is deemed wise to offer special studies, individual studies, and honors courses which naturally have a small class size” (p. 93).

The vice presidents, instructional deans, and directors received preliminary professional development training in enrollment management in February 2017 to improve the effectiveness of scheduling classes to meet student needs ([IIA6-03](#), [IIA6-04](#), [IIA6-05](#)). Subsequent in depth training for the instructional deans took place on 5 April 2017, which was followed up by a campus forum ([IIA6-06](#)).

Analysis and Evaluation:

Imperial Valley College considers a variety of factors when scheduling classes. At the department level, where faculty are familiar with course sequencing for degrees, certificates, and transfer, department chairpersons work to develop schedules that will provide students with the courses they need to complete a program of study in a timely fashion. The college also examines wait lists, fill rates, and enrollment patterns to discern student needs and adjusts class scheduling accordingly.

During the development of this self-evaluation report, administrative procedure AP 5055 Registration Priorities is being reviewed to allow our students with less than 16 units left to graduate to receive a one-time priority registration opportunity to ensure they have the classes needed to meet their goal ([IIA6-07](#)). AP 5055 also allows placement of students in certain programs to be eligible for higher placement.

7. *The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard:

Imperial Valley College strives to utilize delivery modes, teaching methodologies, and learning support services to meet the needs of the diverse student population in Imperial County. The mission statement of the institution reaffirms this student-equity commitment: “To foster excellence in education that challenges students of every background to develop their intellect, character, and abilities.”

The Student Success Scorecard (2018) indicates that

- statewide 70.6% of prepared students and 40.8% of unprepared students (48.0% overall) eventually complete a degree, certificate, or transfer-related outcome.
- At Imperial Valley College, only 68.8% of prepared students and 40.7% of unprepared students attain completion (45.1% overall). The college is lower than the statewide average in all three categories.
- Nonetheless, the college excelled in persistence: 80.1% overall versus 75.9% overall statewide. IVC enjoyed good numbers for those students who completed at least 30 units: 71.5% overall versus 68.8% overall statewide.

[\(IA1-03\)](#)

Statewide, the percent of first-time students in 2014-15 who completed 6 units and attempted any Math or English in their first year and who completed a transfer-level course in Math or English in their first or second year is as follows:

- in Math, 17.0% for year one, and 28.6% for year two; and
- in English, 37.9% in year one, and 56.3% in year two.
- At IVC, the Math numbers were 10.3%, and 19.1%, respectively.
- And in English, the numbers were 23.4% and 37.5%.

The institution delivers courses through a wide range of modes to include day and evening classes, credit and non-credit classes, online and hybrid classes, late-start, short-term, weekend classes, and community service classes. Courses are offered throughout the year – during fall and spring semesters and winter and summer intersessions.

Course schedules are developed at the department level with direction from the division deans to ensure student need and demand are met and to ensure program sequences help students finish programs on time. The Curriculum Committee documents in the Course Outline of Record all delivery modes (e.g., lecture and lab) ([IIA7-01](#)).

In Distance Education, the institution moved from the Blackboard Learning Management System to the Canvas LMS beginning in the fall semester 2016 with a cut-off date at the end of summer session 2017.

Recently, responding to student demand and workforce request, the [Economic and Workforce Development Division](#) developed and deployed a new fast-track welding program, and the Nursing Department offered a new fast-track Nursing prerequisite program. Additionally, work has begun in implementing a Guided Pathways framework at the college.

Faculty provide instruction through a variety of teaching methods, and most faculty are adept at using the smart podiums available in most classrooms. Discipline faculty decide which methodologies are best for their classes, and those methodologies are documented in the Course Outline of Record. The Curriculum Committee determines that the methodologies, the SLOs, and the course content all interface in a supportive fashion.

The COR contains an “Instructional Methodology” section) where faculty identify the different learning approaches that will be used in the instruction of the course. Each course also undergoes technical review and formal discussion by the Curriculum Committee, a process that provides all stakeholders an opportunity to approve the content, instructional methods, and assessments ensuring that the course under scrutiny is reflective of the mission.

Many faculty take advantage of available workshops and conferences throughout the year, and guest speakers are invited to the annual convocation in August. When the college adopted the additional winter session and trimmed the length of the semester from 18 to 16 weeks, it became difficult to provide sustained faculty and staff development (via a “flex week,” for example). With the resources provided through a Title V grant – Teaching and Learning Center for Advancement and Success (TALCAS) – the college is developing a new faculty development effort. Using TALCAS funds, the college has built a new Teaching and Learning Center (Bldg. 3700). Two faculty Activity Coordinators are now focused on shaping the Center, and a faculty Advisory Committee has been established to begin the process of developing and offering formal and informal faculty development activities.

In 2016, the Library Media Center purchased over \$15,000 of titles for students in the disadvantaged populations identified through Student Equity. Student Equity funds have supplemented the development and growth of the [Embedded Tutor Program](#) (ETP). The ETP was created to increase success and retention rates, to ensure student educational growth, and to promote student transfer rates. Through Embedded Tutoring, Learning Support Services provides in-class support for students along with recurring review sessions twice each week. Historically low-performing courses are targeted. The Learning Services department has improved the test proctoring service on campus ([IIA7-02](#)). The [Learning Intervention and Networking Communities](#) (LINC) program offers personalized study sessions and workshops to help students struggling with specific skills or concepts.

Analysis and Evaluation:

Imperial Valley College takes advantage of the resources at hand in support of student equity. The college has the benefit of a Title V grant (TALCAS) that is designed to promote student success and to foster faculty development. The TALCAS grant also

can support training for distance education faculty to assist in curriculum development and in further training in online teaching and learning. However, the institution could do more to promote faculty development and assist faculty in deploying more high-impact and evidence-based programs and strategies (e.g., student-centered learning, inquiry-based learning, acceleration). The institution is creating a professional development plan which is currently being vetted ([IIA7-03](#)).

8. *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard:

The institution does not utilize department-wide or program examinations.

9. *The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Evidence of Meeting the Standard:

Imperial Valley College awards course credit, degrees, and certificates using clearly stated and published criteria that are based upon generally accepted norms and equivalencies. These criteria include minimum competencies in math, reading, and writing; grade point average requirements; and courses needed for requisite fields of study. Course Outlines of Record and course syllabi include learning objectives and outcomes as well as methods of evaluation that address how the awarding of credit for course work is based upon student mastery of the learning objectives (as required by California Code of Regulations, Title 5, section 55002) ([IIA7-01](#), [IB2.03](#))

Multiple measures of assessment – including formal essays, quizzes, exams, oral reports, presentations, and/or demonstrations – are used to determine that students completing courses have achieved the learning outcomes and objectives specified in the COR. Students receive grades and progress reports from faculty members throughout the semester, and final grades are posted on the college's online student information and management system ([WebSTAR](#), login required).

All credit courses offered (including those offered via distance education) comply with Carnegie units and hours of instruction ([CP3-02](#)). IVC uses the California Community Colleges Student Attendance Accounting Manual to ensure all courses are scheduled in

a manner that ensures students have the correct range of regular and substantial contact with faculty to meet the number of units earned in compliance with the COR. The college's Curriculum Committee regularly reviews related policies and procedures to ensure compliance with all regulations.

Analysis and Evaluation:

Imperial Valley College's degree-applicable credit courses conform to the criteria and standards specified in California Title 5 regulations including the relationship between units and required lecture and/or laboratory contact hours. The college's definition of credit hour is consistent with applicable federal and state regulations as they apply to community college districts. IVC has institutional policies in place to ensure that course credit, degrees, and certificates are being awarded based on student attainment of learning outcomes.

10. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Evidence of Meeting the Standard:

Imperial Valley College makes transfer-of-credit policies available to students in the College Catalog ([CP4-01](#)). Courses from other US regionally accredited colleges or universities are evaluated based on C-ID number or course description, comparable or equivalent content and learning outcomes, and appropriate prerequisites. Reciprocity among regionally accredited institutions of higher education determines how California State University (CSU) and University of California (UC) general education courses transfer among colleges. Students with foreign transcripts must use an approved foreign transcript evaluation agency to determine course equivalences.

IVC has established articulation agreements with public and private colleges and universities in accordance with BP 4050 and AP 4050 Articulation ([IIA10-01](#), [IIA10-02](#)). Articulation agreements pertain to courses (including those delivered via distance education) applicable for transfer elective credit, general education credit, and lower-division major preparation credit ([IIA10-03](#)). A comprehensive list of articulations agreements is available on the [Transfer Center Articulation website](#). The IVC articulation officer annually submits a formal articulation request to the UC to determine if a course is appropriate for transfer credit as an elective. The UC Office of the President reviews this submission and awards basic transfer credit if there is a comparable lower-division course at one (or more) UC campus. This grouping of

courses transferable for credit to UC is known as the UC transfer agreement which is published annually in the statewide articulation repository ASSIST. This credit designation is the basis for any further articulation of a course for general education or lower-division major preparation.

The institution publishes information relating to credit for Military Service, Advanced Placement (AP), and College Level Examination Program (CLEP) Examinations ([CP4-01](#)). In addition, the college has articulation agreements with local high schools. These agreements are developed when high school courses are determined to be in alignment with college courses. When students earn a “B” or better in their course and on their final exam at their high school, they may earn credit in the equivalent IVC course. No fees are required.

Analysis and Evaluation

The college publishes transfer information in the catalog as well as on the Transfer Center webpages. The articulation officer works closely with four-year institutions to ensure articulation agreements are in place and updated regularly to assist in the smooth transfer of students between institutions.

Improvement Plans:

The Admissions and Records Office will codify the college catalog procedures for transfer of credits into Imperial Valley College in an appropriate Administrative Procedures document.

11. *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Evidence of Meeting Standard:

Imperial Valley College includes student learning outcomes appropriate to the program’s courses. The student learning outcomes are published in the Course Outlines of Record and in each instructor’s course syllabi ([IIA7-01](#), [IB2-03](#)). The learning outcomes for each course are developed by discipline faculty and reflect the learning expectations for each course. SLOs are then linked to Program Learning Outcomes which are published online and in the College Catalog ([ER3-01](#)).

Discipline faculty map the course-level and program-level outcomes to the Institutional Student Learning Outcomes.

A campus-wide dialogue in 2004-2005 lead to the establishment of the Institutional Student Learning Outcomes:

Communication Skills
Critical Thinking
Personal Responsibility
Information Literacy
Global Awareness

Analysis and Evaluation:

The institution has identified student learning outcomes for all courses. The course-level learning outcomes are linked to program-level and institutional student learning outcomes.

12. *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Evidence of Meeting the Standard:

All degree programs at Imperial Valley College include a general education component which is explained in the College Catalog ([IC2-10](#)). The comprehensive objectives of General Education promote skill development and knowledge acquisition through the study of ideas, analysis of data, and interpretation of issues and events ([CP3-01](#), [CP3-02](#), [IIA12-01](#), [IIA12-02](#)).

Faculty who submit a course for general education status must ensure the course is appropriate for one of the following areas:

- Area A: Language and Rationality
- Area B: Natural Science
- Area C: Humanities
- Area D: Social and Behavioral Sciences

The Curriculum Committee determines the appropriateness of each proposed course for inclusion in the general education curriculum for associate degree through a formal review process. All courses designated for general education at IVC must fulfill the following criteria:

- A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.
- (B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.
- (C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
- (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression

and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

- (i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
- (ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

These criteria are reaffirmed each year during the Curriculum Committee training ([IIA12-03](#)).

Analysis and Evaluation:

The college has identified a set of general education degree requirements for its associate degrees that ensures breadth of knowledge and promotes intellectual inquiry. Through a formal process, the Curriculum Committee trains its members to review courses for general education with committee approval occurring only when courses meet the established criteria.

13. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard:

Students who complete a degree program at Imperial Valley College possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. This philosophy and criteria for associate degrees are codified in BP 4020 and AP 4020 Program, Curriculum, and Course Development as well as BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education ([CP3-01](#), [CP3-02](#), [IIA12-01](#), [IIA12-02](#)).

The associate degree at Imperial Valley College is composed of three parts: general education, a major or area of emphasis of 18 units or more, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units ([ER3-01](#)). An area of emphasis consists of courses required for a certificate of achievement in a Career Education (CE) field or a pattern of courses

defined by the discipline as appropriate for transfer as preparation for a specific baccalaureate major.

Analysis and Evaluation:

Every degree program at the college includes a focused area of emphasis or an interdisciplinary core of courses. The institution has detailed processes in place to assist in the identification, development, and approval of program areas of study as well as the courses included therein.

14. *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard:

Imperial Valley College offers Career Education (CE) programs of study that meet or exceed the California Community Colleges Chancellor's Office requirements for employment need in the discipline area by using established vocational program advisory committees, licensing exam preparation, program review, and learning outcomes and assessments that are tied to meeting CE program outcomes. These efforts ensure that students are prepared for employment and external licensure and certification.

IVC offers CE associate degrees and certificates of achievement. Certificates of achievement are short-term certificates that require a minimum of 12 units of course work. They are designed to prepare students for employment in particular career areas, and many can be used to satisfy vocational associate degree requirements. Certificates of achievement offered by the college require CCC Chancellor's Office approval. Requirements for state approval of certificates of achievement are included in the CCC Chancellor's Office Program and Course Approval Handbook ([IC4-01](#)). These programs are identified online in the College Catalog ([ER3-01](#)).

Certificates of proficiency are short-term certificates – typically requiring fewer than 18 units of course work – that introduce students to one aspect of a trade or occupation. These short-term certificates do not require Chancellor's Office approval to be offered and awarded by the institution. The courses required for certificates of proficiency are included in the vocational certificates of achievement and degrees, allowing students to earn a certificate while completing course work that may be used toward the completion of a certificate of achievement and/or degree.

Analysis and Evaluation:

Imperial Valley College has developed Career Education degree and certificate programs with learning outcomes that reflect the technical and professional competencies needed to meet employment standards. IVC offers only two certificates of proficiency (lower than 18 units) in Child Development Associate Teacher and Cisco CCNA Discovery.

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

Evidence of Meeting Standard:

Catalog rights protect students from being held responsible for changes made to their academic programs in the years that follow their initial enrollment provided they maintain continued enrollment at the college. “A student may be graduated under the catalog in effect at the time of initial enrollment provided a continuous enrollment status is maintained during each semester (excluding winter and summer sessions)” ([IIA15-01](#)). If students have not taken a course in the major, they have not established catalog rights and would not be eligible to complete the major.

In addition, the college has adopted and adheres to program elimination procedures outlined in AP 4021 Program Discontinuance ([IIA15-02](#)). Furthermore, IVC has an informal communication protocol in place to inform students of program elimination and allows students the opportunity to graduate in the degree or certificate program. If necessary, the college also works with effected students on choosing alternative pathways.

Analysis and Evaluation:

Currently the institution does not have a standard, formal process in place to inform students of program discontinuation. In past program discontinuances, the process has been to identify students who have declared the major and taken at least one required course in the program. The college then notifies the affected students in some manner (telephone call, email message, or letter). If students have not taken a course in the major, they have not established catalog rights.

16. *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard:

Imperial Valley College has a number of institutionalized processes, activities, and groups to ensure evaluation and improvement of course and program quality. The college is committed to academic standards, currency, and systematic review and improvement of instructional courses and programs, and this is evident through the policies, procedures, and actions carried out by the [Curriculum Committee](#), the [Academic Senate](#), and the [Continuous Accreditation Readiness Team](#) (CART). The primary reference for the curricular process at IVC is BP 4020 Program, Curriculum, and Course Development ([CP3-01](#)).

Program reviews allow for faculty and staff engagement in dialogue to improve student performance and maintain standards of academic quality, enhance student learning, assure student equity, and improve institutional effectiveness.

Comprehensive program reviews are conducted on a three-year cycle. A shorter version of the review, or program review update is conducted in the second and third year ([IB1-02](#)). Departments are provided a disaggregated data report that provides all the necessary elements for analysis, discussion, and goal development. The data elements embedded within the report include enrollment and fill rates, productivity, success and retention, grade point average, and number of certificates and degrees awarded ([IB4-01](#)).

The program review process includes student learning outcomes (SLOs), program learning outcomes (PLOs), and institutional student learning outcomes (ISLOs). There is an [SLO Committee](#) which is a subcommittee of the Academic Senate designed to monitor, coordinate, and evaluate outcomes efforts across the college. The use of assessment results for SLOs, PLOs, and institutional student level outcomes (ISLOs) is the primary process by which program quality is ensured. Course-level learning outcomes are mapped to the broader program learning outcomes and institutional student learning outcomes.

BP 4260 and AP 4260 Prerequisites and Co-requisites provide guidance on development, review, and application of prerequisites and co-requisites ([IIA16-01](#), [IIA16-02](#)). Career Education (CE) programs follow a two-year program review process which includes input from advisory committees to ensure quality and currency of

course offerings and instruction. The advisory committees also ensure that program outcomes match desired industry competencies ([IIA16-03](#))

AP 4105 Distance Education and the DE Faculty Handbook provide guidance regarding the approval and review process for distance learning courses ([IIA16-04](#), [CP5-02](#)). The [Distance Education Committee](#) and Distance Education Coordinator identify best practices for regular and effective contact and provide professional development opportunities as needed.

Analysis and Evaluation:

Imperial Valley College regularly evaluates and improves the quality and currency of all instructional programs offered regardless of delivery mode or location. The college strives to improve programs and courses to enhance learning outcomes and student achievement.

Evidence List for Standard II.A.

IIA2-01	Full-Time Faculty Collective Bargaining Agreement 2017-2018, pp. 43-64, Tenure Review
IIA2-02	Full-Time Faculty Collective Bargaining Agreement 2017-2018, pp. 31-42, Evaluations
IIA2-03	Part-Time Faculty Collective Bargaining Agreement 2017-2019, pp. 19-20, Evaluations
IIA3-01	SLOs in SPOL
IIA3-02	Closing the Loop Forms
IIA4-01	CurriQunet
IIA6-01	IVC Online Schedule Website
IIA6-02	Full-Time Faculty Collective Bargaining Agreement 2017-2018, p. 93, Class Size
IIA6-03	Enrollment Management Planning PowerPoint-Administrators 2-21-17
IIA6-04	Enrollment Management Planning PowerPoint-Deans 2-21-17
IIA6-05	Enrollment Management Planning PowerPoint-Student Services 2-21-17
IIA6-06	Enrollment Management Planning PowerPoint-Forum 4-5-17
IIA6-07	AP 5055 Registration Priorities
IIA7-01	Sample Course Outline of Record
IIA7-02	IVC Test Proctoring Website
IIA7-03	Professional Development Plan 2018-2021
IIA10-01	BP 4050 Articulation
IIA10-02	AP 4050 Articulation
IIA10-03	Loma Linda University School of Applied Health Professions Articulation Agreements
IIA12-01	BP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-02	AP 4025 Philosophy and Criteria for Associate Degree and General Education
IIA12-03	Curriculum Committee Minutes-Training 8-22-18
IIA15-01	General Catalog 2018-2019, p. 36, Catalog Rights
IIA15-02	AP 4021 Program Discontinuance
IIA16-01	BP 4260 Prerequisites and Co-requisites
IIA16-02	AP 4260 Prerequisites and Co-requisites
IIA16-03	AP 4102 Career and Technical Education (CTE) Programs
IIA16-04	AP 4105 Distance Education

Additional Evidence

CP3-01	BP 4020 Program, Course, and Curriculum Development
CP3-02	AP 4020 Program, Course, and Curriculum Development
CP4-01	General Catalog 2018-2019, pp. 39-43, Transfer Credit
CP5-02	Distance Education Faculty Handbook
ER3-01	General Catalog 2018-2019, pp. 64-218, Degrees and Certificates
IA2-03	Program Review Handbook 2017-2018
IB1-02	Program Review Cycles and Timelines 2017-2018

IB2-03	Sample Syllabus
IB2-06	General Catalog 2018-2019, p. 10, Institutional Student Learning Outcomes
IC2-02	General Catalog 2018-2019, pp. 250-316, Courses
IC2-10	General Catalog 2018-2019, pp. 50-62, Degrees, Certificates, Graduation, Transfer
IC3-01	IVC SLO Website
IC4-01	CCCCO Program and Course Approval Handbook
IC4-05	Syllabus Template

Standard II.B. Library and Learning Support Services

1. *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard:

In the [Spencer Library Media Center](#), a librarian is available at the reference desk from 8:00 a.m. to closing each day. Electronic reference services are available, and a 24/7 chat reference service is also available to all students through the library web page. The Spencer Library Media Center is open from 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday. A faculty librarian is always present when the library is open, and circulation, reference, media services, and the student computer lab are also appropriately staffed.

Library resources consist of print, electronic, audiovisual, and microform resources. Internal library records show that there are 67,868 books, 24,352 electronic books, 30 print periodical subscriptions, 27 electronic databases containing full-text periodicals, and 2,108 units of the *New York Times* on microfilm. Between 2010 and 2017, the library collected 9,809 books and other information resources. All resources may be located through the [Online Public Access Catalog](#) (OPAC).

The [Study Skills Center](#) has developed its own study skills intervention program called [Learning Intervention and Networking Communities](#) (LINC). LINC was developed knowing that the way students receive and process information is individual to each person. The program allows students to take charge of what they want to improve and learn from by having the opportunity to choose workshops on topics that are relevant to them. Topics can be applied to general college life but at the same time can focus on a specific area students want to develop.

[The Reading/Writing/Language Lab](#) conduct orientations at the beginning of each semester to introduce students to their lab assignments and the process for doing that work. Individual student difficulties are addressed one-on-one as needed throughout the semester. [The Math Lab](#) offers workshops covering various aspects of math that students typically find difficult.

[The Embedded Tutor Program](#) was designed after the program at the University of Kansas City. The Embedded Tutor Program (ETP) provides academic assistance to

increase student success and retention rates. An Embedded Tutor is assigned to attend all sessions of a course to assist students during class activities. Embedded Tutors also provide two hours of review sessions out of class each week for the students enrolled in that class. The focus of the ETP is on clarifying content as well as encouraging success habits for the whole class.

Additionally, Canvas CMS can be considered a learning support service. Currently, it is not a requirement for instructors to use Canvas in their face-to-face classes; however, a number of instructors are using Canvas to web-enhance their class. These instructors use Canvas in a variety of ways such as posting their course syllabus, sending announcements, sharing links to website or YouTube videos, a repository for handouts, and administering quizzes and assignments.

Analysis and Evaluation:

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. A variety of services are offered and are continually updated to meet changing needs and modes of delivery. A full range of learning support services includes a strong and growing library collection, an array of tutoring options, computer labs, and programs of instruction in information competency and in academic success.

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

Evidence of Meeting the Standard:

The Library resources consist of print, electronic, audiovisual, and microform resources to include 67,868 books, 24,352 electronic books, 30 print periodical subscriptions, 27 electronic databases containing full-text periodicals, and 2,108 units of the *New York Times* on microfilm. Working with the Dean of Arts, Letters & Learning Services (ALLS), the Library staff evaluates the equipment needs of the Library. With Physical Plant and Instructional Supplies (PPIS) funds in play, many of these needs have been met.

The Learning Services area also has benefitted from categorical funds for equipment. As a push to take advantage of technology, the Study Skills Center requested funds from Student Equity to buy iPads and television sets. This has allowed students and tutors to utilize a wide array of applications (apps) and websites to enhance students' learning experience. Using PPIS funds, the ALLS Division also purchased desktop and laptops computers for the Study Skills Center. This equipment was delivered during

2015-2016, and it represented more technology available to enhance student learning than the Study Skills Center had seen in more than two decades.

Analysis and Evaluation:

Librarians, with the assistance of teaching faculty, along with the growing team of Learning Services staff, utilize their combined knowledge and expertise to select and maintain educational equipment and materials that support student learning and enhance the mission of the college. With the continuing integration of committees, initiatives, and grants, more faculty and staff find themselves working in closer quarters, contributing their collective knowledge to this effort of selecting appropriate resources.

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

Evidence of Meeting the Standard:

The Library and Learning Services regularly evaluate learning support services to assess their adequacy in meeting identified student needs in several ways. Methods of evaluation include outcomes assessment, Program Review, and surveys.

The Reading/Writing/Language Lab conducts regular student surveys to assess the quality of the services provided. For example, in a recent survey, students overwhelmingly considered coming to the Lab with their classes a beneficial exercise ([IIB3-01](#)). Most commonly, they cited as primary benefits the fact that the teacher was there to answer questions, that tutors were also available to help them, that they could consult with classmates as they did the work, and that the lab work gave them an opportunity to practice what they study in class.

The Study Skills Center transitioned from TutorTrac to MachForms in order to increase efficiency and data reliability. The Center has adopted a web-based information database to maintain records of students serviced ([IIB3-02](#)). Tutor and student records have increased in accuracy and detailed information. This improvement in record keeping has increased categorical funding and allowed the department to increase services during peak hours.

Analysis and Evaluation:

The Library and Learning Services collect pertinent data via Program Review, outcomes assessment, surveys, and other measures. Faculty and staff utilize this

information to modify learning support services, retool information competency presentations, and expand existing services in light of the availability of resources from new grants and state initiatives – all in service of student success.

4. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

Evidence of Meeting the Standard:

The Library and Learning Services department primarily relies on internal resources to provide services to students. A few contractual agreements (beyond basic purchasing agreements or software/hardware licenses) exist to enhance student support. These include agreements for shared cataloging, a library services platform (OCLC/WorldShare), consortia arrangements for database pricing discounts and access, and printing and photocopying service support (PaperCut).

The Library participates in the Online Computer Library Center (OCLC) for cataloging records, a standard service used by many libraries. The ALLS Division maintains the contract, and Library staff work with representatives on migration to OCLC/WorldShare.

Learning Services' formal agreements with external entities are board approved ([IIB4-01](#), [IIB4-02](#)).

As a member of the Council of Chief Librarians (CCL), Imperial Valley College is also part of the cooperative purchasing agreement for periodical databases sponsored by CCL and the Community College League of California (CCLC). All the college's periodical databases are purchased through this agreement.

Analysis and Evaluation:

Imperial Valley College documents formal agreements and ensures that resources and services are adequate, easily accessible, and utilized. The college regularly monitors and evaluates security, maintenance, and reliability of services for effectiveness

Evidence List for Standard II.B.

IIB3-01 Reading/Writing Lab Student Survey Fall 2017
IIB3-02 Study Skills Center Report Spring 2017
IIB4-01 Board Minutes-Newsbank License Agreement Renewal 7-18-18
IIB4-02 Board Minutes-CCL Consortium Spring Database Renewal 7-18-18

Standard II.C. Student Support Services

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)*

Evidence of Meeting the Standard:

Imperial Valley College offers student support services both on campus and online. All student support services are offered on campus during regular business hours with early evening hours available in major service areas such as [Admissions](#) and [Counseling](#).

In addition to on campus support services, online support services are also offered. Through the institution's [Student Portal](#) (login required), students can access the following online services:

- the application for admission,
- class schedule,
- college catalog,
- financial aid services,
- the online registration system,
- DegreeWorks degree audit program, and
- E-SARS counseling appointment scheduler.

Counseling services are provided to all students who are enrolled in online courses via email, telephone, and in-person. The assigned counselor is available to answer student questions or concerns and provide guidance in navigating the Canvas course management system (CMS) throughout the academic year.

Each Student Services area ensures the quality of its services and supports student learning through a variety of means. These include the process of program review, the assessment of service area outcomes and administrative outcomes, a survey of students on their level of satisfaction with services used, and the regular monitoring of student success ([IIC1-01](#), [IIC1-02](#)).

Program review in the Student Services area occurs on an annual basis. Program review is aligned with the college mission and priorities. The development and assessment of student learning and administrative outcomes by all service areas is an integral part of program review that occurs annually. The Student Services areas use multiple data sources as part of program review and outcome assessment, including departmental student satisfaction surveys, an employee perception survey, and reports on student equity and basic skills ([IB4-03](#)). This has established a process of

sustainable continuous quality improvement for all student service programs.

Analysis and Evaluation:

The institution ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and lead to achievement of the college mission through various means including a comprehensive program review and student service area outcomes development/assessment.

2. *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard:

Imperial Valley College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Assessment of student support outcome achievement includes review and analysis of data from a variety of sources, including the Institutional Goals, Student Success Matrix, Equity Report, Program Review, Surveys, Educational Planning and Departmental Reports, such as CalWORKs, EOPS, DSP&S. The various reports provide data and assist in the identification of areas for improvement and new areas where student services are needed.

Each student services department is responsible for identifying and assessing their respective student area outcomes through the program review process using (SPOL) and providing comprehensive assessment reports to the Chancellors' office, as required. In addition, there are two overarching groups, the Student Services Council and All Counseling Services, that are responsible for the integration of the evaluation and to ensure appropriate changes are implemented to improve services and learning support outcomes.

The Student Service Council is comprised of all of the directors and coordinators of the Student Services Division, including the directors/coordinators of Disability Student Support and Programs, Extended Opportunity Programs and Services, Admissions and Records, Student Affairs, Financial Aid, District Counseling, Transfer Center, Student Support Services and Programs, Military & Veteran Center, Mental Health, CalWORKs, and TRIO directors. During the monthly meetings, the Office of

Institutional Research regularly provides data on success rates, student equity, multiple measures placement and outcomes, tutoring, educational planning and a variety of other measurements. The Council analyses the information, discuss ways to address the concerns and the directors bring those ideas back to their respective departments for implementation. The directors and coordinators later report back to the Student Services Council on what issues have been addressed and what were the results.

A similar approach is followed by the [Counseling](#) Services team, where counselors from all student services departments meet once a month to identify and assess challenges impacting student learning outcomes and develop plans to address them. A direct result of the counselors using data to improve and provide appropriate services to students was the creation of the priority registration for next-term graduates ([IIA6-07](#)). It was identified that many students who needed less than 15-units to graduate were taking two or more semesters to complete their final 15-units, largely because they failed to get the class they needed. The counselors researched best practices, gathered additional facts from the Office of Institutional Research and made the recommendation through the participatory governance process.

Another example of data-driven improvement can be seen in the creation and efforts of the Counseling Training Task Force. Beginning fall of 2016, a small group of counselors and an administrator met twice a month to review data and develop training workshops on various topics to help student services address concerns impacting student outcomes. Training workshops for counselors and staff were conducted monthly with the primary aim of improving services and maximizing the use of technology, particularly the Early Alert Program and the student information system, to improve services and analytics. The Training Task Force assessed the effectiveness of the workshops by surveying the participants and evaluating the effects of the training by analyzing the data and student surveys.

Analysis and Evaluation:

The College identifies and assesses learning support outcomes and provides appropriate services and programs to achieve those outcomes. The services and programs are assessed on a regular basis through the program review process, reporting to the state and student services meetings. The meetings are intentional and designed to focus on using data to enhance services and improve learning support outcomes.

3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

Evidence of Meeting the Standard:

The College provides equitable access to all students by providing appropriate, comprehensive and reliable services to students, regardless of service location or delivery method. The College offers comprehensive services for students on campus and online. On campus services offered under the Student Services Division include Counseling, Assessment, Financial Aid, Student Health Services, Mental Health Services, Student Success and Support Programs, Transfer Center, Military and Veteran Resource Center, Student Affairs, Admissions and Records, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSP&S), CalWORKs, CARE, IVC Food Pantry, Upward Bound, Educational Talent Search, and Student Support Services. Additional resources offered under the Instructional Services Division include Tutoring, English and Math Lab, and the Learning Resource Center. Most of these departments have an extensive online presence.

The College is in the early stages of providing online counseling for students. The Vice President of Student Services, Dean of Student Services, and five counselors participated in the Online Educational Initiative six-week training course to learn how to facilitate online counseling in a compliant manner. An Online Counseling Task Force has been created and is responsible for establishing the protocols, providing the training and piloting online counseling in the Spring of 2018, which the plan of being fully implemented in 2019.

Tutoring is offered online and on-campus. Online tutoring is available 24/7 through Net Tutor. Students can get help in mathematics, sciences, English, reading, writing, world languages, social sciences, humanities, communication, business, economics, allied health, nursing computer science, technology, first-year experience, and college success.

The College is accessible to students with disabilities. Information Technology and DSP&S hired an Access Technology/Alternative Media Specialist to ensure that all technology is accessible for students with disabilities. Adaptive computer technology hardware and software is available for student use in the high-tech center and various labs across campus. Students are given take-home rights to the software so that they can utilize it both on and off campus. In addition, the DSPS office produces course materials in alternate formats as needed for access of students with disabilities.

Analysis and Evaluation:

Imperial Valley College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Through an ongoing program review, IVC realizes that online services need to be expanded, particularly online counseling. Thus, plans are in place to have this option available for students in fall 2019.

4. *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards or integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard:

The Student Affairs Office oversees the [Associated Student Government](#) of Imperial Valley College. During the development of this report, the ASG has seen an increase in campus clubs. In the fall 2017 semester, there were a total of 27 chartered campus clubs.

[Athletics programs](#) are maintained and promoted through the Department of [Health, Wellness, and Sports](#).

Each campus club is obligated to abide by the Handbook for Student Leaders and Faculty Advisors ([IC8-05](#)).

Beginning in spring 2018, the college began to discuss developing an Out-of-State Tuition Waiver for first year students involved in extra-curricular activities or clubs. The college received approval of the waiver from the Commission on Athletics to proceed with the planned tuition waiver ([IIC4-01](#)).

Analysis and Evaluation:

With the increase of campus clubs, this allows students to have a wider variety of co-curricular activity clubs to choose from. Each year, the ASG has hosts and/or co-hosts: Campus Safety Awareness Day, Sexual Assault Awareness Day, Veteran's Day, Hispanic Heritage, Veteran's Day, Black History Month, Women's History Month, and DACA workshops.

Imperial Valley College maintains five (5) competitive men's teams and six (6) competitive women's teams.

5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs or study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

Evidence of Meeting the Standard:

The [Counseling Division](#) at Imperial Valley College is open and staffed year-round. During the fall and spring semesters, counselors are available from 8 a.m. to 5 p.m. on Monday, Thursday, and Friday and from 8 a.m. to 7 p.m. on Tuesday and Wednesday.

Counseling faculty are employed in various programs on campus: [District Counseling](#) (which includes program planning and counseling for the general student population including veterans, athletes, and nursing students), [CalWORKs](#), [Student Support Services](#) (SSS), [DSP&S](#), [EOPS](#), [Student Success and Support Programs](#) (SSSP), and [Transfer Center](#). Staff for these programs is comprised of experienced professionals including both contract and part-time counselors as well as classified student support staff members. All counselors are qualified to provide academic, career, vocational, and personal advising when needed. Several of the counseling staff and faculty are bilingual speakers (Spanish/English and American Sign Language).

The college regularly evaluates counseling through a variety of means. Student satisfaction surveys provide students with an opportunity to evaluate services provided by the various programs. Counseling is also evaluated relative to student learning by the use of Service Area Outcomes (SAOs) for each program ([IIC5-01](#)). SAOs for counseling have been developed and assessed on a regular basis since 2009. Evaluation of the assessment data have been used to implement several new initiatives to improve advising and matriculation services. For example, a training task force was established to create and facilitate monthly two-hour professional development workshops that focus on crucial counseling services such as providing consistent and accurate information, transfer advising, and utilization of technology.

The district counseling office at Imperial Valley College provides a majority of the follow-up services available to students. These services take place in the form of 45-minute counseling appointments and 30-minute drop-in contacts for quick questions.

Orientation is a strong component of student success. In early spring, Student Success and Support Programs (SSSP) counselors visit all the local high schools and provide an orientation to high school seniors who will be attending Imperial Valley College. Students are seen soon after by district counselors who review students' placements and recommend classes for the fall semester. An online orientation is available for all

students, and most programs such as EOPS and CalWORKs have a supplemental onsite orientation ([IIC5-02](#)). All orientations and services are widely advertised on campus and the college's [SSSP website](#).

Students meet with counselors to develop educational plans. Education plans are developed using DegreeWorks degree auditing software. An education plan is electronically generated when a student meets with the counselor. In addition to the electronic education plan, counselors also utilize enrollment planning sheets which provide a more targeted breakdown of classes and pathway for the individual student.

With regards to personal support, counselors work to retain students by helping with study skills, test anxiety, personal, and crisis counseling. Those most at risk – including probationary and academically disqualified students – are either encouraged or required to visit the counseling office.

The [Transfer Center](#) is located in the Counseling Center. Transfer Center counselors support the work conducted in the center by the district counselors and help prepare students for transfer to four-year institutions as well as keep all counselors abreast of transfer requirements and course articulations.

Analysis and Evaluation:

Imperial Valley College provides counseling services to students (personal counseling and academic advising) from admissions and enrollment through completion of the students' educational goals (degree, certificate, transfer, or personal). The programs and services are evaluated on a regular basis to ensure timely and accurate information is provided to students.

6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.*

Evidence of Meeting the Standard:

Admission policies are guided by BP 5010 Admissions and AP 5010 Admissions and AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students ([IIC6-01](#), [IIC6-02](#), [IIC6-03](#)). Admission to the institution is coordinated through the [Admissions and Records Office](#).

Students receive additional counseling and academic advising through [Counseling Services](#). These services include academic planning, career exploration and planning, and personal counseling, and referrals. Counselors also offer academic and personal

support courses in Counseling 100, Personal and Career Development, and Counseling 120, Counseling Success Skills.

All degree programs at Imperial Valley College publish program pathways to assist students in planning their academic progress, including their general education requirements ([IIC6-04](#), [IIC6-05](#)). Students can track their progress using DegreeWorks (login required).

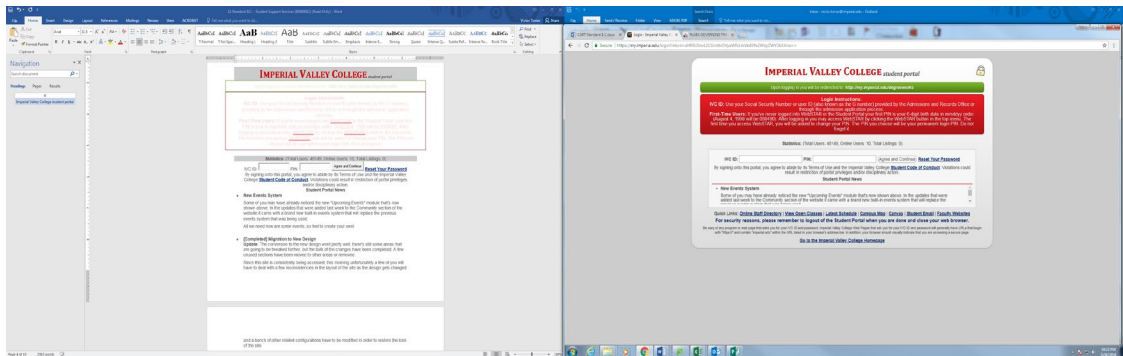


Figure 21: Student log in: Canvas and WebSTAR

Additional services to students seeking to transfer to four-year colleges and universities is provided through the Transfer Center. The institution contracts with Credentials Services to provide transcripts to students seeking to move credits to another institution.

Analysis and Evaluation:

Imperial Valley College currently has pathways in place that assist students with planning their academic progress, including their general education requirements. Students can track their progress using DegreeWorks. Moreover, the college is in the process of implementing the Guided Pathways framework. The implementation process is outlined in the Quality Focus Essay in this Institutional Self-Evaluation Report. Guided Pathways will ensure that students have a concise plan and pathway toward degree completion, certificate and transfer goals.

7. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence of Meeting the Standard:

The [Admissions and Records Office](#) evaluates admission policies and procedures on a regular basis. The Administrative Procedures are reviewed every two years and are updated as needed.

The [Assessment Center](#) evaluates placement instruments and practices to validate their effectiveness. For many years, the institution relied upon Accuplacer assessment results to determine placement in ESL, English, and Mathematics coursework. The Accuplacer instrument is validated on a regular basis through an outside validation service.

In recent years, Imperial Valley College has begun to include multiple measures in student placement for ESL, English, and Mathematics. These multiple measures include a review of the student's high school transcripts and GPA. The process includes a student appeal process.

Courses from other US regionally accredited colleges or universities are evaluated based on C-ID number or course description, comparable or equivalent content and learning outcomes, and appropriate prerequisites. Reciprocity among regionally accredited institutions of higher education determines how California State University (CSU) and the University of California (UC) general education courses transfer among colleges. Students with foreign transcripts must use an approved foreign transcript evaluation agency to determine course equivalences.

Recent changes in California education code (AB 705) require California Community Colleges to take steps to move students from pre-collegiate to transfer level courses within one year. The English and Mathematics departments are taking steps to address the new requirements. As an example, the English Department is developing a freshman composition course (English 110) with a concurrent support class (English 055). The co-curricular opportunity will provide students with additional support in successfully completing the English composition graduation requirement.

Analysis and Evaluation:

The institution evaluates admissions and placement instruments on a regular basis.

As part of this institutional self-evaluation process, Admissions and Records is updating catalog language relating to acceptance of credits from other institutions ([CP4-01](#)). The updated language will be documented in a formal Administrative Procedures document.

During the development of this self-evaluation report, AP 5055 Registration Priorities is being reviewed to allow our students with less than 16 units left to graduate a one-time opportunity to receive priority registration to ensure they have the classes needed to meet their goal ([IIA6-07](#)). AP 5055 also allows placement of students in certain programs to be eligible for higher placement.

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

Evidence of Meeting the Standard:

California Education Code 76200 et seq. follows federal law in requiring institutions of higher education to maintain confidentiality of student records. Imperial Valley College has established BP 5040 and AP 5040 Student Records, Directory Information, and Privacy to ensure the institution is scrupulous in maintaining student records ([IIC8-01](#), [IIC8-02](#)). The administrative procedures detail the established protocol for release of student records.

The institution adheres to state and federal statutes regarding the maintenance of hard-copy and electronic records. Hard-copy records are maintained until destruction is appropriate ([IIC8-03](#)).

Microfilm student records are secured with Iron Mountain. Electronic copies of student records are maintained permanently through Xtender.

Analysis and Evaluation:

The institution adheres to established policy and procedures for the maintenance of student records permanently, securely, and confidentially.

Evidence List for Standard II.C.

IIC1-01	Student Success in Developmental Math Report
IIC1-02	Student Success in Developmental English Report
IIC2-01	IVC Program Pathways Website
IIC2-02	IVC Assessment Center Website
IIC2-03	Financial Aids Steps
IIC4-01	Commission on Athletics Approval of Tuition Waiver Email 9-27-18
IIC5-01	Counseling Service Area Outcomes
IIC5-02	IVC Student Online Orientation Website
IIC6-01	BP 5010 Admissions
IIC6-02	AP 5010 Admissions
IIC6-03	AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students
IIC6-04	IVC Program Pathways Website
IIC6-05	IVC General Education Website
IIC8-01	BP 5040 Student Records, Directory Information, and Privacy
IIC8-02	AP 5040 Student Records, Directory Information, and Privacy
IIC8-03	Board Minutes-Destruction of Records 7-18-18

Additional Evidence

CP4-01	General Catalog 2018-2019, pp. 39-43, Transfer Credit
IB4-03	Integrated Plan 2017-2019
IC8-05	Student Leader Handbook 2018-2019
IIA6-07	AP 5055 Registration Priorities



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Standard III

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

1. *The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard:

The procedures used for the recruitment and selection process can be found in AP 7120 Recruitment and Hiring which were reviewed, updated, and approved in spring of 2018 ([IIIA1-01](#)).

Every position at Imperial Valley College comes with a job description which clearly identifies the education, training, and experience required of that position in support of the college's programs and services. All job descriptions are available on the college [job descriptions website](#). In addition, Imperial Valley College utilizes the current Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook in determining faculty and administrator qualifications for a particular discipline faculty or administrator position ([IIIA1-02](#)).

There is an equivalency process for faculty who do not meet the minimum qualifications and request equivalency which goes through the Academic Senate to verify the equivalency ([IIIA1-03](#)). Job announcements for all recruitments include information to the applicant regarding the qualifications, education, and experience required of that position. The job announcement may also include preferred qualifications. All job announcements are posted on the [Job Opportunities website](#) ([IIIA1-04](#)).

Classified staff job descriptions are reviewed and updated through an established reclassification process, reorganization, and prior to filling a vacancy. These procedures are documented in Article 9 of the CSEA ([IIIA1-05](#)). In addition, new positions/classifications requested and approved through the program review process require a classification/job analysis performed by Human Resources (HR) staff and the development of a job description identifying the qualifications, experience, knowledge, skills, and abilities required of that classification/position.

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Article 10.4.1 of the Full-Time Faculty CBA includes development and review of curriculum as well as assessment of learning ([IIIA1-06](#)).

Analysis and Evaluation:

All positions have a job description which clearly defines roles, responsibilities, qualifications required, knowledge/skills and abilities required, and working conditions. The Academic Senate Equivalency Committee reviews all applications for equivalency in faculty applications.

All job descriptions and announcements are publicly posted on the website for public and employee access. New classifications are established as a result of the program review process, reclassification process, and reorganization.

Human Resources (March 2018) and Administrative Services (August 2018) went through reorganization which created new classifications with qualifications which better meet the mission and goals of the college ([IIIA1-07](#), [IIIA1-08](#)).

2. *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Evidence of Meeting the Standard:

The procedures used for the recruitment and selection process can be found in AP 7120 Recruitment and Hiring which were reviewed, updated, and approved in spring of 2018 ([IIIA1-01](#)).

Imperial Valley College utilizes the current Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook in determining faculty and administrator qualifications for a particular discipline or administrator position.

The current instructor job description does not specifically address development and review of curriculum or assessment of learning ([IIIA2-01](#)). However, assessment of learning is addressed in the Full-Time Faculty CBA:

10.4.1 Classroom Teaching Duties

The classroom instructor should be clearly knowledgeable in the discipline and be aware of current developments and research in the field; should communicate effectively with students and colleagues; should use effective teaching methods that are appropriate for the subject matter; should use appropriate assessment and testing methods to measure student progress; should cover course content as contained in the course outlines while recognizing the needs of individual classes and students; and should maintain and submit classroom and college records and reports in accordance with District policies.

Figure 22: Article 10.4.1 of Full-Time Faculty CBA (p. 33)

For faculty hiring, the screening committee is composed of an educational administrator and majority faculty from within the discipline or related discipline. The faculty committee members review applications, resumes, and transcripts to ensure faculty have the qualifications, knowledge, and experience required of the discipline. In the event of a request for equivalency, the application materials and transcripts are sent to Academic Senate's Equivalency Committee for equivalency determination.

Analysis and Evaluation:

All faculty position announcements include a description of the minimum qualifications which the screening committee uses in screening applicants for interviews. Each applicant package includes application, resume, cover letter, and transcripts, and these are reviewed by the screening committee to ensure applicants possess the qualifications required.

3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard:

Administrators and faculty responsible for educational programs and services have job descriptions which prescribe the qualifications, knowledge/skills, and abilities required of that position (IC2-07). Faculty performing duties in support of educational programs and services meet the minimum qualifications required.

Analysis and Evaluation:

All educational administrators and faculty have been verified to hold the qualifications required of their position.

4. *Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized US accrediting agencies. Degrees from non-US institutions are recognized only if equivalence has been established.*

Evidence of Meeting the Standard:

Human Resources verifies that faculty and administrators hold degrees from institutions accredited by recognized US accrediting agencies. The Human Resources Technician responsible for recruitment conducts an initial review of all applications for completeness which includes valid transcripts from accredited institutions. Faculty serving as Academic Senate representatives on the screening committee also review the transcripts and degrees to ensure they are from an accredited institution.

Applications containing transcripts or degrees not recognized by US accrediting agencies are returned to the applicant as incomplete until the applicant sends the transcripts/degrees through an approved institution for equivalency.

Analysis and Evaluation:

Imperial Valley College ensures that all educational administrators and faculty hold degrees from accredited institutions.

5. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Evidence of Meeting the Standard:

BP 2435 and AP 2435 Evaluation of the CEO direct the governing board evaluation of the Superintendent/President ([IC5-03](#), [IC5-04](#)).

- The CEO evaluation process begins annually in closed session of the governing board in February. The CEO submits a self-evaluation to the governing board at that time.
- The completed evaluation will be announced at the April meeting of the governing board.

Administrators are evaluated their first year of employment and every two years thereafter.

Full time faculty are evaluated every year during the tenure process or if employed in a temporary status and every three years after receiving tenure. These cycles are established in the Full Time Faculty CBA, Articles 10 and 11 ([IIA2-01](#), [IIA2-02](#)).

Part time faculty are evaluated the first year of employment and every three years (six semesters) after. Article 8.1.6 on page 19 of the PTFA Contract notes “Unit members shall be evaluated during the initial semester of employment and at least once every three years thereafter” ([IIA2-03](#)).

Confidential and classified employees are evaluated twice during the first probationary period and every other year after. Additional evaluations are performed as a result of a performance improvement plan when appropriate. These evaluation processes are described in the Classified Management and Confidential Employee Handbook (p. 7) and the CSEA #472 CBA (p. 13) ([IIIA5-03](#), [IIIA5-02](#)).

Analysis and Evaluation:

All administrators, full time faculty, part time faculty, confidential, and classified employees are evaluated in accordance to education code, respective collective bargaining agreements, and the Classified Management and Confidential Employee Handbook.

Faculty evaluation tracking and filing was moved from Academic Services and Student Services to Human Resources in the fall of 2018 to ensure that evaluations are completed in a timely manner. Human Resources tracks and records all evaluations in the HRIS (Banner) system which allows reports to be run to ensure no evaluation is missed.

6. *The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

Evidence of Meeting the Standard:

Faculty and administrators assess student learning outcomes as a resource to improve teaching and learning. At the faculty convocation and other times throughout the academic year, faculty and administrators are provided training on assessing SLOs ([IIIA6-01](#), [IIIA6-02](#)).

Evaluation of Duties and Responsibilities forms in the Full-Time Faculty CBA are used for both full and part time faculty. These forms include “E. Participates in the development, assessment, and evaluation of student learning outcomes/service area outcomes as appropriate” ([IIIA6-02](#)).

Analysis and Evaluation:

The evaluation process for faculty includes consideration of the student learning outcomes assessment cycle.

Training and professional development of faculty and academic administrators is provided by the institution.

7. *The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

Evidence of Meeting the Standard:

The current Full Time Faculty Obligation Number (FON) for the District is 100.1, and IVC exceeds this requirement by employing 143 full time faculty. This is due to the remote location of the college which makes it more difficult to secure part time instructors ([IIIA7-01](#)).

The process for replacing faculty who retire or resign from the District is not automatic. Each vacant faculty position is re-evaluated by the department chairperson, Vice President for Academic Services, and an Academic Senate representative based on enrollment data and trends ([IIIA7-02](#)).

The need for new faculty is identified through the instructional and student services program reviews which are evaluated and ranked by the [EEO & Diversity Advisory Committee](#) which utilizes enrollment data and trends in making recommendations to the Budget and Fiscal Planning Committee through the participatory governance process ([IIIA7-03](#), [IIIA7-04](#)).

The District has established part time faculty pools in 22 disciplines in order to be responsive to student needs and spikes in enrollment ([IIIA7-05](#)). Recruitment of part faculty in Imperial Valley continues to be a challenge due to local demographics; however, IVC has been able to maintain adequate number of faculty to carry out the mission of the college and maintain quality of instruction.

Analysis and Evaluation:

The classroom efficiency has increased significantly in the past two years due to changes in and an emphasis on enrollment management and the proper staffing of classes. The college has implemented a large quota class option for certain classes without jeopardizing the quality of instruction. This practice has helped with faculty staffing by becoming more efficient. The institution has hired several faculty to meet the growing needs of the Prison Program, Dual Enrollment, and Non-Credit classes.

8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard:

Imperial Valley College employs part time faculty with policies and practices outlined in the Part Time Faculty Association CBA ([IIIA8-01](#)). The contract specifies regular performance evaluation. Part time faculty are supervised directly by the division dean and indirectly by the department chairperson or director.

Part time faculty are provided an evening orientation at the beginning of the fall semester each year to provide them training, information and resources instrumental in becoming an effective teacher and part of the institution ([IIIA8-02](#)). Additional

orientation and training is provided as needed by the department chairperson or area director.

Part time faculty are encouraged and compensated for participation in committee and/or student club activities in order to take an active role in the college community

Part time faculty are encouraged to attend professional development opportunities and are compensated for their participation ([IIIA8-03](#)).

Analysis and Evaluation:

Imperial Valley College provides employment orientation, oversight, evaluation, and professional development to part time faculty.

9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard:

The 2012 Institutional Self-Evaluation Report indicated that classified staff had been reduced (by attrition and layoff). A total of eight layoffs occurred in 2011-2012, and nine positions were eliminated after 1 July 2012. In the years since, the eight employees laid off were re-employed and several new positions have been added.

Job classifications and job descriptions have been reviewed and updated to incorporate enhanced job duties, new technology, and redistributing work to make the classified ranks more effective and efficient in support of college operations, service to students, and mission.

In 2018, Human Resources (March) and Administrative Services (August) were reorganized to ensure proper and efficient staffing in support of the institution ([IIIA1-07](#), [IIIA1-08](#)).

Each fall, instructional and non-instructional departments review their staffing needs and requirements through the program review process. Requests for increasing position hours/months or adding new positions are made through this process. Each request is reviewed and ranked by the EEO & Diversity Advisory Committee in making recommendations to the Budget and Fiscal Planning committee and to the President's Cabinet through the participatory governance process ([IIIA7-04](#)).

Analysis and Evaluation:

The current number of classified staff meets the needs of the college. Each fall semester, all departments and programs participate in the program review process which includes requests for new staff (certificated, classified, and management/administrative positions).

During the preparation of this report, three departments have been re-organized to better utilize existing staff and increase staffing with minimal financial impact.

10. *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

Evidence of Meeting the Standard:

The superintendent/president works with human resources to ensure that the administrative structure provides for effective operation of the college. Organizational restructuring and hiring processes have been completed as needed to staff administrators who meet or exceed the state minimum qualifications.

Former Superintendent/President Ed Gould (CEO) retired in spring 2011, and the position was filled on an interim basis by CSSO Victor Jaime ([IIIA10-01](#)), and the Dean of Enrollment Services was appointed as interim CSSO “while also maintaining her dean position.” Dr. Jaime was later hired as the permanent CEO in July 2012. The interim CSSO (Dean of Enrollment Services) retired 1 July 2012 ([IIIA10-02](#)).

In September 2012, the Dean of Enrollment Services and the Dean of Student Affairs positions were merged. Recruitment for a CSSO began 17 October 2012 ([IIIA10-03](#)). On 16 January 2013, the VP Information Technology and VP Student Services (CSSO) positions were combined ([IIIA10-04](#)). The CSSO position was unstaffed from 1 July 2012 through 16 January 2013.

The governing board approved a new job description for VP Student Services (CSSO) on 15 October 2014 ([IIIA10-05](#)). Todd Finnell, VP Student Services, Technology, and Research resigned January 2015; Ted Ceasar (Dean of Counseling) was appointed as Acting CSSO beginning 5 January 2015 ([IIIA10-06](#)) while maintaining his position as Dean of Counseling. On 21 January 2015, the governing board appointed Sergio Lopez (Dean of Enrollment Services and Student Affairs) as Acting VP Student Services (CSSO). Mr. Lopez maintained his position as Dean of Enrollment Services and Student Affairs. The governing board appointed Mr. Lopez as Interim VP Student Services (CSSO) effective 1 July 2015 ([IIIA10-07](#)) while maintaining his duties as Dean of Student Affairs and Enrollment Services. Mr. Lopez retired effective 1 July

2016; Mr. Ceasar, Dean of Counseling, retired at the same time. The CSSO position was covered by a dean – while maintaining his duties and responsibilities as dean – for a year (January 2015 to June 2015).

The governing board hired Dr. Martha Garcia as Vice President for Student Services effective 1 July 2016 ([IIIA10-08](#)). Dr. Nicholas Akinkouye, Vice President for Academic Services resigned in December 2017, and Dr. Martha Garcia was appointed as Acting VP for Academic Services effective 2 January 2018 while still maintaining her position as CSSO.

CHRO Travis Gregory resigned mid-January 2014 ([IIIA10-09](#)). CHRO Shawn Larry began 15 August 2014; he subsequently resigned from the institution in December 2015 ([IIIA10-10](#)). An interim CHRO served for two months. The position was covered by the VP Administration (March 2016 through June 2017) until the current CHRO was hired beginning July 2017.

Superintendent/President Victor Jaime retired on 30 June 2018. The governing board hired Dr. Martha Garcia as the new Superintendent/President (CEO) effective 1 July 2018.

The President's Cabinet includes the VP Administrative Services, VP Academic Services, VP Student Services, the CHRO, and the CTO. The current administrative structure contains four academic deans, two associate deans, two student services deans, and several directors/supervisors.

Analysis and Evaluation:

The current Vice President for Student Services (CSS), Dean of Student Services and Special Projects, and Associate Dean of Nursing are current interim positions while the permanent positions are being recruited. The college has a new Dean of Health and Public Safety.

Student Services and Human Resources have experienced note-worthy administrative turnover during the period under review for this report. At the time of the Evaluation Team visit in March 2019, the Superintendent/President and all three Vice Presidents will have been in their positions for less than a year.

Although recent administrative turnover has been high, the institution appears to have a team in place which will continue moving the college forward into the foreseeable future. The ratio (administrator to employee) is approximately 1:35, making the leadership highly efficient.

11. *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

Evidence of Meeting the Standard:

Imperial Valley College's personnel policies are maintained in Board Policies, Administrative Procedures, Chapter 7. Human Resources, and include the following:

- BP 7100 Commitment to Diversity ([IIIA11-01](#))
- BP 7105 Workplace Civility and Conduct ([IIIA11-02](#))
- BP 7120 and AP 7120 Recruitment and Selection ([IIIA11-03](#), [IIIA1-01](#))
- BP 7140 Collective Bargaining ([IIIA11-04](#))
- BP 7210 Academic Employees ([IIIA11-05](#))
- BP 7230 Classified Employees ([IIIA11-06](#))
- BP 7240 Confidential Employees ([IIIA11-07](#))
- BP 7250 Educational Administrators ([IIIA11-08](#))
- BP 7260 Classified Supervisors and Managers ([IIIA11-09](#))
- BP 7265 Evaluation of All College Employees ([IIIA11-10](#))

Personnel policies are also delineated in the faculty and classified collective bargaining agreements, which are found on the [Employee Unions website](#), as well as the Classified Management and Confidential Employee Handbook ([IIIA5-01](#)).

All Board Policies and Administrative Procedures go through participatory governance process and are thoroughly vetted by management, faculty, staff, and students to ensure compliance with laws, regulations, and standards.

Analysis and Evaluation:

Board Policies and Administrative Procedures related to personnel policies are reviewed on an annual basis and updated as needed. Many personnel policies are negotiated within the collective bargaining agreements. Contracts are negotiated every one to three years.

12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard:

The college updated and implemented a three-year EEO and Diversity Plan in the spring of 2018 ([IIIA12-01](#)). Elements of the plan include an annual review of demographics and strategies in recruiting a diverse work force. The EEO plan calls for diversity training for all screening committee members prior to the screening and hiring process ([IIIA12-02](#)).

Diversity training is included in regular faculty and staff training during convocation, orientation, and at other times during the year. Faculty and staff are invited to diversity events and activities hosted by Associated Student Government (ASG) groups throughout the year.

During the development of this institutional self-evaluation report, it was noted that a high number of employees (49%) had not disclosed their ethnicity or race. In the fall of 2018 the college conducted a demographic survey to ensure all employees were included in the demographics. The 2018 survey results are published in the EEO Plan.

Analysis and Evaluation:

Imperial Valley College maintains a diverse workforce.

13. *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard:

BP 2715 Code of Ethics is the code of conduct for the governing board ([IC10-01](#)). AP 3050 is the Institutional Code of Ethics ([IC7-03](#)). It was last reviewed in April 2016. The Institutional Code of Ethics remains posted on the college website ([IC1-02](#)).

The college administrative and management staff continue to discuss the importance of ethics in the workplace and are invited to attend related trainings by Liebert, Cassidy, and Whitmore ([IIIA13-01](#), [IIIA13-02](#)).

Analysis and Evaluation:

The college has policies and procedures that require professional and ethical conduct by all employees and the governing board. These requirements are communicated through regular trainings and in other forms and are enforced if issues should arise.

14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard:

The college drafted and implemented a three-year Professional Development Plan in the fall of 2018 ([IIA7-03](#)). Incorporated in the plan are responsibilities and roles of the Professional Development Committee, Human Resources, departments, and employees; attendance, and evaluation forms to be used for professional development activities; tracking professional development; identifying and recommending professional development opportunities; and recommendations on improving the professional development plan to keep it current, relevant, and effective.

One of the goals of the institution and the professional development committee is to provide opportunities for professional growth across all employee groups. Professional development has gained a greater priority and focus to include a Title 5 grant for the development of a [Teaching & Learning Center](#) and for faculty professional development.



Figure 23: Canvas Help flyer

Additional in-house professional development opportunities include topics for Counseling faculty (2017-2018 and 2018-2019).

Analysis and Evaluation:

The Professional Development Plan was put in place in fall 2018, and the college needs to continue with the full implementation of the plan. Professional Development continues to strengthen all employee groups to include in-house training for management, faculty, and staff with attendance of conferences, seminars, and trainings off campus.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard:

Administrative Procedure AP 7145 Personnel Files requires that all personnel records be maintained as secure and confidential ([IIIA15-01](#)). College procedures require that only those individuals with authorization have access to personnel files. These procedures are reiterated in the employment contracts with each of the bargaining units' collective bargaining agreements. Personnel files are maintained in the Human Resources office and cannot be removed from that office without the express approval of the CHRO. Files are kept in locked, fire-resistant file cabinets, and only Human Resources staff members have access to the keys to the cabinets which are also kept in a secure, locked location.

Files can be viewed by the individual, his or her supervisor, or a person authorized by the individual whose file is being reviewed at any time the Human Resources office is open. Every personnel file has a cover sheet document that includes detailed information related to personnel file access ([IIIA15-02](#)). Human Resources staff members make every effort to make files available for each employee's own review at any time that is mutually convenient.

Payroll files are maintained by the Payroll Coordinator in the payroll office in locked fire-resistant filing cabinets. The payroll office is also secured by a lockable door.

Managers and Human Resources staff are periodically trained on the Public Records Act and related privacy acts to ensure strict and complete compliance with handling and access of personnel files.

Analysis and Evaluation:

The district provides for the security and confidentiality of its personnel records through physical precautions that secure the locations in which files are stored and through training of employees regarding the Public Records Act and related privacy acts. All employees have access to their personnel records upon written request.

Evidence List for Standard III.A.

IIIA1-01	AP 7120 Recruitment and Hiring
IIIA1-02	Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges 2017
IIIA1-03	Questionnaire for Equivalence 2015
IIIA1-04	Job Announcement
IIIA1-05	Classified Employees Collective Bargaining Agreement 2017-2020, pp.16-18, Reclassifications
IIIA1-06	Full-Time Faculty Collective Bargaining Agreement 2017-2018, p. 33, Teaching Duties
IIIA1-07	Board Minutes-Human Resources Reorganization 3-21-18
IIIA1-08	Board Minutes-Administrative Services Reorganization 8-15-18
IIIA2-01	Instructor Job Description
IIIA5-01	Classified Managers and Confidentials Handbook 2002, p. 7, Evaluations
IIIA5-02	Classified Employees Collective Bargaining Agreement 2017-2020, p. 13, Evaluations
IIIA5-03	Classified Managers and Confidentials Handbook
IIIA6-01	Convocation Agenda 2017
IIIA6-02	Full-Time Faculty Collective Bargaining Agreement 2017-2018, pp. 151-154, Evaluation of Duties and Responsibilities Form
IIIA7-01	IVC Full-Time Faculty Obligation Fall 2017
IIIA7-02	Faculty Replacement Form 9-1-17
IIIA7-03	Equal Employment Opportunity and Diversity Advisory Committee Minutes-Staffing Requests 3-12-18
IIIA7-04	Budget and Fiscal Planning Committee Minutes-Budget Requests 4-8-18
IIIA7-05	IVC Jobs-Part-Time Faculty Pools
IIIA8-01	Part-Time Faculty Collective Bargaining Agreement 2017-2019
IIIA8-02	Part-Time Faculty Orientation Agenda 8-9-18
IIIA8-03	Faculty Professional Development Opportunity Email 2-22-18
IIIA10-01	Board Minutes-Interim Superintendent/President 6-20-11
IIIA10-02	Board Minutes-Interim Vice President for Student Services 7-27-11
IIIA10-03	Board Minutes-Vice President for Student Services Job Description 10-17-12
IIIA10-04	Board Minutes-Administrative Title and Duties Modification 1-16-13
IIIA10-05	Board Minutes-Vice President for Student Services Job Description and Recruitment 10-15-14
IIIA10-06	Board Minutes-Acting Vice President for Student Services 10-15-14
IIIA10-07	Board Minutes-Interim Vice President for Student Services 7-22-15
IIIA10-08	Board Minutes-Vice President for Student Services 6-15-16
IIIA10-09	Board Minutes-Resignation of Chief Human Resources Officer 12-11-13
IIIA10-10	Board Minutes-Resignation of Chief Human Resources Officer 11-18-15
IIIA11-01	BP 7100 Commitment to Diversity
IIIA11-02	BP 7105 Workplace Civility and Conduct
IIIA11-03	BP 7120 Recruitment and Selection

IIIA11-04	BP 7140 Collective Bargaining
IIIA11-05	BP 7210 Academic Employees
IIIA11-06	BP 7230 Classified Employees
IIIA11-07	BP 7240 Confidential Employees
IIIA11-08	BP 7250 Educational Administrators
IIIA11-09	BP 7260 Classified Supervisors and Managers
IIIA11-10	BP 7265 Evaluation of all College Employees
IIIA12-01	Equal Employment Opportunity Plan 2018-2021
IIIA12-02	Hiring Committee Orientation Agenda
IIIA13-01	Imperial Valley Employment Relations Consortium Workshop Schedule 2016-2017
IIIA13-02	Imperial Valley Employment Relations Consortium Workshop Schedule 2017-2018
IIIA15-02	AP 7145 Personnel Files
IIIA15-02	Personnel File Checklist Form

Additional Evidence

IC2-07	General Catalog 2018-2019, pp. 328-332, Administration and Faculty
IC5-03	BP 2435 Evaluation of CEO
IC5-04	AP 2435 Evaluation of CEO
IC7-03	AP 3050 Institutional Code of Ethics
IC10-01	BP 2715 Code of Ethics
IIA2-01	Full-Time Faculty Collective Bargaining Agreement 2017-2018, pp. 43-64, Tenure Review
IIA2-02	Full-Time Faculty Collective Bargaining Agreement 2017-2018, pp.231-42, Evaluations
IIA2-03	Part-Time Faculty Collective Bargaining Agreement 2017-2019, pp. 19-20, Evaluations
IIA7-03	Professional Development Plan

Standard III.B. Physical Resources

1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard:

The criteria used to ensure the institution's safety of facilities is a shared responsibility that occurs with the [Facilities & Environmental Health and Safety Committee](#), the Director of Maintenance and Operations, and safety inspections conducted by our local Joint Powers Authority, County Fire Department, and County Health Department.

Imperial Valley College was established in 1961 and is the only community college serving residents of the Imperial County. The college consists of one campus centrally located in an unincorporated area of the county. The college has a total of 44 buildings with an outside gross square footage of 321,837.

Physical resources are integrated with institutional planning through a visioning process that included community input and the development of a Five-Year Construction Plan ([IIIB1-01](#)) which is included in the Five-Year Capital Outlay Plan. IVC continues to improve the integration of the program review process with the Facility Master Plan and the Strategic Educational Master Plan ([IA2-01](#)).

As part of the overall analysis of the organization, all facilities have a master plan for scheduled maintenance to ensure that facilities are well maintained and provide the necessary quality for the students and staff. The Director of Maintenance and Operations, with the assistance of the Administrative Assistant for Administrative Services, has developed a Five-Year Scheduled Maintenance Plan which includes safety, security, access, and infrastructure upgrades to the campus. The Scheduled Maintenance Plan is updated annually ([IIIB1-02](#)).

Analysis and Evaluation:

The Director of Maintenance and Operations has primary supervisory responsibility for the security, safety, and maintenance of all campus buildings and grounds. The Director regularly attends Facilities and Environmental Health and Safety committee meetings, construction meetings, and Joint Powers Insurance Authority safety meetings to review safety and maintenance issues.

2. *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

Evidence of Meeting the Standard:

The Five-Year Capital Outlay Plan (Five-Year Construction Plan 2017-2021) includes the Inventory of Land, the Five-Year Construction Plan, Capacity Load Ratios, and Space Inventory ([IIIB1-01](#)). The Plan is reviewed on an annual basis and updated as needed. This plan is derived through the Visioning Process, the program review process, and input from the campus community. A major component of this process is performing a capacity load ratio analysis as part of our space utilization review. The college's planning process includes input from faculty, staff, students, community members, and administrators as a part of the ongoing integrated planning cycle. The effectiveness of facilities and equipment are evaluated on a regular basis through the [Facilities, Environmental Health and Safety Committee](#), Executive Council, and various subcommittees ([IIIB2-01](#)).

Physical resources planning at IVC is integrated with institutional planning. The planning and prioritization of the renovation of current facilities and the building of facilities is detailed in the Five Year Construction Plan. The following is a list of relevant Administrative Policies:

- AP 6340 Bids and Contracts ([IIIB2-02](#))
- AP 6350 Contracts – Construction ([IIIB2-03](#))
- AP 6360 Contracts – Electronic Systems and Materials ([IIIB2-04](#))

Maintenance and operation of all physical facilities is the responsibility of the Director of Maintenance and Operations who reports to the IVC Vice President for Administrative Services and is a member of the Facilities, Environmental Health and Safety Committee. After moving through the planning process and program review from the various participatory governance committees, plans for building, remodeling, and maintaining facilities are submitted for recommendation to the IVC Board of Trustees for approval.

Analysis and Evaluation:

The Facilities, Environmental Health and Safety Committee and the President's Cabinet, in conjunction with the district architect, program review, and with community input, establish a Five-Year Construction Plan which helps develop projected facility requirements. The Five-Year Construction Plan addresses all new construction and renovation needs. The plan is reviewed and updated annually.

3. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Evidence of Meeting the Standard:

Facilities are designed, constructed, modernized, and remodeled according to building codes and the [Americans with Disabilities Act](#) (ADA) which require compliance with regulations regarding safety and handicap accessibility. The college has made a decision to strive for Leadership in Environmental Engineering and Design (LEED) Certification for all new construction. Facilities construction and remodeling is reviewed by the California Division of the State Architect to ensure compliance with access and safety requirements. Facilities are maintained and operated in accordance with the California Occupational Safety and Health Act (Cal/OSHA).

As a part of the overall analysis of the organization, all facilities have a master plan for scheduled maintenance to ensure that facilities are well maintained and provide the necessary quality for the students and staff. The Maintenance and Operations Director, with the assistance of the Administrative Assistant for Business Services, has developed a schedule of deferred maintenance to be implemented when budgeted resources become available. These schedules include safety, security, access, and infrastructure upgrades to the campus. The Scheduled Maintenance Projects for Funding report records the projects for which funding was sought for 2017-18 ([IIIB3-01](#)). The ICCD Scheduled Maintenance Project Summary records the projects funded for 2017-18 ([IIIB3-02](#)).

All new construction and renovation projects are designed to facilitate ease of access for all individuals. Faculty, staff, and administrators are encouraged to take an active role in the maintenance of college facilities through the online Service Desk system. The Service Desk is available to all college staff. Via the Service Desk, college employees can quickly enter work requests for repair, maintenance, safety checks, and custodial services (See *Figure 24 Service Ticket*). Any areas identified as in need of repair are reported to the Maintenance and Operations staff who then take the necessary steps to complete the repair.

From: IVC Service Desk [mailto:servicedesk@imperial.edu]
Sent: Monday, April 30, 2018 4:20 PM
To: Rick Webster <rick.webster@imperial.edu>
Subject: Ticket 53079 Resolved (Updated) --> Please Clean Booth: Can you please clean the bo...

Client

Name: Alonso, Yethel <yethel.alonso@imperial.edu>
Location: Imperial Valley College
Room: 904
Phone: 760-355-6374

Ticket Info

Ticket No.: [53079](#)
Report Date: 4/24/18 2:48 pm
Due Date: 4/27/18 12:48 pm
Reporter: Alonso, Yethel <yethel.alonso@imperial.edu> [10.105.4.142]
Location: Imperial Valley College
Room: 904
Department: Reprographics
Tech: Gutierrez, Salvador <salvador.gutierrez@imperial.edu>
Priority: Medium
Status: Resolved
Request Type: Maintenance Request > Custodial Services
Subject: Please Clean Booth

Request Detail:
 Can you please clean the booth at the Aten Road entrance where the mail machine is located. Remove all the empty boxes please, thank you!
 Yethel

Notes [Add Note](#)
[Add Hidden Note](#)

Status: [Open](#) [Confirmation Required](#) [Closed](#) [Cancelled](#) [Resolved](#) [Updated by User](#) [Accepted](#) / [Pending](#) [Information Required](#) [Known Issue](#) [Duplicate Report](#) [In Progress](#) [Printed](#) [Forwarded to ImageSource](#) [Service Approved and Processed](#)

Date	Name	Note Text
------	------	-----------

Recipients

Salvador Gutierrez <salvador.gutierrez@imperial.edu>
 Rick Webster <rick.webster@imperial.edu>
 Yethel Alonso <yethel.alonso@imperial.edu>

Thank you for submitting your ticket via the IVC Service Desk.

Figure 24: Service Ticket

Analysis and Evaluation:

Physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The Director of Maintenance and Operations has primary supervisory responsibility for security, safety, and maintenance of all college buildings and grounds. The director regularly attends district Facilities, Environmental Health and Safety committee meetings, construction meetings, and Joint Powers Insurance Authority safety meetings to review safety and maintenance issues.

4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard:

College staff, the district architect, and facilities consultants annually compile the effective use of physical resources through the space inventory. Outcomes of space inventory evaluation, the district strategic plan, the college Strategic Educational Master Plan, the Scheduled Maintenance Projects for Funding report, and other data serve as frameworks for the development of the Five Year Construction Plan ([IA2-01](#), [IIB1-01](#), [IIB1-02](#)).

The college relies on evaluation for improvement of facilities to meet the needs of students. The [Facilities, Environmental Health and Safety Committee](#) reviews data. Recommendations are based on input from the district architect, the Director of Maintenance and Operations, and College Council. Equipment purchases are reviewed by the Facilities, Environmental Health & Safety Committee and are prioritized so that the most crucial needs are addressed first. All recommendations are forwarded to the President's Cabinet for final decision.

Analysis and Evaluation:

IVC's participatory governance committees evaluate college physical resources such as existing and planned uses of instructional space, office space, and support service space.

Long-range capital plans are developed to support the improvement of our mission, the district strategic plan, and the college educational master plan. This process allows for the long-range planning to be staged in a manner that minimizes immediate demands on capital resources.

Evidence List for Standard III.B.

IIIB1-01	Five Year Construction Plan 2019-2023
IIIB1-02	Scheduled Maintenance Five Year Plan 2017-2018
IIIB2-01	Facilities and Environmental Health and Safety Committee Minutes 11-30-17
IIIB2-02	AP 6340 Bids and Contracts
IIIB2-03	AP 6350 Contracts-Construction
IIIB2-04	AP 6360 Contracts-Electronic Systems and Materials
IIIB3-01	Scheduled Maintenance Projects for Funding 2017-2018
IIIB3-02	Scheduled Maintenance Projects Funded 2017-2018

Additional Evidence

IA2-01	Strategic Educational Master Plan 2015-2021
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Standard III. C. Technology Resources

1. *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard:

Imperial Valley College ensures that its various types of technology needs are identified and then evaluated via the input from all constituency groups via the [Technology Planning Committee](#) (TPC) from requests placed during the program review process and from requests placed to the help desk.

The TPC is comprised of constituents from all groups on campus (students, faculty, staff, management, confidential staff, and administration). The TPC reports to the [Strategic Educational Master Plan Committee](#) and as such works with both the [College Council](#) and the [Academic Senate](#). The TPC meets on a monthly basis and provides guidance on technology needs, direction, and the appropriate use of resources to meet the technology needs of students, faculty, and staff. The membership is active and represents the needs of the campus in validating the appropriate use of technology resources on campus.

The 2017-2022 Technology Plan sets the foundation and goals for technology on campus ([IIIC1-01](#)). The technology support index is evaluated each year and provides a status on where the campus is on each of the many campus wide goals which in turn drives the IT Activities list which is approved on a yearly basis by the TPC ([IIIC1-02](#)).

The college website is a continually changing and expanding source of information for employees, students, and community members. The self-service tool WebSTAR has become a primary source of information for students and faculty. Registration, class schedules, financial aid status, student account information, and student grades are accessible through the web 24/7. Instructors can print class rosters, post end-of-term grades, and create schedules while students can add or drop classes, access their transcripts, or pay fees online.

The college uses Banner, from [Ellucian](#), as its ERP software package. This powerful software program collects, manipulates, and reports on all areas of campus need. At this time the college is using four modules: Business, Student, Human Resources, and Financial Aid. The college is in the process of implementing Position Control to help the college gain greater control over the effect of positions on the budget.

The institution utilizes the Strategic Planning On-Line ([SPOL](#)) database to maintain and monitor the Program Review cycle. The implementation of SPOL has created an

opportunity for the college to streamline all three processes of program review, budget planning, and Student Learning Outcomes mapping and tracking.

Student Ed Planner has also been added to DegreeWorks. This program allows students to manage multiple degree plans. IVC also is implementing Enterprise SCHEDULE which helps automate financial aid and business processes.

Analysis and Evaluation:

The institutional Technology Plan is built as a five-year plan but is reviewed regularly in TPC meetings. The implementation of the plan is documented through the IT Task List which is updated annually.

Information technologies (hardware and software) are informally evaluated by managers and user groups as new versions are introduced or when contracts are renewed. System changes such as Banner are both functional and financial decisions with high cost considerations.

Student Services faculty and staff discuss problems or adjustments for such technologies as Degree Works and Starfish.

SPOL implementation has been very laborious as it required the transition of program review and related processes from paper-based planning to electronic web-based planning.

Improvement Plans:

An institutional evaluation of Strategic Planning On-Line (SPOL) is planned following this current Institutional Self-Evaluation Report cycle.

2. *The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard:

In 2012 the Information Technology department was restructured to reflect modern enterprise environment and a five-year Technology plan was put in place. An enterprise department was created, and the IT department moved from a repair and replace model to a refresh and warranty model. The creation of the enterprise department provided the IT department the opportunity to provide the domain-based enterprise services that are expected in the college environment.

As part of the restructure of the Technology Department, a five-year technology plan was put in place. While the 2017-2022 Technology Plan is a five-year focus for technology at IVC, the design calls for the [Technology Planning Committee](#) to develop annual activities and priorities that support the longer term plan ([IIIC1-02](#)). This allows for activities and priorities to be determined, implemented, and evaluated on an annual basis and to be more responsive to the rapidly changing environment of technology.

A major component of the restructure was the addition of a computer refresh program ([IIIC2-01](#)). This program had been the top priority in the program review process. The college is now replacing 20% of the college computer fleet each year which is consistent with the five-year life cycle. Since the inception of the refresh program, the process has addressed the potential of an increased number of computers due to grants and other one-time money opportunities for new labs and computer classrooms. The process requires those desiring to purchase computers to be added to the refresh program.

In addition to the computer refresh program, the college has operationalized the refresh of the switching and routing equipment via a lease program. The institution has standardized on Brocade switching and routing equipment in all buildings on campus with a couple of legacy HP routers on the public side of the network connecting to our Internet Service Provider.

While the computers are funded on a five-year cycle, the enterprise equipment (SANS, servers, firewalls, and wireless equipment) along with all of the audio-visual equipment are not yet on a similar program. At this time the equipment is being replaced on an as-funds-are-available basis. To help track this activity, the Technology department maintains Multi-Year Projection documentation that shows what the yearly costs will be to refresh each of those areas ([IIIC2-02](#)). This document is used when submitting the yearly cost to the state for the estimation of Physical Plant and Instructional Support (PPIS) funds. It is also addressed when the campus receives one-time funds to address scheduled maintenance of the facilities and equipment.

Analysis and Evaluation:

While the institution enforces the five-year computer refresh program with funding built into the annual District budget, one-time funds have been used for non-scheduled equipment replacement such as enterprise equipment and audio/visual equipment in classrooms. The Technology Planning Committee discussed this issue at its 6 March 2018 meeting, and the issue was addressed at the Special Board Retreat on 24 March 2018 ([IIIC2-03](#), [IIIC2-04](#)).

3. *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard:

The 2017-2022 Technology Plan is a key component in validating that the technology resources at all locations are implemented and maintained in a way that assures reliable access, safety, and security ([IIIC1-01](#)). The plan outlines the framework and specific annual action plans that are monitored and reviewed each year by the [Technology Planning Committee](#) (TPC) with the committee developing the activities for the following year.

The Technology Plan's framework includes the following four pillars:

- Ubiquitous Broadband and Technology Access
- 21st Century Learning and Working Environments
- Integrated Data Management Systems
- User-centered Support Structures

Each of the four pillars are broken down further to individual frameworks that address each pillar in detail and provides for a rating system for each of the individual item. These ratings are reviewed and adjusted yearly by the Technology Planning Committee ([IIIC3-01](#)).

The institution's network infrastructure is a converged network that supports the transmission of data, voice, and video. IVC has standardized on Brocade switching and routing equipment and on AeroHive wireless access points (APs). The core of the network is redundant Brocade ICX 7750s. The data center consists of three Brocade VDX layer three switches in two buildings. These fiber-channel-like data room switches allow the institution to have equipment in multiple buildings while the enterprise equipment believes that they are all in the same room.

All of the buildings on campus are connected to the core via gigabit fiber with many of the buildings connecting at 10-Gigabits. All buildings have a distribution switch, and most have access switches to meet the port connectivity needs. All voice and data needs are met with these switches.

Internet connectivity is redundant and is provided directly by Corporation for Education Network Initiatives in California (CENIC) and indirectly by the Imperial Valley Telecommunications Associates (IVTA) to CENIC. The connection is redundant from the data room to the CENIC point of presence at the level 3 facilities in El Centro. The SAN and Servers have redundant connections to the two core switches which in turn connect directly to redundant firewalls which connect to the two public routers which

use Border Gateway Protocol (BGP) connect directly to both the CENIC router and the IVTA router.

The Information Technology department maintains a web-based help desk system.

Help Request

Request Type Technology Request ▼ Classroom Equipment Support ▼
2. Projector and Other Equipment Issues ▼

Subject Touch Screen for Podium system

Request Detail The touch screen for the audio/visual equipment has been damaged and needs replacement.

Figure 25: Service Desk Help Request sample

Tickets are addressed based on the level of importance regardless of location. Additionally, issues with equipment are tracked ([IIIC3-02](#)). If a piece of equipment is creating an excessive number of tickets it will be replaced until the reason can be determined. Lastly, equipment at external locations are kept on the same refresh cycle as the equipment on campus.

Analysis and Evaluation:

Classroom and computer lab computers are included in the five-year computer refresh program. The Information Technology department monitors and maintains technology resources at all campus locations.

4. *The institution provides appropriate instruction and support for faculty, staff, students and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard:

The institution makes every effort to provide appropriate technology training and support for faculty, staff, students, and administrators. The [Information Technology Department](#) maintains an online help desk system and also has a support number. If faculty, staff, or administrators need support or assistance with the classroom

technology, access to email, Banner, or any of the other technology on campus, they can place a call to the support desk or enter a ticket into the online help desk system.

The TALCAS grant is a federal Title V grant that stresses two main objectives:

- 1) Strengthen and expand support services to respond to changing student needs, and
- 2) Enhance professional development.

Along technology lines, TALCAS works with the IVC Distance Education program to provide training for faculty as the college transitions from Blackboard to the Canvas CMS. Training for students has been included in this effort since we moved through three learning management systems within the past six years (Etudes to Blackboard to Canvas).

This effort will continue to grow as TALCAS leverages resources from the state Online Education Initiative ([OEI](#)). In providing professional development that stresses technology, TALCAS operates on three main fronts.

1. Faculty are exposed to new ideas about technology, and they are encouraged to incorporate those ideas into their classrooms;
2. the smaller group of faculty teaching online receive more specialized training in advanced Canvas techniques and strategies; and
3. TALCAS will send faculty to important technology conferences and workshops outside Imperial County after which they are encouraged to share their experiences via faculty development workshops in the new [Teaching and Learning Center](#) (TLC).

The Library and Media Center provides training and support to faculty, staff, and students on appropriate use of library resources (e.g. catalog, subscription databases). The library also houses an open student computer lab with an assigned support technician. The technician is available to support the students in the following areas: Canvas, WebSTAR, PaperCut (printing/ photocopying), login credentials, email accounts, admission applications, DegreeWorks, and other library functions.

Security is a top priority for the College, and while it is a general belief that most data breaches are due to hacking attempts, the reality is it is more common for a data breach to be due to human error. To help deal with this issue the College entered into an agreement in 2017 with Ninjio to provide security awareness training to staff, faculty, and administrators. Ninjio is a cloud-based company that creates informative three- to five-minute security training production every month based on current security events. All staff, faculty, and administrator are assigned an account which allows them to access the videos. The individual accounts also allow the institution to run reports to monitor the training.

Imperial Valley College is committed to supporting students with disabilities and ensuring they are given an equal opportunity to learn. This commitment is shown on the college website to make sure it meets Web Content Accessibility Guidelines 2 (WCAG 2.0) including a link at the bottom of the home page which will take the user to a page that discusses our commitment accessibility ([IIIC4-01](#)).

The [Distance Education \(DE\) Committee](#) oversees the improvement of the technology and pedagogical knowledge among faculty involved in online or hybrid courses. The DE Committee works with faculty, staff, and students to determine instruction technology needs and evaluate tools. The information and data gathered in the process is then incorporated into the annual review of the Technology Plan ([IIIC1-01](#)). An example of the ways that the DE Committee participates in decision-making processes on campus occurred in 2016 when the DE Committee recommended the move from Blackboard to Canvas, a move that was subsequently affirmed by the Academic Senate and the governing board.

The college continues to transition from Blackboard to Canvas. Distance Education has offered numerous on-campus training opportunities). These trainings have focused on Canvas basics ([IIIC4-02](#), [IIIC4-03](#), [IIIC4-04](#), [IIIC4-05](#)). Facilitators, who are on-campus Canvas experts, focus the trainings on topics such as home page, creating assignments, creating modules, using the gradebook, publishing and un-publishing, course organization, etc.

Distance Education has provided Saturday workshops geared towards online teaching faculty. These workshops are designed to be hands-on workshops ([IIIC4-06](#)).

Analysis and Evaluation:

The Information Technology department, the Distance Education Coordinator, and the new Teaching and Learning Center provide a wide range of professional development opportunities to support faculty, staff, and administrators' use of technology resources.

5. *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard:

The policies and procedures that guide the appropriate use of technology in teaching and learning are addressed in AP 3720 Computer and Network Use ([IIIC5-01](#)). The procedure followed the standard participatory governance process and was approved by the governing board in April of 2016. The policy is accepted by every person that uses the IVC network. This is handled via a group policy; every time a user attempts to log into the network, they must accept the AP prior to being allowed access.

Historically there have been a number of agreed upon, but not written, internal IT policies. These policies have covered things such as passwords, back-ups and disaster recovery, remote access, equipment order, and more. In 2017-18 these policies were put into the IT Policies and Procedures Manual and approved through the participatory governance process ([IIIC5-02](#)).

The [Distance Education \(DE\) Committee](#) has established guidelines for training and professional development of faculty teaching online/hybrid courses in a DE Faculty Handbook ([CP5-02](#)). The handbook includes the process for online course development.

Analysis and Evaluation:

Under the leadership of the Chief Technology Officer, the institution began assembling all technology-related policies and procedures into an IT Policies and Procedures Manual. The manual was approved by the Technology Planning Committee in fall of 2017. A crucial missing piece was an institutional password policy which was initially developed by IT staff and discussed and reviewed by the Technology Planning Committee. The password policy proposal was then presented to the Academic Senate and College Council in the spring semester of 2018.

Improvement Plans:

The institution conducted a security audit in the spring of 2018. Additional policies and procedures will need to be developed in response to the security audit.

Evidence List for Standard III.C.

IIC1-01	IVC Technology Plan 2017-2022
IIC1-02	Information Technology Activities List 2017
IIC2-01	Computer Refresh Program 2017-2018
IIC2-02	Multi-Year Information Technology Cost Projections
IIC2-03	Technology Planning Committee Minutes-Computer Refresh Funds 3-6-18
IIC2-04	Board Minutes-Technology Scheduled Maintenance 3-24-18
IIC3-01	Technology Planning Committee Minutes-Action Plan 2017-2018 10-3-17
IIC3-02	Tickets Complete Reports
IIC4-01	IVC Accessibility Website
IIC4-02	Canvas Training Announcement 10-26-16
IIC4-03	Canvas Training Announcement 3-8-17
IIC4-04	Canvas Tips 6-15-17
IIC4-05	Distance Education Workshops Announcement Spring 2018
IIC4-06	Teaching and Learning Center Workshops Announcement Spring 2018
IIC5-01	AP 3720 Computer and Network Use
IIC5-02	IVC Information Technology Policy and Procedures Manual

Additional Evidence

CP5-02	Distance Education Faculty Handbook
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Standard III.D. Financial Resources

Planning

1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation, and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensure financial stability. (ER 18)*

Evidence of Meeting the Standard:

Imperial Valley College complies with the requirement to contract with an independent auditor by April first of each year to conduct an annual audit ([CP8-01](#)). Christy White & Associates performed the annual audits for the district for fiscal years 2016 and 2017. The audit report is reviewed with the governing board. IVC responds to all annual audit findings and recommendations in a timely fashion within existing financial restraints.

All Imperial Valley College financial documents demonstrate proper allocation and use of resources to support student learning programs and services. As illustrated in the last three audit reports, the college is meeting all of the necessary budgeting and accounting standards and practices with no significant exceptions. The audits are published on the college website and made available to district faculty, staff, the governing board, and the public.

Audits of the Imperial Valley College Bond Fund (Measures J and Measure L) indicate the college is meeting all required budgeting and accounting standards and practices with no significant exceptions. The audits can be found on the [Citizens Bond Oversight Committee](#) webpage on the college website.

Christy White & Associates' annual audit reports include an Independent Auditor's Report on Compliance with each major federal program and report on internal control over compliance required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. The report includes the Schedule of Expenditures of Federal Awards which identifies the federal programs in compliance with OMB Circular A-133 and state requirements. The Independent Auditor's Report can be found in the Other Auditor's Report Section of the annual audits; the Schedule of Expenditures of Federal Awards can be found in the Supplementary Information section of the annual audit reports.

Analysis and Evaluation:

Financial resources are sufficient to sustain the educational and operational programs of the institution, and the institution maintains integrity in allocation and accounting of all funds.

The institution has maintained a status quo budgeting process for the last three years. The 2018-19 Adopted budget shows salaries and benefits accounting for approximately 82% of the overall unrestricted general fund budget. This percentage is down from recent years' high of 90%. This change is mostly attributed to the new Student Centered Funding Formula. This new formula represents an 18.23% increase in revenue for fiscal year 2018-19 over the previous year, one of the highest year-to-year percent increases among the districts in the system.

2. *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Evidence of Meeting the Standard:

The budget planning process is established with the participation of all constituents through Program Review ([IA2-03](#), [IIID2-01](#), [IIID2-02](#)). The budget preparation process is based upon analysis and evaluation of data as it relates to fulfilling the mission of the college. Instructional programs make budget recommendations primarily through the program review process ([IIID2-03](#)). The process helps ensure that the budget allocates resources to the needs of the institution. The [Budget and Fiscal Planning Committee](#) provides budget oversight.

The Strategic Educational Master Plan Committee (SEMPC) annually reviews the mission and goals of the college in the development and update of the Strategic Educational Master Plan ([IA2-01](#)). The Budget and Fiscal Planning Committee develops the Budget Principles, Guidelines, and Priorities ([IA3-01](#)).

The goals for the 2018-19 Budget Priorities are as follow:

#	BUDGET AND PLANNING PRIORITIZATION CRITERIA GUIDE	EMP Goal
1	Safety, health, and regulatory compliance	2.1, 2.3, 3.3
2	Critical to an approved program or service – may include capitalized equipment / technology. Support multiple programs or services	2.1, 2.3, 3.2, 3.3
3	Confirmed cost or energy savings and/or increased efficiencies. High benefit: cost ratio. Would failure to do this now, cost more money later? Consider initial, operational, and maintenance costs.	2.1, 3.1, 3.3
4	Growth/expansion potential or new program, facility, or service. Quantify long-term and short term FTES potential.	2.1, 3.1, 3.3
5	Recommendations from the Program Review process for approved course, program, or service. Program maintenance	1.1, 2.1, 2.3, 3.1
6	Grant funded (or other than district funded)	2.1, 2.3, 3.1
7	Desired for optimizing existing program or service, modernization of existing facility, or related capitalized equipment including technology	2.1, 3.1, 3.3

Figure 26: 2018-19 Budget Priorities

Budget information is disseminated to the institution in the form of tentative and final budget documents ([IIID2-04](#), [IIID2-05](#)). Financial information is available to the campus community by means of the annual and quarterly budget reports ([IIID2-06](#), [IIID2-07](#)). In addition, the external audit reports are available on the college’s Audits website.

Analysis and Evaluation:

Financial planning is integrated with the institutional planning calendar and process. There is linkage between strategic institutional goals and budget priorities. Financial information is available to the campus community.

The institution has maintained a status quo budgeting process for the last three years. The 2018-19 Adopted Budget shows salaries and benefits accounting for approximately 82% of the overall unrestricted general fund budget. This percentage is down from recent years high of 90%. This change is mostly attributed to the new Student Centered Funding Formula. This new formula represents an 18.23% increase in revenue for fiscal

year 2018-19 over the previous year, one of the highest year-to-year percent increases among districts in the system.

3. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Evidence of Meeting the Standard:

The budget development process integrates program review, institutional effectiveness, and educational planning with resource allocation, soliciting input from faculty, classified staff, students, and administrators ([IA2-01](#)). The ultimate outcome of the procedure is a budget that is fiscally practical and supports the mission and goals of the college. Moreover, the budget development procedure must align with district policies, procedures, and timelines. The conduit used for the dissemination of information and decisions of this process are constituents through various councils within a transparent process.

The Budget and Fiscal Planning Committee approved the 2018-19 Budget Development Calendar, 2016-17 Budget Development Guidelines, and the Budget Principles, Guidelines, and Priorities at its 7 February 2018 meeting ([IIID3-01](#), [IIID3-02](#), [IA3-01](#), [IIID3-03](#)).

Analysis and Evaluation:

The Budget and Fiscal Planning Committee considers input from all constituents at Imperial Valley College. Instructional programs and service units make budget recommendations primarily through the annual program review process which includes instructional and operational programs. Enhanced budget allocation requests come through the program review process. In the event the college receives notification of supplemental funds available after the finalization of the budget development process, the President's Cabinet considers the Budget and Fiscal Planning Committee's recommendations to determine the allocation of additional resources.

Fiscal Responsibility and Stability

4. *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Evidence of Meeting the Standard:

The college and the governing board are committed to maintaining a minimum reserve of 6% to help lessen the impact of unforeseen financial requirements ([IIID4-01](#)). In June 2013, the governing board has also approved to exceed the minimum reserve with a recommended level of 16.6% as this represents approximately two months of operating costs ([IIID4-02](#)). This action followed the development of a Fund Balance Policy by the Budget and Fiscal Planning Committee in March 2013 ([IIID4-03](#)). The function of this reserve is to provide a safeguard for the financial stability of the college, and it is maintained by careful planning and oversight by the Budget and Fiscal Planning Committee and the President's Cabinet.

The budgeting process relies primarily on program review for budget allocations among cost centers. Because all budget development is based on program review, there is a direct link to the Strategic Educational Master Plan ([IA2-01](#)). The budget development process is aligned with the time frame required by the district in order to produce a Tentative Budget in June ([IIID2-04](#)) and a Final Budget in September.

The resource planning committees review program and department program review requests for additional resources, and the requests are evaluated and prioritized ([IB7-05](#), [IIIA7-03](#)).

Appropriate requests are included in options for budget allocation and are discussed at the executive level and by the [Budget and Fiscal Planning Committee](#). Included in these discussions are estimated and realistic projected revenue which serve as a baseline for the annual program review and budget. Depending upon the State budget, key assumptions may include growth, COLA, and other potential one-time and recurring funding sources identified in the Governor's January budget release. The process helps ensure that one-time revenues are not utilized for on-going costs; this aids in promoting a stable financial environment. When revenue is insufficient to support existing operations, the institution augments its budget using reserves.

Several times each year, Instruction, Admissions and Records, Information Technology, and the Business Office meet to review current and future FTES projections. This information is reported to the Budget and Fiscal Planning Committee. This information enables anticipation of current-year changes prior to year-end.

Analysis and Evaluation:

The institution has developed strategies and plans to ensure balanced budgets that have ongoing revenues to meet or exceed its ongoing expenditures without the use of reserves, maintaining a minimum prudent reserve level, and addressing funding for its long-term financial commitments and its retiree health benefits cost. There is a recognition that more robust cost of ownership systems and processes need to be developed.

5. *To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

Evidence of Meeting the Standard:

The institution has developed board policies and administrative procedures guiding appropriate processes and control mechanisms. These include:

BP 6200 Budget Preparation	AP 6200 Budget Preparation
BP 6250 Budget Management	AP 6250 Budget Management
BP 6300 Fiscal Management	AP 6300 Fiscal Management
BP 6301 Fund Balance Accounting	AP 6305 Reserves
BP 6400 Audits	AP 6400 Audits

([IIID5-01](#), [IIID5-02](#), [IIID5D-03](#), [IIID5-04](#), [IIID5-05](#), [IIID5-06](#), [IIID4-01](#), [IIID5-07](#), [IIID5-08](#))

As evidenced by CCFS 311 reports and audits, the college has followed appropriate processes and control mechanisms to provide support to the student learning programs and services ([IIID2-06](#), [IIID2-07](#)). The college continues to disseminate information regarding the budget as evidenced by the online accessibility of the budget, quarterly reports, and monthly budget reports ([IIID2-05](#), [IIID2-08](#)).

Analysis and Evaluation:

The institution maintains and adheres to board policies and administrative procedures guiding appropriate processes and control mechanisms.

6. *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard:

Imperial Valley College maintains proper budget documentation and independent audits reflecting appropriate and relevant allocation of financial resources to support student learning programs and services as set out in the Program Review Handbook ([IIID6-01](#), [IA2-03](#)). The information is sufficient and provided in a timely fashion.

Analysis and Evaluation:

The college is in compliance with all budget and accounting practices as outlined in the California Community College Budget and Accounting Manual (BAM) and the Government Accounting Standards Board (GASB), along with applicable provisions of the California Education Code.

7. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Evidence of Meeting the Standard:

There were no financial statement findings or questioned costs noted during the fiscal years under review: 30 June 2013, 30 June 2014, 30 June 2015, 30 June 2016, 30 June 2017 ([IIID2-06](#)).

Analysis and Evaluation:

Imperial Valley College complies with the requirement to contract with an independent auditor by April first of each year to conduct an annual audit. The audit report is reviewed with the governing board. IVC responds to all annual audit findings and recommendations in a timely fashion within existing financial restraints. Audit reports are made available to the public online.

8. *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard:

An independent Certified Public Accounting firm reviews and evaluates the college's major internal control systems for effectiveness in preventing material errors from

occurring in the financial operations of the institution. There were no financial statement findings or questioned costs noted during the fiscal years under review: 30 June 2013, 30 June 2014, 30 June 2015, 30 June 2016, 30 June 2017 ([IIID2-06](#)).

Additionally, the Vice President for Administrative Services and the Director of Fiscal Services periodically review internal controls related to various operations of the college. Based on these reviews, changes to operations are made as deemed necessary.

Analysis and Evaluation:

During the preparation of this report, a new Vice President for Administrative Services and a new Director of Fiscal Services were hired. The governing board approved a reorganization of the Business Office in August 2018 ([IIIA1-08](#)). This reorganization satisfies the current need for more efficiency, effectiveness, and compliance.

9. *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard:

The college is committed to maintaining a General Fund reserve amount as stated in AP 6305 Reserves in order to meet its long-term obligations and to address emergencies ([IIID4-01](#)).

In Fiscal Year 2015-16, the college received one-time revenue of \$3.9 million. The governing board approved earmarking \$3.2 million in reserves to address the cost increases in PERS and STRS (California retirement systems) anticipated over the next 3-4 years.

Fiscal Year	Unrestricted Fund Balance
2013-14	\$2,473,273
2014-15	\$3,116,178
2015-16	\$7,996,113
2016-17	\$9,477,068
2017-18	\$11,911,970

Figure 27: Five-Year Unrestricted Fund Balance amounts

At the September 2018 meeting of the governing board, the 2018-19 Adopted Budget was presented reflecting a balanced budget. This is largely due to the additional revenue as a result of the new Student Centered Funding Formula that was written into California state law on 27 June 2018 which significantly changed the way California Community College Districts are funded.

Also, as a result of the additional revenue, the district's unrestricted general fund budget for salaries and benefits for the 2018-19 fiscal year are at approximately 86%.

To further manage risk, the college remains conservative with all of its investment of idle cash. The college invests its funds in a Local Agency Investment Fund (LAIF) operated by the Imperial County. This fund is extremely low risk and allows the college to maintain liquidity in the event that funds are needed to address emergency measures.

Analysis and Evaluation:

Fiscally, the college is in a stable position and has adequate cash flow to meet its obligations.

10. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Evidence of Meeting the Standard:

The college audits provide evidence of effective oversight of finances. Independent External Audits include an analysis of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and foundations. The college uses Imperial County Office of Education services for payroll and as the fiscal agent that provides additional checks and balances for the college ([IIID10-01](#)).

The college uses Banner to track and monitor the college's finances. All restricted and unrestricted funds are accounted for separately by fund code and account code. Revenues and expenses are coded appropriately for ease of reporting and tracking. Every department head and/or manager has online access to all of their account ledgers and can easily monitor the financial activities and address any shortfall or surpluses as needed. Budget management is in accordance with AP 6250 Budget Management ([IIID5-03](#)).

Procedures for fiscal management are in accordance with AP 6300 Fiscal Management ([IIID5-05](#)). As required by law, Quarterly Reports (CCFS 311Q) are presented to the governing board showing the financial and budgetary conditions of the district ([IIID2-08](#)).

All financial aid awarding is carried out in the [Financial Aid Department](#) while all disbursements are made out of the Business Office. Over 90% of the financial aid disbursement is accomplished via the IVC Debit Card, effectively reducing the possibility of checks being lost in the mail. All funds are drawn monthly by the [Director of Fiscal Services](#) utilizing the U.S. Department of Education Grant management G5 system.

The institution manages all of its federal, state and local grants, and externally funded programs by assigning each one a unique fund code and separate ledger. Each grant and externally funded program has a coordinator/manager who is in charge of filing the required documentation in order for the college to receive the funds. All funds are deposited in the business office utilizing the appropriate, unique income account.

The district's auxiliary organizations include a cafeteria and a [bookstore](#). Both services are provided by independent contractors. The Vice President for Administrative Services is responsible for ensuring that both contractors provide efficient and effective services to the campus community. Each auxiliary organization pays a commission to the district in lieu of paying rent for the use of college facilities.

The college maintains all funds with the Imperial County Treasurer and all investments are part of the county pool with the exception of the District's irrevocable trust which is maintained with Vanguard.

The college contracts with Asset Works to maintain the college wide inventory and capitalization of fixed assets, as required by GASB 34/35, on a three-year cycle. A physical inventory is conducted in the first year with updates to the inventory in years two and three. The annual updates are compiled by the [Purchasing Department](#). The next physical inventory is scheduled with Asset Works for the summer of 2019.

Analysis and Evaluation:

External, independent audits confirm that the institution practices effective oversight of all financial resources. External audit reports are published on the Administrative Services' webpage of the District's website after review by the President's Cabinet and governing board.

Liabilities

11. *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard:

The college's Vice President for Administrative Services or designee is in charge of maintaining and monitoring the district's finances, financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and assets. All investments are handled by the Imperial County Treasurer as part of the county-wide pool.

BP 6200 Budget Preparation	AP 6200 Budget Preparation
BP 6250 Budget Management	AP 6250 Budget Management
BP 6300 Fiscal Management	AP 6300 Fiscal Management
BP 6301 Fund Balance Accounting	AP 6305 Reserves
BP 6400 Audits	AP 6320 Investments
	AP 6400 Audits

([IIID5-01](#), [IIID5-02](#), [IIID5-03](#), [IIID5-04](#), [IIID5-05](#), [IIID5-06](#), [IIID4-01](#), [IIID5-07](#), [IIID11-01](#), [IIID5-08](#))

Analysis and Evaluation:

External, independent audits confirm that the institution practices effective oversight of all financial resources. External audit reports are published on the college's website after review by the President's Cabinet and governing board.

12. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard:

At its September 2018 meeting, the governing board adopted a resolution to create Other Post-Employment Benefits (OPEB) Trust ([IIID12-01](#)). The Trust was designed to be an irrevocable trust which would manage the funds set aside to address the institution's liabilities for pension obligations.

The Budget and Fiscal Planning Committee recommended on 26 March 2014, that 30% of the favorable variance at the close of the fiscal year (between budget and actual) be dedicated to start paying down this obligation ([IIID12-02](#)). The recommendation is published on the college website. From fiscal year 2013-14 through fiscal year

2016-17, a total of \$620,000 had been dedicated and contributed to the irrevocable trust established in 2018-19 ([IIID12-03](#)).

In August 2017, the institution paid off a Lease Revenue Bond that had an annual debt service of approximately \$310,000. The retirement of this debt service afforded the college an opportunity to address the OPEB liability without further encroachment of General Fund dollars.

Compensated absences are carried on the balance sheet, but they are paid on an annual basis as needed. Early retirement incentives such as VESIP (Voluntary Employee Separation Incentive Program) are budgeted on an annual basis when applicable.

Analysis and Evaluation:

In the IVC Follow-Up Report of March 2015, p. 38, the following OPEB Timeline of Events was given ([IC12-03](#)):

October 2014	Presentation given by financial advisor from Backstrom, McCarley, Berry & Company
2015-2016	Discuss cost containment and pre-funding measures related to managing the liability beyond the existing pay-as-you-go method
2016-2017	Review and finalize the college's plan to fully manage the OPEB liability
2017	Create the irrevocable trust and investment policy
2017	Redirect the annual debt service of \$310,000 to the irrevocable trust established or use the \$310,000 to procure a bond based on the direction given by the financial advisor. If a bond is obtained, the annual debt service will be paid out of the General Fund.
2017	Redirect the ~\$1.1 million presently used to fund the pay-as-you-go method to the irrevocable trust
2017	Utilize irrevocable trust as needed to cover post-employment benefit expenses

Figure 28: OPEB Timeline of Events from 2015 Follow-Up Report

The institution has not carried out this plan. However, in September 2018, the governing board adopted Resolution 17971 to participate in the PARS Public Agencies Post-Employment Benefits Trust for the purpose of pre-funding pension obligations and OPEB obligations ([IIID12-01](#)).

13. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard:

Imperial Valley College completes annual assessments and allocation of resources for the repayment of any locally incurred debt instruments. At the writing of this self-evaluation report, no locally incurred debt instruments carry a balance. The college paid off a Lease Revenue Bond in August 2017.

AP 6305 Reserves mandates a “Board Reserve fund of at least 6%” ([IIID4-01](#)) with a governing board resolution to exceed the minimum and maintain a recommended reserve level of 16.6% ([IIID4-02](#)).

Analysis and Evaluation:

In the past, the institution used significant borrowing to cover cash flow deficiencies (especially those caused by State apportionment deferrals and related conditions) including the issuance of Tax and Revenue Anticipation Notes (TRANS). The 2018-19 Tentative Budget lists \$303,583 for Debt Services ([IIID2-04](#)). IVC has issued facility bonds for which the payment of that debt is in reality a liability of property taxpayers even though the liability appears on the college’s books.

14. *All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard:

The institution maintains board policy and administrative procedures for the use of all financial resources of the college ([IIID5-04](#), [IIID5-05](#), [IIID5-07](#), [IIID5-08](#)).

The district’s auxiliary activities include the Cafeteria, Bookstore, Associated Student Government and Student Clubs. All financial resources from these activities and from fundraising efforts and grants are used with integrity and in a manner consistent with the college mission and goals. These organizations are included in the district annual independent audit ([IIID2-06](#)).

Both the Cafeteria and the Bookstore are contracted to third party vendors and are expected to be self-sufficient. The district does provide building space for both activities. Both contracts are administered by the Vice President for Administrative Services. Commission is paid to the district by both vendors in lieu of rent ([IIID14-01](#), [IIID14-02](#)).

The [Associated Student Government](#) (ASG) and Student Clubs report directly to the Dean of Student Affairs and Enrollment Services. The ASG holds meetings regularly, and financial reports are presented outlining the sources and uses of funds raised throughout the year. These activities are included in the district's annual audit reports, and these audits demonstrate that the funds are being spent with integrity.

The [IVC Foundation](#) is a separate 501(c)3 non-profit organization that exists to support Imperial Valley College and its students; it engages in fund raising activities to support the mission, programs, and services that the college offers its students ([IC14-03](#)). It encourages community participation in college activities to promote the programs and services that the college has to offer. It also provides the opportunity to promote fundraising activities to raise funds for student scholarships, trusts and endowment. The mission of the IVC Foundation is to develop business resources that enhance educational opportunities for students of Imperial Valley College. The foundation is audited annually ([IIID14-03](#)).

Through the resources provided through a Title V grant – Teaching and Learning Center for Advancement and Success (TALCAS) – the college is developing a new faculty development effort. Using TALCAS funds, the college has built a new [Teaching and Learning Center](#). The Title V grant is administered in accordance with AP 6300 Fiscal Management ([IIID5-05](#)).

Analysis and Evaluation:

Financial resources of the institution are handled with integrity in accordance with board policy and administrative procedures.

15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard:

Imperial Valley College does not participate in student loans.

Contractual Agreements

16. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard:

All Imperial Community College District (ICCD) contracts with outside agencies are consistent with the mission and goals of the institution.

All contracts and agreements are reviewed for scope of service and binding legal requirements such as dates, terms, and other conditions. All contracts and agreements are reviewed by the area Vice President and Superintendent/President and then forwarded to the governing board. Legal counsel reviews the contracts as requested.

Imperial Valley College contracts with a variety of external entities for a wide scope of services. In some cases, private and/or public entities have specific training and educational needs that are arranged and delivered through contract education. In some cases, contracts are awarded through competitive proposal processes for specific services ([IIIB2-03](#), [IIIB2-04](#), [IIID16-01](#)).

Agreements are entered into through Memorandum of Understandings or formal training agreements. These mechanisms require approval by the governing board which certifies that the agreements and/or MOUs are consistent with the goals of the college and that they provide a value to the community. Before being presented for governing board approval, the review and approval process requires, at a minimum, the approval of a dean, a vice president, and the President's Cabinet ([IIID16-02](#)). In their review, these individuals evaluate the appropriateness of services being contracted and their relationship to the institution and the community. All program and administrative matters are assigned to either a director, a dean, or a vice president to ensure that contract obligations are fulfilled.

Finally, the governing board approves all contracts ([IIID16-03](#)).

Analysis and Evaluation:

The review process for the board meeting agenda also requires that all contracts be reviewed and approved by a variety of administrators and personnel, including legal counsel, to ensure that the services are not only consistent with the goals of the

institution, but that adequate language and safeguards are in place to protect the fiscal and administrative integrity of the organization. Additionally, all contracts and programs are required to abide by the same policies and procedures established institutionally as all other programs.

Evidence List for Standard III.D.

IIID2-01	BP 3250 Institutional Planning
IIID2-02	AP 3250 Institutional Planning
IIID2-03	BP 6200 Budget Preparation
IIID2-04	Tentative Budget 2018-2019
IIID2-05	IVC Budgets Website
IIID2-06	IVC Audits Website
IIID2-07	Annual Budget Reports-CCFS 311 Website
IIID2-08	Quarterly Budget Reports-CCFS 311Q Website
IIID3-01	Budget Development Calendar 2018-2019
IIID3-02	Budget Development Guidelines 2018-2019
IIID3-03	Budget and Fiscal Planning Committee Minutes-Budget Development 2-7-18
IIID4-01	AP 6305 Reserves
IIID4-02	Board Minutes-Board Reserves 6-19-13
IIID4-03	Budget and Fiscal Planning Committee Proposed Fund Balance Policy 3-13-13
IIID5-01	AP 6200 Budget Preparation
IIID5-02	BP 6250 Budget Management
IIID5-03	AP 6250 Budget Management
IIID5-04	BP 6300 Fiscal Management
IIID5-05	AP 6300 Fiscal Management
IIID5-06	BP 6302 Fund Balance
IIID5-07	BP 6400 Audits
IIID5-08	AP 6400 Audits
IIID6-01	IVC Financial and Budget Reports Website
IIID10-01	AP 6315 Warrants
IIID10-02	IVC Bookstore Website
IIID11-01	AP 6320 Investments
IIID12-01	Board Minutes-OPEB Trust 9-12-18
IIID12-02	Budget and Fiscal Planning Committee Minutes-OPEB 3-26-18
IIID12-03	Board Minutes-Fund OPEB Trust 9-12-18
IIID14-01	Cafeteria Contract
IIID14-02	Follett Bookstore Contract
IIID14-03	IVC Foundation Audits Website
IIID16-01	AP 6370 Contracts-Personal Services
IIID16-02	President's Signature Routing Form 2018
IIID16-03	AP 6340 Bids and Contracts

Additional Evidence

CP8-01	IVC Audits Website
IA2-01	Strategic Educational Master Plan 2015-2021
IA2-03	Program Review Handbook 2017-2018
IA3-01	Budge Principles, Guidelines, and Priorities 2018-2019

IB7-05 Enhanced Budget Report 2018-2019 Technology
IC12-03 IVC Follow-Up Report 2015
IC14-03 IVC – IVC Foundation Master Agreement
IIIA7-03 Equal Employment Opportunity and Diversity Advisory Committee Minutes-
Staffing Requests 3-12-18
IIIA8-01 Part-Time Faculty Collective Bargaining Agreement 2017-2019
IIIB2-03 AP 6350 Contracts-Construction
IIIB2-04 AP 6360 Contracts-Electronic Systems and Materials



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Standard IV

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Standard IV.A. Decision-Making Roles and Processes

1. *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

Evidence of Meeting the Standard:

Imperial Valley College recognizes that ethical and effective leadership is of paramount importance throughout the organization. This premise enables faculty, staff, administrators, and students to work together for the effectiveness and improvement of the institution ([IVA1-01](#), [IC10-01](#)).

The leadership structure of the institution and its shared governance processes allow the exchange of ideas that ensure collaboration from all constituent groups at the college. The college is committed to an open process that includes representatives from all major stakeholder groups ([IVA1-01](#), [IVA-02](#), [IVA1-03](#)). Governance roles have been designed to facilitate decisions that support student learning programs and services as well as improve institutional effectiveness while acknowledging the designated responsibilities of the governing board and chief administrator. The college recognizes that a college-wide approach is critical to encouraging wide participation.

All faculty, staff, and students are encouraged to participate in the participatory governance process. A description of the various committees, including their purpose, function, and committee composition is housed on the individual committee websites for reference ([IVA1-04](#)).

Analysis and Evaluation:

The college's shared governance participatory process allows input, exchange, and collaboration from all constituent groups at the institution. The Academic Senate and College Council are the primary participatory governance bodies of the college. Subcommittees under each provide input on the practices, programs, and services of the college. The College Council and the Academic Senate make recommendation directly to the Superintendent/President and the governing board. The Associated Student Government (ASG) is the student voice to the administration and governing board and coordinates student representation on numerous participatory governance bodies.

Additionally, the Strategic Educational Master Plan, developed by Strategic Educational Master Plan Committee, has emerged as the college's main integrated planning document. The plan is developed from program reviews, resource planning documents, and area-specific plans. The comprehensive program reviews specifically include information related to student retention, student success, and grade distribution.

2. *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard:

The Imperial Valley College's participatory governance practices are codified in the BP 2510 Participation in Local Decision-Making ([IVA1-02](#)). The policy defines roles and encourages faculty, staff, administrator, and student participation in the decision-making processes. The policy also establishes a shared responsibility as defined by law and board policy in the decision-making processes of the college. AP 2510 Participation in Local Decision-Making specifically defines the relationship of the governing board with the academic senate ([IVA1-03](#)).

Administrators, faculty, staff, and students have representation on governance councils and committees and share in the decision-making of the institution. The Standing Committee List for 2017-2018 reflects the membership composition for the various committees ([IVA2-01](#)).

Analysis and Evaluation:

The college encourages participation in decision-making. Within the last few years, the college has modified its Campus Hour scheduling to better accommodate participation by faculty members and students. Initially, Campus Hour was scheduled midday on Tuesdays and Thursdays. Later, the program was expanded to midday Monday through Thursday. In 2018, the Academic Senate again adjusted the Campus Hour schedule to afternoons on Mondays and Wednesdays in response to changes in enrollment management.

3. *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

Evidence of Meeting the Standard:

Administrators and faculty have key roles in the institutional governance. The Imperial Valley College's participatory governance practices are codified in BP 2510 Participation in Local Decision-Making ([IVA1-02](#)). AP 2510 Participation in Local Decision-Making specifically defines the relationship of the governing board with the Academic Senate ([IVA1-03](#)). Administrators and faculty representatives also serve on the [Strategic Educational Master Plan Committee](#) and the [Budget & Fiscal Planning Committee](#).

This process ensures broad participation of the campus community in policy making, planning, and in budget decisions that relate to their areas of responsibility and expertise.

The Academic Senate and the [Curriculum Committee](#) which is the subcommittee of the Academic Senate is the primary authority for curricular and other academic and professional matters at Imperial Valley College.

The [Academic Senate](#) is comprised of representative membership from divisions and faculty at large and includes four representatives from Arts, Letters and Learning Services, three representatives from Economic and Workforce Development, four representatives from Health and Sciences, two representatives from Student Services, two part-time faculty representatives, nine at-large senators and three ex-officio members as well as the President of the Senate. The Academic Senate is recognized by the governing board, sits at the Board's Resource Table, and provides the governing board with a standing report at each board meeting ([IVA3-01](#)).

Analysis and Evaluation:

The Academic Senate appoints faculty representatives to the Budget & Fiscal Planning Committee, College Council, and the Technology, Staffing, Marketing, Basic Skills, and Distance Education Committees. In addition, all committees on campus have administration and faculty representatives, and many are co-chaired by faculty members.

4. *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard:

The college relies on appropriate Academic Senate subcommittees and structures for recommendation about student learning programs and curriculum.

The Curriculum Committee reviews curriculum on a regular basis. “The Curriculum Committee serves in an advisory capacity to the Academic Senate by developing recommendations on curriculum, including establishing prerequisites and placing courses within disciplines, degree and certificate requirements, and grading policies. In addition, graduation requirements, general education requirements, transfer requirements, articulation agreements, and other matters relating to the curriculum may be reviewed by the Curriculum Committee for formulating policy recommendations and procedures to the Academic Senate” (IVA4-01). The agendas and minutes for the Curriculum Committee can be found on the [Curriculum Committee website](#).

The Student Learning Outcomes Committee serves “to nurture a culture of improvement by measuring student learning across the institution, facilitating ongoing collegiality, promoting self-reflective dialogue, and celebrating diversity.” The SLO committee agenda and minutes can be found on the [SLO Committee website](#) in Canvas.

The Distance Education Committee advises “the Senate, its Curriculum Committee, and the Technology Planning Committee on designs, implementation strategies, resources needed, and policies for distance education.” The DE Committee also works “with all relevant faculty and administrators to foster innovation while maintaining, enhancing, and evaluating high standards of academic quality at a level appropriate to the students for which the content is developed” (p. 13). Agenda and minutes for the DE Committee can be found on the [DE Committee website](#).

Analysis and Evaluation:

During the 2017-2018 academic year, the Academic Senate undertook a recommendation from the Continuous Accreditation Readiness Team (CART) to review, revise, and enlarge the scope of the Student Learning Outcomes Committee into a broader, institution-wide Outcomes and Assessment Committee to provide support for all campus departments and offices aimed at continuous improvement.

In fall of 2018, the Academic Senate invited consideration of the new Outcomes and Assessment Committee from the President's Cabinet, College Council, the Strategic Educational Master Plan Committee, and the Guided Pathways work group. The new committee is planned to commence in fall of 2019.

5. *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard:

The college ensures the appropriate consideration of relevant perspectives utilizing the participatory governance process described in BP 2510 Participation in Local Decision-Making and AP 2510 Participation in Local Decision-Making ([IVA1-02](#), [IVA1-03](#)).

To ensure the perspectives of faculty are represented, full-time faculty “[...] are required to serve on one (1) recognized campus committee or as the advisor to a recognized, active student club or organization, and/or other approved activities/committees, during each academic year. Unit members may choose to serve on more than one campus committee or student club in any given semester” ([IVA5-01](#)).

Subcommittees under the Academic Senate and the College Council as well as committees under the umbrella of the President's Cabinet provide input on the practices, programs, and services of the college.

Participatory Governance Structure

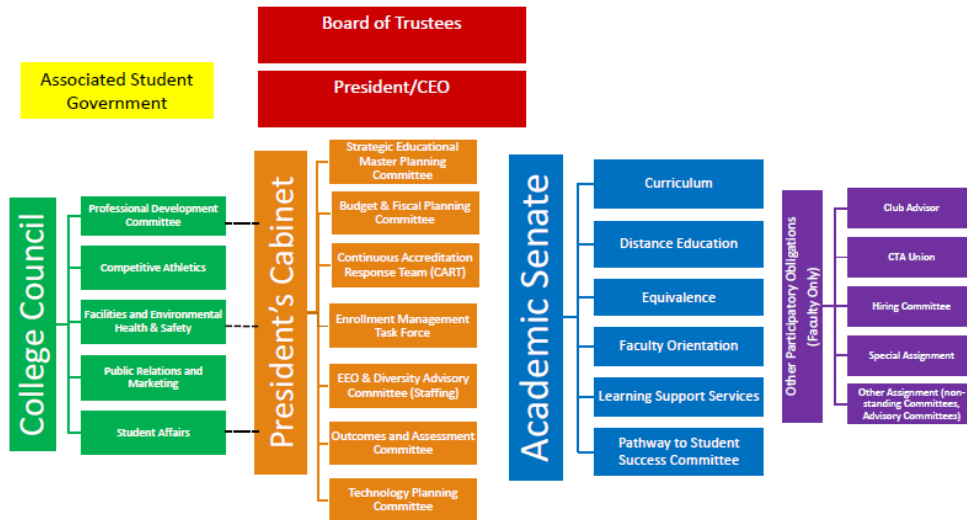


Figure 29: Participatory Governance Structure

In its role as advisor to the President’s Cabinet and Academic Senate, the Continuous Accreditation Readiness Team (CART) approved two recommendations to the Academic Senate: (1) review and revise the SLO Committee charter and charge; (2) to identify Institutional Effectiveness Indicator 12, to increase overall completion rates for degrees, certificates, and transfers, as an action item for the college’s Quality Focus Essay (QFE) ([IVA5-02](#)). The Academic Senate adopted Indicator 12 as Quality Focus at its meeting on 4 October 2017 ([IVA5-03](#)). The Academic Senate established an ad hoc committee composed of an at-large senator, the SLO Coordinator, and the CART Co-chair to address the resolution recommending review of the SLO Committee’s charge and charter.

A review of college standing committees’ membership shows the governance system is designed to ensure decision-making is aligned with expertise and responsibility ([IVA2-01](#)).

Analysis and Evaluation:

The roles of faculty, staff, and students are specified in governance policies and procedures. These policies and procedures, as well as the full-time faculty CBA, ensure that relevant perspectives are considered and that decision-making is aligned with expertise and responsibility. Information is shared through published agendas and minutes as well as campus email communications. Established planning timelines and committee meeting schedules guide timely action and appropriate consideration of institutional plans, policies, and curricular changes.

6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard:

The Academic Senate, the College Council, and Associated Student Government provide information regarding governance at the college to their constituents through committee constitution, bylaws, and meeting minutes. Minutes of governance committees are uploaded on the respective committee webpage under [Campus Committees website](#).

Governance information is also provided to faculty and staff union members through their respective faculty and staff collective bargaining unit agreements ([IVA6-01](#)).

The Superintendent/President's monthly update to the governing board includes visioning updates; news regarding past events and announcement of future events; updates on the state budget, accreditation information, program ceremonies and events; faculty, staff, and student accomplishments among several other noteworthy items. The President's Update is communicated electronically to the campus community following each board meeting ([IVA6-02](#)). In addition to the monthly President's Update, the president's office provides electronic communication regarding updated published policies and procedures ([IVA6-03](#)).

Analysis and Evaluation:

Information is communicated to the campus community through electronic means (email and website posts) and disseminated to constituent groups through meetings. The President's Update is shared electronically with the campus and broader community monthly.

7. *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard:

Board Policy BP 2510 and Administrative Procedure AP 2510 address participation in local decision-making ([IVA1-02](#), [IVA1-03](#)). BP 2510 addresses the participation in decision-making for the Academic Senate, the College Council, and the Associated Student Government.

Board Policy BP 2745 addresses the board self-evaluation process for the governing board ([IVA7-01](#)). The governing board held a Board Retreat/Study Session on 24 March 2018 in which they evaluated their board goals for 2017-18 and established Board Goals for 2018-19 ([IVA7-02](#)).

BP 2435 and AP 2435 address the Evaluation of the CEO by the governing board ([IC5-03](#), [IC5-04](#))

Analysis and Evaluation:

AP 2435 procedures note, in part, “The CEO will submit a self-evaluation at the February Board meeting. The completed evaluation will take place at the April Board meeting with the announcement of the outcome.”

The CEO submitted a self-evaluation to the board at their February 2018 meeting; the board evaluated and approved the CEO Self-Evaluation at their March 2018 meeting during closed session and announced their outcome ([IVA7-03](#), [IVA7-04](#)).

Evidence List for Standard IV.A.

IVA1-01	BP 1200 District Mission
IVA1-02	BP 2510 Participation in Local Decision-Making
IVA1-03	AP 2510 Participation in Local Decision-Making
IVA1-04	Campus Committees Website
IVA2-01	Standing Committee List 2017-2018
IVA3-01	BP 2016 Academic Senate Member
IVA4-01	Academic Senate Constitution and Bylaws pp.12-13
IVA5-01	Full-Time Faculty Collective Bargaining Agreement 2017-2018, pp.84-85, Committee Assignments
IVA5-02	CART Minutes-Recommendation to Academic Senate 6-6-17
IVA5-03	Academic Senate Minutes-IE Indicator for QFE 10-04-17
IVA6-01	Employee Unions Website
IVA6-02	President's Update February 2017
IVA6-03	Chapter 4 Administrative Procedures Update Email 1-11-17
IVA7-01	BP 2745 Board Self-Evaluation
IVA7-02	Board Minutes-Board Goals 2017-2018 and 2018-2019 3-24-18
IVA7-03	Board Minutes-CEO Evaluation 2-21-18
IVA7-04	Board Minutes-CEO Evaluation 3-21-18

Additional Evidence

IC5-03	BP 2435 Evaluation of CEO
IC5-04	AP 2435 Evaluation of CEO
IC10-01	BP 2715 Code of Ethics

Standard IV.B. Chief Executive Officer

1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard:

The CEO for the Imperial Community College District is the Superintendent/President. The Superintendent/President reports directly to the governing board and is responsible for the overall administration of the college. BP 2430 Delegation of Authority to the CEO gives the Superintendent/President “the executive responsibility for administering the policies adopted by the Board” ([ER3-01](#)). The board policy further notes “In situations where there is no Board Policy direction, the CEO shall have the power to act, but such decisions shall be subject to review by the Board.”

The Superintendent/President provides leadership and coordination for planning, budgeting, selecting and developing personnel, and assessing the effectiveness of the college and its programs. The Superintendent/President oversees planning efforts by involving the campus community and local constituents in college planning.

Budget development is the final step in the planning process after the annual and comprehensive program reviews and the SLO, PLO, ISLO, and SAO assessments have been completed. Program improvement based on data driven outcomes forms the basis of allocation of resources. Resource planning committees combine, assess, and prioritize all requests for resources originating from the program review process. Concurrently, the Strategic Educational Master Plan reflects all program planning, development, and resource allocations that have been consolidated into a single, comprehensive guide which is goal driven and based on outcomes-based measurable objectives ([IA2-01](#)).

Analysis and Evaluation:

During the development of this self-evaluation report, the college has seen the retirement of Dr. Victor Jaime as Superintendent/President on 30 June 2018 and the installation of Dr. Martha Garcia as the Superintendent/President on 1 July 2018.

2. *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities as appropriate.*

Evidence of Meeting the Standard:

The President's Cabinet includes the VP Administrative Services, VP Academic Services, VP Student Services, the CHRO, and the CTO. The administrative structure during the development of this report contained four academic deans, two student services deans, two associate deans, the Chief Technology Officer, and the Director of Early Childhood Education Programs – a total of fourteen administrators ([IVB2-01](#)).

During the development of this report, three vice presidents reported directly to the Superintendent/President who delegated authority to these administrators as appropriate. The Vice President for Academic Services is responsible for matters relating to instruction, library and learning and support services, and extended campus sites; the Vice President for Student Services is responsible for student affairs, student development, and student support services; and the Vice President for Administrative Services has responsibility for matters pertaining to budget and facilities.

The administrative structure during the development of this report was organized in 2012 to introduce three instructional deans and two student services deans. Previously faculty division chairpersons were reorganized to department chairpersons. As discussed under Standard III.A.10, the administrative structure has been modified multiple times since, but the general structure has remained intact.

BP 2430 Delegation of Authority to the CEO allows the CEO to “delegate any powers and duties entrusted to him/her by the Board” ([ER4-01](#)).

Analysis and Evaluation:

Although recent administrative turnover has been high, the institution has a team in place which will continue moving the college forward into the foreseeable future. The ratio (administrator to employee) is approximately 1:35, making the leadership highly efficient.

3. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*
 - *Establishing a collegial process that sets values, goals, and priorities;*
 - *Ensuring the college sets institutional performance standards for student achievement;*

- *Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *Ensuring that the allocation of resources supports and improves learning and achievement; and*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard:

The Superintendent/President established the Strategic Educational Master Plan Committee in December 2014 to “serve in an advisory capacity to the President’s Cabinet regarding matters of strategic and institutional planning to remain in compliance with state and federal regulations and to move the College toward continuous program quality improvement” ([IB7-08](#)).

The SEMPC established and annually updates the Strategic Educational Master Plan which identifies and monitors institutional goals and priorities. The SEMPC also monitors the institutional planning cycle beginning with program review and concluding with the tentative budget for the following academic year.

During the academic year, 2015-2016, the campus undertook a collegial and open process to establish the Vision Statement and Core Values of the institution ([IC1-01](#)).

The Director of Institutional Research reports directly to the Superintendent/President and provides the data necessary for the improvement of institutional effectiveness. The Office of Institutional Research works closely with faculty and staff to provide data analysis that is used in college planning processes. The Director of Institutional Research guides the college’s IEPI work group which annually reviews thirty-three (33) indicators developed by the California Community College Chancellor’s Office through the Institutional Effectiveness Partnership Initiative (IEPI).

Analysis and Evaluation:

The procedures and activities described above were established during the presidency of Dr. Victor Jaime who retired in June 2018. The new Superintendent/President Dr. Martha Garcia took office on 1 July 2018.

4. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard:

BP 3200 Accreditation designates the Superintendent/President as the primary leader for accreditation at Imperial Valley College ([IC12-01](#)). AP 3200 Accreditation sets forth the role and responsibilities of the Superintendent/President, the Vice President for Academic Services who is the designated Accreditation Liaison Officer (ALO), and the Continuous Accreditation Readiness Team (CART) ([IVB4-01](#)).

The Continuous Accreditation Readiness Team (CART) was established in fall 2010 and set out to integrate the accreditation standards and self-evaluation into all campus committees and planning processes. In December 2016, CART revised its Bylaws to expand its advisory role and to update voting membership ([IVB4-02](#), [IVB4-03](#)). Voting membership includes the ALO and representatives from faculty, classified staff, students, and administration. CART serves in an advisory capacity to the President's Cabinet and the Academic Senate regarding matters of strategic and institutional planning to remain in compliance with eligibility and accrediting standards and to move the college toward continuous program quality improvement.

The Superintendent/President provides accreditation updates to the campus community ([IVB4-04](#), [CPI-01](#)). In addition, the Superintendent/President, with the assistance of the ALO and CART Co-chair, developed the self-evaluation writing team assignments approved by President's Cabinet ([IVB4-05](#)).

Under the ALO's supervision, CART has oversight of the college's continuous evaluation functions. CART is responsible for organizing and coordinating the self-evaluation process, including development and production of the self-evaluation, follow-up, midterm, and annual reports. CART is also responsible for organizing and coordinating substantive change inquiries and proposals.

The Superintendent/President ensures that faculty, staff, and administrative leaders participate in – and are aware of their responsibility in – assuring compliance with accreditation requirements.

Analysis and Evaluation:

The Superintendent/President ensures compliance with board policy and procedure regarding accreditation, participates in the self-evaluation process, and keeps the board and campus community informed regarding accreditation matters.

5. *The CEO assures the implementation of statutes, regulations, and governing board policies, and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard:

The Superintendent/President works with the President's Cabinet to implement and monitor laws, regulations, and board-adopted policies at Imperial Valley College. The Superintendent/President also encourages all administrators and managers to become familiar with the collective bargaining agreements as well as board policies and administrative procedures. The Superintendent/President consults with the Cabinet in areas of law and policy on an as-needed basis and is an active participant in the college participatory governance process. She regularly attends meetings of the Academic Senate and the College Council. In addition, the Superintendent/President involves faculty, staff, and student leaders in efforts to ensure that the college meets the requirements of law and policy in the day-to-day operations in support of the college's mission and goals.

The Superintendent/President works with the President's Cabinet to ensure that expenditures are within the budget developed through the college's planning process.

Analysis and Evaluation:

The President's Cabinet does not publish minutes of or notes from their meetings. The evidence available exists in the absence of citations or complaints related to statutes, regulations, and policies.

6. *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard:

The Superintendent/President regularly attends college events and frequently represents the college at local, state, and national conferences and events.

Superintendent/President Garcia serves on the following statewide committee/taskforce: California Community Colleges Chancellor's Office Advisory Committee for Currently and Formerly Incarcerated Students, and the CEO Affordability, Food and Housing Access Taskforce ([IVB6-01](#), [IVB6-02](#)). The Superintendent/President is a member and is actively involved in the San Diego and Imperial Counties Community Colleges Association (SDICCCA), a regional body representing the needs of regional community colleges. In addition, she represents the college on the College and Career

Readiness Initiative, a body sponsored by the Imperial County Office of Education for the purpose of bringing together the local education community for the betterment of all. Finally, the Superintendent/President is a member of Imperial Breakfast Rotary Club and Soroptimist International of El Centro. Superintendent/President Garcia communicates with the community by being active in community functions and providing presentations regarding the college to service clubs in Imperial County ([IVB6-03](#)).

The Superintendent/President emphasizes the importance of publicizing college programs and activities and supports the use of the college website as a means of effective communication with the community.

Superintendent/President Garcia publishes regular President's Updates through the college's All Users email list. The President's Updates are archived on the college's [website](#). In addition, the college produces a monthly college update in the Imperial Valley Press ([IVB6-04](#)).

A program that exemplifies the responsiveness to the community needs is the Inside/Out College Program, which was established in 2014 through the collaborative efforts of the Imperial County Sheriff's Office, the Imperial County Probation Department, the Imperial County Day Reporting Center, the Imperial County Community Corrections Partnership, and Imperial Valley College ([IVB6-05](#)). The program is believed to be the first in the state to successfully develop and provide college credit courses for adults incarcerated at a county correctional facility through a partnership with a community college. The program is modeled after the Inside-Out Prison Exchange Program and seeks to create a transformative learning experience by bringing 15 "inside" students (incarcerated at the county jail) and 15 "outside" students (from the college campus) together in a classroom environment to transform the way they view themselves and the world. This collaborative effort is in response to the California 2011 Public Safety Realignment Act (AB109), and seeks to improve public safety by reducing recidivism through education and reentry services in support of educational goal attainment and career development. The current program has proven to transform the lives of incarcerated men and women who are currently enrolled in an Alcohol and Drug Studies Certificate of Achievement.

Analysis and Evaluation:

Former Superintendent/President Victor Jaime retired in June 2018. The new Superintendent/President Martha Garcia took office 1 July 2018. The Superintendent/President responds to the needs and concerns of the community and effectively communicates and fosters community relationships that have resulted in successful partnerships.

Evidence List for Standard IV.B.

IVB2-01	General Catalog 2018-2019, p.328 Administration
IVB4-01	AP 3200 Accreditation
IVB4-02	CART Minutes-Bylaws 12-6-16
IVB4-03	CART Bylaws 2-28-17
IVB4-04	Midterm Report Update Email 7-11-16
IVB4-05	CART Minutes-Writing Teams 10-18-16
IVB6-01	Advisory Committee for Currently and Formerly Incarcerated Students
IVB6-02	Affordability, Food and Housing Access Taskforce Fact Sheet
IVB6-03	Brawley Rotary Presentation 8-29-18
IVB6-04	Imperial Valley Press IVC Update 11-30-18
IVB6-05	Inside/Out Pilot Program Memorandum of Understanding 7-23-14

Additional Evidence

CP1-01	IVC Accreditation Update Email 3-24-17
ER3-01	General Catalog 2018-2019, pp. 64-218, Degrees and Certificates
ER4-01	BP 2430 Delegation of Authority
IA2-01	Strategic Educational Master Plan 2015-2021
IB7-08	Strategic Educational Master Planning Committee Bylaws
IC1-01	IVC Mission, Vision, and Core Values Website
IC12-01	BP 3200 Accreditation

Standard IV.C. Governing Board

1. *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

Evidence of Meeting the Standard:

The Imperial Community College District Board of Trustees has oversight responsibility for the Imperial Community College District and thus for Imperial Valley College. The governing board is elected by the public and is responsible for ensuring the quality and effectiveness of student learning programs and services and the financial stability of the institution. Board membership, duties and responsibilities are delineated in the following policies:

BP 2000 Setting Policy
BP 2010 Board Membership
BP 2200 Board Duties and Responsibilities
BP 2210 Officers

([IB7-01](#), [IVC1-01](#), [IVC1-02](#), [IVC1-03](#))

Board policies are available to the campus community and the public via BoardDocs, a searchable, online repository of governing board activities.

The College Mission Statement and the 2015-2021 Strategic Educational Master Plan clearly delineate the governing board's commitment to the quality, integrity, and effectiveness of its student learning programs ([IA2-01](#)).

Board policies include BP 2715 Code of Ethics which is designated to ensure that the public is served in an honest and ethical manner and that appropriate board conduct and authority are maintained ([IC10-01](#)). The board has a conflict of interest policy that prohibits board members from engaging in district-related business in which they have a financial interest ([IVC1-04](#)). The board also has a policy that prohibits communication among board members related to district business other than in an open-session meeting ([IVC1-05](#)).

Analysis and Evaluation:

The institution has maintained a governing board of elected trustees throughout the period under review. The governing board meets monthly for scheduled regular meetings in addition to occasional special meetings or board retreats.

2. *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard:

The governing board recognizes that it is an independent policy-making body and acts collectively in making decisions regarding the operation of the college in support of the mission and goals of the institution. Decisions made by the board can be changed only through subsequent board action. The board does not act outside of its policy-making role; it delegates power and authority to the chief executive ([ER4-01](#), [IVC1-03](#)).

BP 2715 Code of Ethics describes the principles to which members of the board and the board as a whole ascribe in fulfilling the mission and goals of the college and in carrying out its duties and responsibilities ([IC10-01](#)).

BP 2355 Decorum describes the efforts of the board to maintain an atmosphere at board meeting in which controversial issues can be debated openly and respect given to all individuals ([IVC2-01](#)).

Analysis and Evaluation:

Board members follow board policies and act as a collective entity and support board actions. The governing board strives to maintain an atmosphere in which controversial issues can be debated openly and respect given to all individuals.

3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard:

Policies related to the selection and evaluation of the CEO include BP 2431 CEO Selection, BP 2432 CEO Succession, and BP 2435 and AP 2435 Evaluation of the CEO ([IVC3-01](#), [IVC3-02](#), [IC5-03](#), [IC5-04](#)). For the search that resulted in the hire of current Superintendent/President effective 1 July 2018, the institution utilized an in-house search process that entailed advertisements in major nationwide publications such as The Chronicle of Higher Education, HigherEdJobs.com, Inside Higher Ed. A screening committee composed of college faculty, staff, administration, students, and local community members was established to screen applications and conduct the first level interviews.

The Superintendent/President is evaluated annually pursuant to board policy and administrative procedure BP 2435 and AP 2435 Evaluation of CEO ([IC5-03](#), [IC5-04](#)). The administrative procedure sets forth the criteria for the evaluation which includes the board policy, the CEO's job description, and performance goals and objectives developed in accordance with board policy.

Apr 17, 2013 - Board of Trustees Regular Meeting, 6:00 P.M.
CLOSED SESSION
PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Superintendent/President)
Discussion

Figure 30: Image taken from Board of Trustees agenda 17 April 2013

Feb 17, 2016 - Board of Trustees, Regular Meeting, 6:00 p.m. (AMENDED AGENDA)
CLOSED SESSION
PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Title: Superintendent/President
Discussion

Figure 31: Image taken from Board of Trustees agenda 17 February 2016

Mar 21, 2018 - Board of Trustees, Regular Meeting, 6:00 p.m.
CLOSED SESSION
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Public
Discussion

Figure 32: Image taken from Board of Trustees agenda 21 March 2018

Analysis and Evaluation:

The previous Superintendent/President Victor Jaime, Ed. D., was evaluated by the governing board in 2013, 2016, and 2018 in accordance with board policy and administrative procedures. Superintendent/President Martha Garcia, Ed. D., took office on 1 July 2018.

4. *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

Evidence of Meeting the Standard:

The duties of the board are specified in BP 2000 Setting Policy, BP 2200 Board Duties and Responsibilities, and BP 2210 Officers ([IB7-01](#), [IVC1-02](#), [IVC1-03](#)). Board policies include BP 2715 Code of Ethics which is designated to ensure that the public is served in an honest and ethical manner and that appropriate board conduct and authority are maintained ([IC10-01](#)). The board has a conflict of interest policy that prohibits board members from engaging in district-related business in which they have a financial interest ([IVC1-04](#)). The board also has a policy that prohibits communication among board members related to district business other than in an open-session meeting ([IVC1-05](#)).

The governing board works closely with the Citizens Bond Oversight Committee to ensure that the proceeds from bond measures are used solely for the appropriate purposes and in cost-effective ways that meet the public good.

Analysis and Evaluation:

The members of the governing board of Imperial Valley College are elected “by-trustee area” elections, i.e., elections in which one or more members residing in each trustee area is elected by the registered voters of that particular trustee area. This change came about July 2011 when the governing board decided that the public interest would be better served by this type of election. It is the responsibility of each board member to represent the interests of his or her respective area.

The board members are actively involved in the community, and members attend many college and civic events. Board members are particularly attentive to the needs of students. A non-voting student trustee sits at the governing board table and is reimbursed for travel expenses related to attendance at board meetings. The student trustee is currently the Associated Student Government President or his/her designee and is included in the agenda at every meeting for a report on matters of importance to the student body ([IVC4-01](#)).

The governing board is appropriately representative of the public interest and has no conflict of interest. The biographies of the board members reflect their public interest in the institution and demonstrate that they are non-owners of the institution ([IVC4-02](#)).

5. *The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard:

A primary duty and responsibility of the board is to establish policies that define the institutional mission and to set prudent, ethical, and legal standards for college operations ([IVC1-02](#)). The board regularly reviews its policies in accordance with BP 2410 and AP 2410 Policy and Administrative Procedure ([IVC5-01](#), [IC5-01](#)).

The college has policies in place that ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. These policies include, but are not limited to, the following:

- BP 3225 Institutional Effectiveness
- BP 3250 Institutional Planning
- BP 4020 Program, Curriculum and Course Development
- BP 4040 Library and Learning Support Services

([IVC5-02](#), [IIID2-01](#), [CP3-01](#), [IVC5-03](#))

The board fully recognizes its responsibility for educational quality, legal matters, and financial integrity and stability and takes regular action regarding these matters at monthly meetings ([IVC5-04](#), [IVC5-05](#), [IVC5-06](#)).

Analysis and Evaluation:

The governing board has established policies that demonstrate the board's commitment to expectations for quality, integrity, and improvement of student learning and the financial support necessary. The board exercises its authority for educational quality, legal matters, and financial integrity and stability through actions taken at monthly meetings.

Through the college's program review and institutional planning processes, student learning programs and services are evaluated regularly to assess the integrity of programs and services and to identify areas of improvement and the resources needed to support them.

6. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard:

Imperial Valley College publishes the governing board's policies that specify the board's size, duties, responsibilities, structure, and procedures on the [Board Policies and Administrative Procedures Website](#) which can be accessed via the Imperial Valley College website ([IB7-01](#), [IVC1-01](#), [IVC1-02](#), [IVC1-03](#)).

Analysis and Evaluation:

The governing board has established and published board membership, duties and responsibilities, structure, and operating procedures.

7. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard:

The College regularly reviews board policies and administrative procedures ([IC5-01](#)). To ensure regular review, the College is subscribed to the Community College League of California (CCLC) Policy and Procedure Service which provides bi-annual updates that alert the college to changes in laws, regulations, or practice.

A primary duty and responsibility of the board is to establish policies that define the institutional mission and to set prudent, ethical and legal standards for college operations ([IVC1-02](#)). To ensure these standards are maintained, the board reviews policies on a three-year cycle. Following review by the board the campus community is notified of actions taken by the board ([IVC7-01](#), [IVC7-02](#), [IVA6-03](#)).

Board policies and administrative procedures are reviewed and updated as recommendations are forwarded to the board from various departments and divisions through the College's participatory governance ([IVA1-02](#)).

Analysis and Evaluation:

The College meets this standard. The board acts in a manner consistent with its policies and engages in review and revision of policies as necessary to be consistent with the College mission, improvement of student learning, and maintenance of effectiveness and efficiency.

8. *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard:

The governing board is committed to fulfilling its responsibilities to monitor institutional performance and educational quality ([IVC1-02](#)). Pursuant to these responsibilities, the board regularly reviews key indicators of student learning and achievement – and institutional plans for improving academic quality – at its regular meetings and retreats.

The board regularly reviews the Student Success Scorecard Report for the college ([IVC8-01](#), [IVC8-02](#), [IVC8-03](#)). In addition, the board received a report on the Institutional Effectiveness rates on 20 May 2015, and a Basic Skills/Student Learning Outcomes report on 17 June 2015 ([IVC8-04](#), [IVC8-05](#)).

As part of the board annual evaluation process ([IVC8-06](#)), the board has regularly included implementation and support of Student Success Initiatives as a goal since the 2012 Self-Evaluation Report. Beginning in 2016, the board established objectives specific to this goal ([IVC8-07](#), [IVC8-08](#)).

Analysis and Evaluation:

The board regularly reviews key indicators for student learning and success as well as institutional plans for improving academic quality.

In addition to reviewing the Strategic Educational Master Plan ([IVC8-09](#)), the governing board reviewed other key plans including the Five Year Construction Plan, the EEO Plan, and the Student Equity Plan. Most recently, the governing board reviewed the Integrated Student Success Plan ([IVC8-10](#)).

9. *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard:

BP 2740 Board Education describes the kinds of regular, ongoing training that shall be undertaken by the board ([IVC9-01](#)). This training includes attending at least one conference per year, receiving updates to the CCLC Trustees Handbook, engaging in study sessions, access to reading materials, and attending a board retreat at least once

a year. Board retreats cover topics selected by the board based upon the self-evaluation and board goals. Board development also includes presentations by staff to ensure the board maintains current understanding of important aspects of college programs and services, system funding and revenue, and accreditation.

All members of the board have attended conferences sponsored by the Community College League of California since 2012.

Two new members have been appointed to the governing board since 2012: Juanita Salas and Mark Edney ([IVC9-02](#), [IVC9-03](#)). In accordance with BP 2740 Board Education both members were provided an orientation conducted by the Superintendent/President that provided an overview of the Brown Act, board development and training, the California Community College System, board roles and responsibilities, communications protocols, an overview of the college mission, goals and priorities among other items. In addition, overviews of major areas of the college were provided to the new trustees, including technology, public relations, research, human resources, academic services, administrative services, and student services.

BP 2100 Board Elections stipulates that terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election ([IVC9-04](#)). In accordance with policy, trustees for Area 2, Area 5 and Area 7 were reelected to new terms in November 2018. Trustees for Area 1, Area 3, Area 4, and Area 6 were reelected in November 2016.

Analysis and Evaluation:

The governing board maintains policies and procedures to provide for ongoing board development and training, including new member orientation.

The governing board adheres to policy and procedures to maintain continuity of board membership and staggered terms.

10. *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard:

BP 2745 Board Self-Evaluation specifies that (1) the governing board receives self-evaluation forms in their October agenda packets, (2) the governing board returns the completed forms to the Board Secretary in preparation for the November meeting, (3) the governing board determines in November which items will be addressed at the January/February Board Retreat, and (4) the Strategic Educational Master Planning timeline "will be taken into consideration" ([IVC8-06](#)).

The governing board met for their Special Meeting (Retreat/Study Session) on 24 March 2018 to evaluate the 2017-18 Board Goals and to establish Board Goals for 2018-19 ([IVC10-01](#), [IVC10-02](#)).

Analysis and Evaluation:

The governing board has established and follows an annual process of evaluation and reflection upon the board's effectiveness relating to their duties and responsibilities. The board makes public the results of this annual process.

11. *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interests in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*
(ER 7)

Evidence of Meeting the Standard:

BP 2710 and AP 2710 Conflict of Interest and AP 2712 Conflict of Interest Code establish policy and procedures to define, clarify, and address potential conflict of interest ([IVC1-04](#), [IVC11-01](#), [IVC11-02](#)).

BP 2715 Code of Ethics addresses standards of ethics and practice for the members of the governing board ([IC10-01](#)).

BP 2716 Political Activity clarifies what is and is not acceptable political involvement for members of the governing board ([IVC11-03](#)).

BP 2717 Personal Use of Public Resources prohibits use of public resources for personal use or for any “other purpose not authorized by law” ([IVC11-04](#)).

Excerpts from Board Minutes for 15 April 2015, 19 July 2017, and 18 October 2017 evidence investigation, review, and discussion relating to concerns raised regarding conduct of members of the governing board ([IVC11-05](#), [IVC11-06](#), [IVC11-07](#)).

BP 2010 Board Membership establishes the seven (7) elected members of the governing board. BP 2015 and AP 2015 Student Member, BP 2016 and AP 2016 Academic Senate Member, and AP 2017 College Council Member establish positions during board meetings for the ASG President, the Academic Senate President, and the College Council Chairperson, but these positions are not bound by the Code of Ethics and Conflict of Interest policies established for members of the governing board ([IVC1-02](#), [IVC4-01](#), [IVC11-08](#), [IVA3-01](#), [IVC11-09](#), [IVC11-10](#)).

Analysis and Evaluation:

The governing board has established clear policies for conduct of their members as well as procedures for investigation if and when concerns are raised. The evidence provided demonstrates the governing board’s commitment to these policies.

12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard:

Following BP 2200 Board Duties and Responsibilities, the board establishes policies and delegates the power and authority to the chief executive to implement and administer them ([IVC1-02](#)). The Superintendent/President is charged with development and implementation of these policies ([IVC12-01](#)).

BP 2430 delegates authority to the Superintendent/President (CEO) ([ER4-01](#)).

BP 2435 and AP 2435 Evaluation of the CEO require that the evaluation instrument utilized be mutually agreed upon by the governing board and Superintendent/President ([IC5-03](#), [IC5-04](#)). The policy and procedures further specify the criteria for evaluation of the CEO which is based on the Superintendent/President job description and performance goals and objectives developed by the board in consultation with the Superintendent/President.

Analysis and Evaluation:

The board delegates administrative responsibility and authority to the Superintendent/President pursuant to established policy and holds the Superintendent/President accountable for the operations of the college through performance evaluation.

The board evaluates the Superintendent/President under a process that begins in February and is completed by April ([IVC12-02](#)).

13. *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

Evidence of Meeting the Standard:

BP 3200 Accreditation designates the Superintendent/President as responsible for keeping the board informed of the status of accreditation and ensuring the board is appropriately involved in any accreditation process in which board participation is required ([IC12-01](#)). The Superintendent/President has the further responsibility of providing the board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. The Superintendent/ President consistently carries out these responsibilities through accreditation presentations at regular and special meetings of the board.

- Superintendent/President Victor Jaime announced on 8 July 2013 that the institution had been placed on Warning status by the ACCJC ([IVC13-01](#)).
- The governing board approved the 2014 Follow-up Report on 19 February 2014 ([IVC13-02](#)).
- The governing board approved the 2014 Special Report on 10 April 2014 ([IVC13-03](#)).
- The governing board approved the 2015 Follow-up Report on 21 January 2015 ([IVC13-04](#)).
- The Commission's letter to reaffirm accredited status (29 June 2015) was announced by the Superintendent/President on 30 June 2015 ([IVC13-05](#)).
- The governing board approved the 2016 Midterm Report on 5 March 2016 ([IVC13-06](#)).
- The governing board on 29 October 2018 Board Retreat/Study Session received updates from the Accreditation Liaison Officer ([IVC13-07](#)).

In carrying out its role and responsibilities, the board supports through policy the College's efforts to improve and excel ([IVC1-02](#)). In addition to BP 3200 Accreditation, these policies include BP 3225 Institutional Effectiveness and BP 3250 and AP 3250 Institutional Planning. ([IC12-01](#), [IVC5-02](#), [IID2-01](#), [IID2-02](#)).

Analysis and Evaluation:

The board has had recent training focused on accreditation processes and is kept updated and appropriately involved in the accreditation process by the Superintendent/President.

Evidence List for Standard IV.C.

IVC1-01	BP 2010 Board Membership
IVC1-02	BP 2200 Board Duties and Responsibilities
IVC1-03	BP 2210 Officers
IVC1-04	BP 2710 Conflict of Interest
IVC1-05	BP 2720 Communications Among Board Members
IVC2-01	BP 2355 Decorum
IVC3-01	BP 2431 CEO Selection
IVC3-02	BP 2432 CEO Succession
IVC4-01	BP 2015 Student Member
IVC4-02	IVC Board Members Website
IVC5-01	BP 2410 Board Policies and Procedures
IVC5-02	BP 3225 Institutional Effectiveness
IVC5-03	BP 4040 Library Learning Support Services
IVC5-04	Board Minutes-Curriculum 12-13-17
IVC5-05	Board Minutes-Faculty Hires 7-19-17
IVC5-06	Board Minutes-Budget 11-15-17
IVC7-01	Board Minutes-Policy Review 10-29-18
IVC7-02	Board Minutes-Policy Review 11-14-18
IVC8-01	Board Minutes-Scorecard 1-20-16
IVC8-02	Board Minutes-Scorecard 1-19-17
IVC8-03	Board Minutes-Scorecard 2-21-18
IVC8-04	Board Minutes-Institutional Effectiveness Rates 5-20-15
IVC8-05	Board Minutes-Basic Skills and SLOs 6-17-15
IVC8-06	BP 2745 Board Self-Evaluation
IVC8-07	Board Minutes-Board Goals 2016-2017 3-16-16
IVC8-08	Board Minutes-Board Goals 2017-2018 4-13-17
IVC8-09	Board Minutes-Strategic Educational Master Plan 11-18-15
IVC8-10	Board Minutes-Integrated Student Success Plan 12-13-17
IVC9-01	BP 2740 Board Education
IVC9-02	Board Minutes-Appointment of Trustee Juanita Salas for Area 5 2-20-13
IVC9-03	Board Minutes-Appointment of Trustee Mark Edney for Area 5 8-24-17
IVC9-04	BP 2100 Board Elections
IVC10-01	Board Minutes-Evaluation 2017-2018 Goals 3-24-18
IVC10-02	Board Minutes- 2018-2019 Goals 3-24-18
IVC11-01	AP 2710 Conflict of Interest
IVC11-02	AP 2712 Conflict of Interest Code
IVC11-03	BP 2716 Political Activity
IVC11-04	BP 2714 Personal Use of Public Resources
IVC11-05	Board Minutes-Trustee Conduct 4-15-15
IVC11-06	Board Minutes-Trustee Conduct 7-19-17
IVC11-07	Board Minutes-BP 2715 Code of Ethics, BP 2716 Political Activity 10-18-17
IVC11-08	AP 2015 Student Member

IVC11-09	AP 2016 Academic Senate Member
IVC11-10-	AP 2017 College Council Member
IVC12-01	Superintendent President Job Description
IVC12-02	Board Minutes-CEO Evaluation 3-16-16
IVC13-01	Accreditation Status Email 7-8-13
IVC13-02	Board Minutes-Follow-Up Report 2014 2-19-14
IVC13-03	Board Minutes-Special Report 2014 4-10-14
IVC13-04	Board Minutes-Follow-Up Report 2015 1-21-15
IVC13-05	Accreditation Reaffirmed Email 6-30-15
IVC13-06	Board Minutes-Midterm Report 2016 3-5-16
IVC13-07	Board Minutes-Accreditation Update 10-29-18

Additional Evidence

CP3-01	BP 4020 Program, Course, and Curriculum Development
ER4-01	BP 2430 Delegation of Authority
IA2-01	Strategic Educational Master Plan 2015-2021
IB7-01	BP 2000 Setting Policy
IC5-01	AP 2410 Policies and Administrative Procedures
IC5-03	BP 2435 Evaluation of CEO
IC5-04	AP 2435 Evaluation of CEO
IC10-01	BP 2715 Code of Ethics
IID2-01	BP 3250 Institutional Planning
IID2-02	AP 3250 Institutional Planning
IVA1-02	BP 2510 Participation in Local Decision-Making
IVA6-03	Chapter 4 Administrative Procedures Update Email 1-11-17



I Am IVC

Quality Focus Essay

Quality Focus Essay

In June of 2017, the Imperial Valley College Institutional Effectiveness Partnership Initiative (IEPI) work group reviewed the institution's status on numerous indicators published by the California Community College Chancellor's Office. The final task of that meeting was to determine which indicator would be the institution's primary focus for the next six years. The work group selected Indicator 12: Completion Rate – Overall.

12. Completion Rate (Scorecard) Overall

Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2017-18, tracked for six years through 2023-24, who attempted any level of Math and/or English in the first three years, who completed a degree, certificate, or transfer-related outcome. (Goal should be set as a rate.)

A report was given to the Continuous Accreditation Readiness Team (CART) the following week, and the accreditation team voted to present Indicator 12 to the IVC Academic Senate for approval as the focus of the institution (and this Quality Focus Essay) ([QFE-01](#)).

The IVC Academic Senate approved the recommendation on 4 October 2017 ([QFE-02](#)).

During this same period, the Guided Pathways Steering Committee was formed and began preparing an assessment of the institution's status related to the Guided Pathways framework. During that fall 2017 semester, it became clear that the Guided Pathways Steering Committee, the Student Success Integrated Plan, and the IEPI Indicator 12 approved by the Academic Senate would all serve to focus the institution on student completion of degrees, certificates, and/or transfer to four-year institutions.

The California Community Colleges Chancellor's Office has provided workshops and publications to assist local districts in planning and implementing the Guided Pathways framework. The CCCCO has identified Four Pillars of Guided Pathways:

1. Create clear curricular pathways to employment and further education;
2. Help students choose and enter their pathway;
3. Help students stay on their path; and
4. Ensure that learning is happening with intentional outcomes.

These four pillars will serve as the four goals of the Imperial Valley College development and implementation of the Guided Pathways framework for our local district.

Goal 1. Create clear curricular pathways to employment and further education.

In previous years, educational programs at IVC have developed program pathways ([QFE-03](#)). However, the Academic Senate has recommended that these program pathways be updated as part of the planning and implementation of the Guided Pathways framework.

Discipline faculty in academic programs at Imperial Valley College develop comprehensive program reviews on a three-year cycle. A shorter version of the review, or program review update is conducted in the second and third year. Beginning in fall of 2018, coinciding with the comprehensive program review, the program pathways for each academic program will be reviewed and updated to make specific recommendations for general education and/or elective courses to supplement their program learning outcomes as well as the Institutional Student Learning Outcomes.

Responsible Parties: The academic deans will ensure that department chairpersons include this program pathway review as part of the programs' comprehensive program review.

Deadline: By December 2020, the discipline faculty in all programs will have completed their review of program pathway(s) and made specific recommendations for general education and/or elective course over a three-year period. The full review and recommendations will be completed by December 2020.

Goal 2. Help students choose and enter their pathway.

Goal 2.1 – In fall of 2018, the Academic Senate recommended that the [Curriculum Committee](#) begin work to develop appropriate meta-majors. The Curriculum Committee will research and develop an appropriate number of meta-majors to address interests and goals of local students. These meta-majors will include specific recommendations for general education course work to support students who switch from one meta-major to another or into an associate degree pathway.

Responsible Parties: As a member of the Curriculum Committee, the Vice President for Academic Services will ensure completion of 3-6 meta-majors.

Deadline: By fall of 2020, the Curriculum Committee will have 3-6 meta-majors in place.

Goal 2.2 – In the spring of 2020, the discipline faculty in each instructional program will review the general education course offerings and streamline course

offerings to reflect recommendations made by departments in the reviews of their program pathways.

Responsible Parties: The Vice President for Academic Services, instructional deans, and department chairpersons will review course scheduling for the 2020-2021 academic year.

Deadline: The modified course schedules will initiate with the spring of 2021 class schedule.

Goal 3. Help students stay on their path.

The California Community College system receives categorical funding to support numerous California education initiatives. In recent years, such funding has been received by Imperial Valley College for the Basic Skills Initiative (BSI), Student Equity (SE) funding, and Student Success and Support Program (SSSP) funding. Recently, the California Community Colleges Chancellor's Office merged these three funding streams into an integrated planning model. The 2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program (pp. 15-18) details the following goals and activities which support the college's overall goal of increasing completions (degrees, certificates, and transfers) ([QFE-04](#)).

Goal 3.1 – Increase the percentage of Basic Skills students who successfully complete a transfer level English course within one calendar year.

Student Success and Support Program will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial English placement.

Student Equity will provide Embedded Tutors in designated English Composition classes and individual tutoring in the Study Skills Center.

The English Department will increase the number of sections of ENGL 010 – English Composition (Accelerated) as well as short-term ENGL 009 – Basic English Composition II and ENGL 110 – Composition and Reading (transfer level and graduation requirement). These changes will reflect compliance with AB 705 passed by the California legislature.

Goal 3.2 – Increase the percentage of Basic Skills students who successfully complete a degree-applicable Mathematics course within one calendar year.

Student Success and Support Program will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4

scores when establishing recommendations for initial Mathematics placement.

Student Equity will provide Embedded Tutors in designated Mathematics classes and individual tutoring in the Study Skills Center.

The Mathematics Department will ensure the number of exit points in the Basic Skills Math sequence is decreased. Individual and group tutoring will be provided in the Math Lab. The Mathematics Department also will provide Embedded Tutors for designated Math classes.

Goal 3.3 – Increase the percentage of ESL students who complete a transfer-level course.

Student Success and Support Program will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial ESL placement.

Student Equity will provide Embedded Tutors in designated ESL classes and individual tutoring in the Study Skills Center.

The ESL Department will cooperate with the Study Skills Center and the Embedded Tutoring program to provide one-on-one and group tutoring for ESL students.

Goal 3.4 – Increase students' educational goal completion (degrees, certificates, or transfer).

Student Success and Support Program (SSSP) will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial course placement. In addition, SSSP will ensure that counselors and students collaborate to complete Comprehensive Educational Plans in a timely manner.

Student Equity will provide textbooks, transportation assistance, and parking passes to disproportionately impacted students. Student Equity will assist identified students with critical course expenses such as CPR masks, TB test fees, health identification cards, fingerprinting fees, etc.

Goal 3.5 – Increase the number of employees receiving professional development in areas that directly impact and are aligned with the Guided Pathways implementation at Imperial Valley College.

Student Success and Support Program will provide professional development for faculty and staff in order to promote advocacy for the unique needs of ESL students. SSSP will provide professional development supporting the design and implementation of the Guided Pathways at IVC for faculty, staff, students, and administrators.

Student Equity will provide professional development for faculty and staff in order to promote advocacy for the unique needs of ESL students. Student Equity will provide professional development relevant to the needs of the college's disproportionately impacted student population. These professional development opportunities will be provided for faculty, staff, students, and administrators.

The Basic Skills Committee will provide professional development regarding English, Reading, Mathematics, and ESL curricula. The professional development opportunities addressing the needs of Basic Skills students will be provided for faculty and staff in order to promote advocacy for the unique needs of ESL students.

Goal 4: Ensure that learning is happening with intentional outcomes.

At the 6 June 2018 meeting of the Academic Senate, the senators approved a resolution to reorganize the SLO Committee into a campus-wide Outcomes and Assessment Committee ([QFE-05](#)). During the fall semester of 2018, the proposed reorganization was reviewed by other campus constituencies who would be affected by the wider reaching committee.

The proposed Outcomes and Assessment Committee is designed to (in part):

- provide support and training,
- recommend and provide samples of effective assessment tools,
- provide training and assistance to correctly and effectively use current campus outcomes-related practices, and
- ensure that operational outcomes and student learning outcomes are connected to the Strategic Educational Master Plan Goals and Strategies.

The new Outcomes and Assessment Committee will be staffed and begin work in the fall of 2019. The restructured committee will receive training in their new responsibilities. This training will be provided by the Institutional Researcher and the SLO Coordinator.

Responsible Parties: The Vice President for Academic Services, Institutional Researcher, and SLO Coordinator.

Deadline: The SLO Coordinator will begin making twice yearly reports to the Academic Senate (student learning outcomes) and College Council (operational outcomes) on the campus assessment status beginning in November 2020 in accordance with Standard I.B.3 – “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and *publishes this information*” (emphasis added).

The final outcome of this institutional Quality Focus is to increase the completion rate (degrees, certificates, and transfer) for the college. The cohort contains the first-time, full-time students enrolled in the fall semester of 2017. The target completion rate by spring 2023 is 50%.

During the fall semester of 2018, Superintendent/President Martha Garcia invited various participatory governance groups to help develop institutional goals linked to the Vision for Success. The first goal of the Chancellor’s Vision is to “Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.” Dr. Garcia asked each group to identify at least one goal relating to Guided Pathways. These goals will be developed for governing board approval in May 2019 and will be incorporated into this Quality Focus Essay.

Therefore, the objectives and goals of this Quality Focus Essay will be reviewed and modified as needed. A report on the status of the Quality Focus Projects (Guided Pathways implementation) will be included in the institutional Midterm Report in 2022.

Evidence List for Quality Focus Essay

- QFE-01 Continuous Accreditation Readiness Team Minutes-Recommend Academic Senate Review of SLO Committee 6-7-17
- QFE-02 Academic Senate Minutes-IE Indicator 12 for QFE 10-4-17
- QFE-03 IVC Program Pathways Website
- QFE-04 Integrated Plan 2017-2019
- QFE-05 Academic Senate Minutes-Outcomes and Assessment Committee 6-6-18

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Summary of Changes and Plans

Changes and Plans Arising from This Self-Evaluation

Standard I.B.2 – The SLO Coordinator and/or Department Chairpersons will make regular reports on the status of their student learning outcomes assessment cycle.

Standard I.B.2 – The SLO Coordinator and/or SLO Committee will provide professional development for Student Services and Learning Support Services to develop student learning outcomes instead of service area outcomes.

Standard I.B.2 – The institution will enlarge and expand the charge and scope of the SLO Committee to oversee campus-wide assessment practices (the Outcomes and Assessment Committee).

Standard I.C.1 – Due to staffing changes, IVC will be reviewing the Marketing Committee's role on campus to continue providing pertinent information to the campus stakeholders and the community at large.

Standard II.A.4 – Recent changes in California Education Code (AB 705) require California Community Colleges to take steps to move students from pre-collegiate to transfer level courses within one year. English and Mathematics departments will take steps to address the new requirements.

Standard II.A.10 – The Admissions and Records Office will codify the college catalog procedures for transfer of credits into Imperial Valley College in an appropriate Administrative Procedures document.

Standard III.C.1 – An institutional evaluation of Strategic Planning On-Line (SPOL) is planned following this current Institutional Self-Evaluation Report cycle.

Standard III.C.5 – The Chief Technology Officer (CTO) and the Technology Planning Committee will develop additional policies and procedures in response to the 2018 security audit.



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