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Imperial Valley College
Comprehensive Evaluation Visit

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Summary of Evaluation Report

INSTITUTION:

Imperial Valley College

Major Findings and Recommendations of the
2019 External Evaluation Team

Team Commendations

Commendation 1: The team commends the college for its comprehensive and reliable services to students regardless of service location or delivery of services. This was exemplified by the implementation and tremendous success of students participating in its Inside Out Program for incarcerated students, in addition to programs that connect individuals to the college such as the Health Center and the IVC Kitchen with the Developing Garden. (3).C.

In order to improve institutional effectiveness ~~the~~ team recommends the college document its review process to ensure accuracy, clarity, and integrity of information provided to the public and community(I.C.1)

Recommendation 4:

In order to improve institutional effectiveness the team recommends the college its performance evaluation cycle and process for all employees(I.A.5)

Recommendation 5:

In order to improve institutional effectiveness ~~the~~ team recommends the college improve the evaluation and assessment of the professional development efforts(I.A.4)

Introduction

Imperial Valley College (IVC) was formed in 1962 in the rural area of Imperial County just outside of El Centro. The College has one 160-

two new career education buildings to support technology and public service programs, complete with high-tech simulation stations that have dramatically improved student learning and pass rates on some licensing exams.

IVC has a long tradition of serving its community through passion, dedication and innovation of staff, its leadership team and Board of Trustees. Throughout the

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards address the same or similar subject matter. The peer review team evaluated the institution's compliance with the Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been

Narrative: Imperial Valley College sets institution set standards for student performance. These standards are shared and discussed widely through governance committees.

Credits, Program Length, and Tuition

Evaluation Items:

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)

The assignment of credit hours and degree program lengths is verified by the institution,

Transfer Policies

Evaluation Items:

	Transfer policies are appropriately disclosed to students and public. (Standard II.A.10)
	Policies contain information about the criteria the institution uses to accept credits transfer. (Standard II.A.10)
	The institution complies with the Commission <i>Policy on Transfer of Credit</i>

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

Conclusion CheckOff (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution do not meet the Commission’s requirements.

Narrative: Imperial Valley College policies and information regarding transfer are available to students on the College website and in the catalog. To evaluate and grant transfer credit, faculty, counselors, students, and staff use a common articulation system (ASSIST) to determine course-to-course articulation for general education and major requirements. When appropriate, course descriptions and Course Outlines of Record are reviewed to determine where a course is equivalent.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
	The institution demonstrates regular and substantive interaction between students and the instructor.
	The institution demonstrates comparable learning support services for distance education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course program and receives the academic credit.
	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)

	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .
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[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion CheckOff (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
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	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follows <i>follows</i> recommended.
--	---

The team has reviewed the elements of this component and found the

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion CheckOff (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Narrative: Imperial Valley College, through its catalog and website, provides accurate, timely and appropriately detailed information to students and the public about its programs, locations,

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The U.S. Department of Education conducted a review of Imperial Valley College's Title IV program and the review resulted in no findings. The student loan default rates are

found that the College's "deeply devoted culture of dialog" is evidenced through its annual program review process and

Additionally, the team confirmed that policies have been established and are followed for development and review of board policies, however, there are no formalized procedures that

I.C. Institutional Integrity

General Observations:

Imperial Valley College (IVC) demonstrates institutional integrity through its commitment to assure the clarity, accuracy, and integrity of information provided to the College community and the public. The College publishes its mission statement, learning outcomes, student achievement outcomes, educational programs, student support services, and accredited status with all of its

Standard II Student Learning Programs and Support Services

Standard II.A Instructional Programs

General Observations:

Imperial Valley College offers a range of curriculum including pre-collegial, collegial, career education and community education courses and programs to support the interests and needs of their diverse student population. Courses are available in face-to-face, hybrid, or fully online modalities, and one program is expected to be available fully online in the near future. The College has a robust Curriculum Committee that regularly reviews and approves pre-collegial, collegial and career education courses and programs. The district adheres to the appropriate Board Policies and Administrative Procedures and the curriculum is appropriate to higher education.

There are concerns regarding the Student Learning Assessment process and its integration into the planning and resource allocation processes. The Student Learning Outcomes do not inform the program review process.

Evidence and Findings:

All instructional programs including pre-collegiate, collegiate, career technical, and community education, whether face-to-face, hybrid, or fully online, are offered in fields consistent with the mission of Imperial Valley College. The student learning outcomes and the program learning outcomes are identified in the course and program outline of record and are appropriate given the college's mission. Courses and programs offered result in the achievement of degrees, certificates, employment and transfer to other higher education programs. The College has expected student learning outcomes as part of their program description. (II.A.1)

The College has a robust curriculum review process, including a thorough review of distance education courses, that ensures content and methods of instruction meet generally accepted academic standards and expectations. The College is in the process of implementing an improved process for systematically evaluating and tracking student learning outcomes. The College has a separate, but closely related program review process for evaluating programs using student completion and success data. Program reviews are scheduled on a regular three-year cycle and are used to inform resource requests; however, the current program review process is not consistently informed by Student Learning Outcome assessment results. Although IVC has a comprehensive program review process, the team found challenges in determining the scale of integration of assessment results for impr.1)

and demand for all courses that are required to meet certificate and degree requirements. They also examine fill rates and enrollment patterns to determine course offerings and degree completion needs to benefit students. The College has developed two tools to assist students in obtaining degrees or certificates in a timely fashion, a Course Distribution Chart and The Program Pathway Chart. The district passed Administrative Procedure 5055 to give a one-time priority registration to students with less than 16 units needed to graduate. (II.A.6)

Imperial Valley College 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. The Team affirmed that IVC has a variety of learning support services to address student needs regardless of modality. (II.A.7)

The team confirmed that Imperial Valley College does not utilize any department-wide course or program examinations. (II.A.8)

The Team confirmed that Imperial Valley College has policies (BP 4020) to award course credit, degrees, and certificates based on student attainment of learning outcomes. The institution does not all syllabi reflect SLOs that are listed in the Course Outlines of Record. For course credit and awards to be based on Student Learning Outcomes, the SLOs across courses must be consistent. Furthermore, the spreadsheets on the Canvas SLO website from 2016 through 2018 show that many courses do not appear to be assessed recently. If courses have not been assessed for student achievement of Student Learning Outcomes, it is difficult to document that course credit, degree, and certificate awards are based on student attainment of learning outcomes. The institution has a tool and process for ensuring systematic evaluation of Student Learning Outcomes; however, at this time, the evaluation team found that the college does not consistently assess institutional programs and courses. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education and the institution follows Federal standards for clock-hour conversions. (II.A.9)

A review of the Imperial Valley College Catalog illustrates that the institution has stated transfer of-credit policies in accepting transfer credits to fulfill degree requirements and that the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. The Admissions and Records Office is planning to revise the College Catalog to include procedures for transfer of credits into Imperial Valley College in an appropriate Administrative Procedures document. A review of articulation agreements – such as one with Loma Linda University, illustrate that Articulation agreements are in place to assist with the transfer of students between institutions. (II.A.10)

The Team verified that the College Catalog has published communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the

ability to engage diverse perspectives, and other program-specific learning outcomes as evidenced by the ILO's (Communication Skills, Critical Thinking, Personal Responsibility, Information Literacy, and Global Awareness). Faculty map Institutional Learning Outcomes (ILOs) to Program Level Outcomes, and these ILOs are linked to course level student outcomes as illustrated in Course Outlines of Record, which are reviewed by the Curriculum Committee, and course syllabi developed by faculty. Similarly, the Distance Education Coordinator has developed a newly adopted Program Assessment Form that has faculty align program and course level Student Learning Outcomes with Institutional Level Student Learning Outcomes.

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Nursing (RN) and Emergency Medical Services (EMT), have external licensure requirements. The job placement rates for these programs as listed in the Annual Report were 69% (VN), 92% (RN) and 85% (EMT) in the last reported year, 2016. These results indicate that graduates of Career and Technical Education programs at IVC are meeting technical and professional competencies. In addition, Career and Technical Education courses conduct regular advisory committee meetings and uses these to inform program decisions. The Institution Set Standards on licensing tests are reviewed annually and used for program improvement. (II.A.14)

The team validated that the institution follows an adopted program discontinuance procedure most recently approved in March 2017. AP 4021, outlines the College's Program Discontinuance policy, criteria for a program to be discontinued and describes the steps to students currently enrolled in the program to complete the program in a timely manner. The College

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technology in the Study Skills Center and the commitment to expand the classroom in the library equally demonstrate IVC's commitment to maintaining and improving these critical student support and learning service areas.

Findings and Evidence

The Team confirmed that library and learning support services include a library that's open 57 hours per week with a faculty librarian available at all times, substantial collections of library materials, and a modern, closed online catalog to aid research and discovery. Information literacy instruction is conducted in a classroom within the library. While the space is too small to accommodate more than 20 students at a time, an upgrade and expansion was recently approved based on an enhanced resource request. With regards to tutoring, students can make appointments or drop in for tutoring services at the K&S Center. Demand for tutoring currently exceeds the number of tutors available as approximately 150 requests for appointments recently went unfulfilled. IVC's Embedded Tutor program has also grown dramatically in recent years and is popular with students and instructors alike as demonstrated by increased demand and satisfaction surveys. The Team encourages IVC to follow through on its plan to expand the library classroom and to address the currently unmet demand for scheduled tutoring appointments. (II.B.1)

The Team verified that IVC relies on librarians and learning services staff to select and maintain library materials and educational equipment. Collection development is overseen by faculty librarians and guided by a Collection Development policy that was adopted in 2004. Collection development is also informed by reference questions posed by students. The resulting collections appear to be of sufficient size and scope to support the curriculum of the college; however, enhanced resource requests noted by the team document a need for additional funding to refresh the library's book collection. In 2015-16, categorical funds were used to acquire new technology for tutoring services. Technology needs going forward are expected to be submitted as enhanced resource requests through the Program Review process. (II.B.2)

The Team reviewed evidence that the library and learning support areas participate in the College's program review process and recent enhanced resource requests have resulted in funds being allocated to address identified needs. The library, Study Skills Center and the Reading/Writing/Language Lab conduct outcomes assessment using a variety of methods, including surveys and pre and post testing, to inform how well each area is doing. However, while data is collected and reviewed, outcomes assessment is not analyzed in a systematic way to consistently connect to the College's resource allocation process. Although IVC has a comprehensive program review process, the team found challenges in the integration of assessment results for improving the quality of all library services. The team suggests that the College continue to strengthen the library and learning services outcomes

assessment process integration with program review to ensure ongoing use of data to make improvements in programs and services and appropriate resource allocations. (II.B.3)

The Team found that when the IVC library and learning support services rely on outside entities for services such as subscription databases, the library's online catalog, NetTutor online tutoring services, etc. then formal agreements are maintained by the institution. Security gates and regular item inventories ensure that library materials are reasonably secured and accounted for. (II.B.4)

Conclusion: The College meets the standard except for II.B.3.

In order to meet the standards the team recommends the college engage in a robust learning outcomes assessment process that is consistent and comprehensive to improve all programs and services. (I.B.2, II.A.3, II.B.3, II.C.1, II.C.2)

II.C Student Support Services

General Observations:

Imperial Valley College provides comprehensive student support services and regularly evaluates the quality of the student learning and support to assure consistent and reliable delivery of those support services regardless of location or delivery method; services are delivered on campus, online, and offsite at two prisons, one county jail and four high schools. Program Review processes are in place

Standard III Resources

Standard IIIA: Human Resources

General Observations

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Imperial Valley College uses a consistent multiple process (qualifications review, two levels of interviews, teaching demonstration/oral presentation) to assess faculty candidates' subject knowledge and skills relevant to each position. The screening process includes verification of the credentials and work experience of faculty candidates. Faculty job descriptions include clear statements of responsibilities that include development and review of curriculum, as well as assessment of student learning. (10.A.2)

Job descriptions for administrators and other positions supporting institutional effectiveness and academic quality include requisite education and experience requirements. Job descriptions are updated by HR to include evolving institutional responsibilities. HR personnel verify candidate qualifications prior to employment consideration. The College uses appropriate hiring standards for its educational managers and supervisors to reflect the preparation needed to sustain institutional effectiveness and academic quality. For example, educational administrators are required to have a minimum of a master's degree and one year of formal training, internship, or leadership experience related to position requirements. The College's hiring committees adopt appropriate questions and conduct interviews for staff. (10.A.2)

determine, through the evidence provided, that the college's evaluation process was systematic and occurring in intervals dictated by Board policy and administrative procedures. Based on the evaluation team's review, it appears that IVC does not adhere to the evaluation schedule. IVC recognized the significant turnover of key leadership positions and also provided information relative to the changes in evaluation oversight from the Office of Instruction to the Human Resources department as a way to mitigate the

directors/supervisors. The ratio (administrator to employee) is approximately 1:35. (III.A.9; III.A.10)

The College's personnel policies and procedures are clearly articulated and readily available on the College website. Policies are kept up to date and aligned with changing laws and regulations through an annual policy and procedure retreat. The College annually assesses the effectiveness of its policies and practices. Written personnel policies and procedures are maintained in Board Policies, Administrative Services, and Human Resources. 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. (III.A.11)

The College supports the needs of its diverse personnel. In 2018, the College updated and implemented a three-year EEO and Diversity Plan, which includes 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. (III.A.12)

The College adheres to a clearly defined code of professional ethics outlined in BP 2715 Code of Ethics and the Institutional Code of Ethics is posted on the college website. Trainings are provided by an outside legal firm and employees are invited to attend related subject matters. (III.A.13)

The College recently implemented a three-year Professional Development Plan that outlines the roles and responsibilities of the Professional Development Committee, Human Resources, departments, and employees. One of the goals is to provide opportunities for professional growth across all employee groups. Additionally, professional development has gained a greater priority and focus to include a Title V grant for the development of a Teaching & Learning Center and for faculty professional development. Although a Professional Development Plan is in place the College did not adequately demonstrate that it maintains consistent plans for evaluating the efficacy of the professional development efforts. The team found minimal and inconsistent evidence to demonstrate that the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. Additionally, the team found little evidence to support that it uses professional development data from needs assessment surveys, program reviews, and institutional performance indicators to identify needed areas of focus for each group to meaningfully impact student achievement and learning. (III.A.14)

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. (III.A.15)

Conclusion:

The College meets the standard.

College Recommendation for Improvement:

Recommendation 3:

In order to improve institutional effectiveness the team recommends the college follow its performance evaluation cycle and process for all employees. (III.A.5)

Recommendation 4:

In order to improve institutional effectiveness the team recommends the college improve the e 3.11<uatn1

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 the space utilization review. The college's planning process includes input from faculty, staff, students, community members, and administrators as a part of an 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. (III.B.2)

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. (III.B.3)

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. The college relies on evaluation for improvement of facilities to meet the needs of students. The Facilities, Environmental Health & 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 prioritized so that the most crucial needs are addressed first. All recommendations are forwarded to the President's Cabinet for final decision. (BI4)

Conclusion

The College meets the standard.

IIIC. Technology Resources

General Observations:

Imperial Valley College provides technology resources that promote student success in their educational and career goals and for access to instruction and student support services. The 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. The 2017-2021 Technology Plan sets the foundation and goals for technology on campus. 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 Information Technology Activities list which is approved on a yearly basis by the Technology Planning Committee. Technology services, support, hardware, and software are currently adequate to support the institution's programs and services. The faculty, staff and managers supporting information technology at the College are passionate and creative in finding solutions that improve the services for the students and their colleagues.

Findings and Evidence:

Imperial Valley College has developed structures through program review and institutional technology planning to ensure that technology needs of the campus are identified and addressed on an ongoing basis. The Information Technology department oversees a variety of services that impact both information and academic computing technologies. The department provides technical support, hardware and software support, infrastructure management and maintenance, communications network management, and support of instructional platforms. Although the Information Technology assesses achievement of previous goals and objectives established through program review and the Technology Plan, interviews indicated that evaluation of the effectiveness of technology in meeting the needs of the institution is inconsistent. The evaluation team determined that technology is integrated with the regular planning and program review processes of the College and is sufficient to maintain and sustain teaching and learning in all modalities.

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. Such was the case in 2016 when the DE Committee recommended the move from Blackboard to Canvas and was subsequently affirmed by the Academic Senate and the governing board (II.C.1)

The College maintains a Technology Plan that provides guidance and directs the updates, replacements, and standards for computer equipment as well as infrastructure. The plan was developed through the integrated planning process, specifically through the Technology Planning Committee, as well as through the gathering of data from program reviews. The Technology Plan supported the creation of an Enterprise department to transition from a repair/replace to a refresh/warranty model services. The College has developed strategies to support computer refreshes funded on a five-year cycle. Although enterprise equipment is not currently on the same five-year funding cycle and is being replaced on an as-needed basis, the College has put into place a Multi-Year Projection matrix to show yearly costs to refresh each of

the areas. The College's efforts in this area could be improved through the development of a more comprehensive total cost of ownership model for all college technology. The evaluation team was unable to find evidence that Information Technology assesses through student or employee surveys to ensure that the technological infrastructure is adequate to support the College's operations, programs, and services. Interviews indicated this evaluation through an extremely informal way via dialog with key personnel and committee work. (III.C.2)

Imperial Valley College ensures that technology resources and services are available and standards for technology and infrastructure have been established. Documentation to ensure reliability, disaster recovery, privacy and security of its technology systems and data is found within the Technology Plan. (III.C.3)

Imperial Valley College 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 technologies 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 helpdesk system.

The Library and Media Center provides training and support to faculty, staff, and students on appropriate use of library resources. The technician is available to support the students in the following areas: Canvas, WebSTAR, PaperCut, login credentials, email accounts, admission applications, DegreeWorks, and other library functions.

The College contracts 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 productions every month based on current security events. All staff, faculty, and administrators are assigned an account which allows them to access the videos.

Imperial Valley College recently was awarded a Title V grant which afforded them the ability to expand professional development and strengthen and expand support services to changing student needs. The TALCAS grant provides training to faculty as they transition to Canvas, exposes faculty to new ideas about technology, and provides more specialized training in advanced Canvas technique and strategies. It also supports travel to conferences and workshops specific to technology. The College's new Teaching and Learning Center (TLC) is a state-of-the-art facility specifically designed to engage faculty in new technologies and teaching strategies within the classroom setting. (III.C.4)

The institution relies upon a variety of sources of policy and procedure to govern the use of technology in the teaching and learning processes. Sources of policy related to the use of

technology include Board Policy 3720 as well as policies related to passwords, backups, disaster recovery, remote access, and equipment orders found in the IT Policies and Procedures Manual.

Priorities. The evaluation team found evidence to support that the College establishes goals for budget priorities and links it to the strategic plan goals, as well as program review processes. Decisions for funding requests are derived from data analysis and tied to institutional priorities. The processes are well documented, include all funding sources, and are available through the College's online portal for all stakeholders to review. (III.D.1)

Budget information is disseminated to the institution in the form of tentative and final budget documents. Financial information is available to the campus community by means of the annual and quarterly budget reports. In addition, the external reports are available on the College's Audit website (III.D.2)

The budget planning process is established with the participation of all constituents through Program Review. 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. The process helps ensure that the budget allocates resources to the needs of the institution. The Budget and Fiscal Planning Committee provides budget oversight. (III.D.3)

Fiscal Responsibility and Stability

The College has demonstrated that it uses available resources in a fiscally prudent manner and retains adequate reserves for unforeseen needs, as well to address scheduled increases in the College's required contributions to the California State Teacher's Retirement System (STRS) and California Public Employee's Retirement System (PERS) and its Other Postemployment Benefits (OPEB) liabilities. The evaluation team confirmed that the College has multiple protocols for internal controls, including dividing authority between various departments and with the Imperial County of Education, which processes all warrants. The consistent audit findings shows that these processes follow appropriate protocols and are deemed successful. (III.D.4, III.D.5, III.D.7, III.D.8).

The College and the governing board are committed to maintaining a minimum reserve of 6% to help lessen the impact of unforeseen financial requirements. In June 2013, the governing board also approved to exceed the minimum reserve with a recommended level of 16.6% as this represents approximately two months of operating costs. This action followed the development of a Fund Balance Policy by the Budget and Fiscal Planning Committee in March 2013. The function of this reserve is to provide a safeguard for the financial stability of the College. The reserve is maintained by careful planning and oversight by the Budget and Fiscal Planning Committee and the President's Cabinet. (III.D.4).

The institution has developed board policies and administrative procedures guiding appropriate processes and control mechanisms. These include BP/AP 6200, BP/AP 6250, BP/AP 6300, BP/AP

6301, AP 6305, and BP/AP 6400. As evidenced by CCFS 311 reports and audits, the College followed appropriate processes and control mechanisms to provide support to the student learning programs and services. The College continues to disseminate information regarding the budget as evidenced by the online accessibility of the budget, quarterly reports, and monthly budget reports(III.D.5)

IVC 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. The information is sufficiently provided in a timely fashion. 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(III.D.6)

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, 30 June 2018. (III.D.7)

An independent Certified Public Accounting firm reviews and evaluates the College's internal control systems for effectiveness in preventing material errors from occurring in the financial operations of the institution(III.D.8)

Liabilities

The evaluation team found that the College has set aside funds for almost every conceivable

The College's grant funds are tracked separately, and the College maintains strategic controls over fund prioritization and allocations. Annual external audits confirm appropriate management of Foundation funds, as well as compliance with the College's major federal funding program requirements, including Title IV. Annual internal and external audits confirm that the College is in compliance with all federal requirements in the packaging and disbursing of federal financial aid. An USDE program review confirmed College's financial aid policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records, student account ledgers, and default rate management. (III.D.10)

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 countywide pool. External, independent audits confirm that the institution practices effective oversight of all financial resources. (III.D.11)

At its September 2018 meeting, the governing board adopted a resolution to create Other Post Employment Benefits (OPEB) Trust. 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. 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 2010. (III.D.12)

IVC 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. (III.D.13)

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's mission and goals. The IVC Foundation is a separate 501(c)(3) nonprofit organization that exists to support Imperial Valley College and its students. Each of these auxiliary organizations are included in the district annual independent audit. (III.D.14)

The College does not participate in student loans. (III.D.15)

Contractual Agreements

The College contracts with a variety of external entities for a wide scope of services. 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 t

Standard IV Leadership and Governance

IVA. Decision-Making Roles and Processes

General Observations:

Imperial Valley

governance committees (College Council, Professional Development Committee, Competitive Athletics, Facilities and Environmental Health and Safety, Public Relations and Marketing, Student Affairs, Enrollment Management, CART, Strategic Enrollment Management Planning, EEO and Diversity, Student Learning Outcomes/Service Area Outcomes, Technology Planning Committee, Guided Pathways Steering Committee) has a clearly delineated standing rules for meetings, agendas, purpose, functions, procedures, and membership structures. Evidence suggests that all segments of the campus community (administration, faculty, classified staff, and students) are represented on each committee, with students particularly engaged on College Council, SEMP, CART, Technology Planning, and Distance Education. Each committee evaluates its goals and objectives annually in a standardized reporting template posted on the College website. (IV.A.2)

Policies, procedures, and other relevant documents are available on the College website. The evaluation team found that committee meeting minutes and agendas served as the primary documentation for disseminating decision making and resulting decisions. Informally, the institution uses dialog through committee reports and updates to communicate decisions. The Superintendent/President also provides updates to employees via a monthly President's Update communicated electronically to the campus community following each Board meeting. (IV.A.6)

Interviews performed by the evaluation team found that the College's participatory governance committees regularly evaluate the function, charge, and overall effectiveness of meeting objectives and goals established in the context of the overall institutional goals on an annual basis. Participatory governance evaluation reports are presented to College Council and the Academic Senate, as appropriate. A standardized tool/template is used for the evaluation reports and is published on the College website. (IV.A.7).

Conclusion:

The College meets the Standards

IVB. Chief Executive Officer

General Observations

Imperial Valley College has adequate policies and procedures assigning responsibility and authority over the institution to the CEO with delegation of duties to other responsible and qualified personnel. The evaluation team found that the institution demonstrates a culture of effective participatory governance and collaboration. Interviews indicated that this culture is highly attributable to the Superintendent/President's openness and willingness to engage and communicate with all constituents.

Findings and Evidence

Board Policy 2430 delegates authority to the Superintendent/President for primary responsibility for the quality of the institution. The team found evidence of the Superintendent/President's leadership and coordination in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The CEO ensures planning efforts involves the entire campus community and local constituents. (IV.B.1)

The Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The President's

Cabinet includes the Vice President Administrative Services, Vice President Academic Services, Vice President Student Services, Chief Human Resources Officer, and the Chief Technology Officer. The Superintendent/President delegates authority to administrators and others consistent with their responsibilities per Board Policy 2430. Over the last year, the Superintendent/President, t

uses Board Policy to guide the development of procedures to support the mission of the College. Policies and procedures are stated to be regularly reviewed for currency and compliance with external statutes and regulations. Board Policy and Administrative Procedure 2410 defines Board Policies and Administrative Procedures. Evidence and interviews indicate that the College subscribes to biannual policy and procedure updates from the Community College League of California to guide policy review. Board policy dictates that Board Policies and Administrative Procedures are maintained through a systematic yearly review and evaluation; however, there appears to be some inconsistencies in the adherence to this policy. The Board Policy and Administrative Procedures documented in BoardDocs reflect a 2015 review/approval on most, if not all the policies and procedures. After further investigation, the College provided a separate spreadsheet outlining the administrative review timelines and approval. It appears the College has made a concerted effort to update and review most of the Board Policies and Administrative Procedures in December 2018. (IV.C.5)

The evaluation team found evidence to support that the Superintendent/President ensures that communities served by the College are regularly informed about the institution. The Superintendent/President is actively involved in a variety of statewide advisory committees and taskforces and community-based organizations. The evaluation team confirmed the Superintendent/President actively communicates with the College community through a regularly published President Update disseminated through the College's email and archived on the College's website. A monthly College update is also published in the Imperial Valley Press. Meeting minutes and agendas are readily available on the website and a variety of engagement opportunities, both formal and informal, for interacting with the Superintendent/President and the College leadership team for exchange of ideas and information. The president regularly and effectively engages with the external community to both promote College activities and solicit input and support. Perhaps the most powerful testament to the effectiveness of her community engagement and responsiveness to the community's needs is the development of the Inside/Out College Program. The program is the first in the state to successfully develop and provide college credit courses for adults incarcerated at a county and a state correctional facility through a partnership with a community college. This program seeks to improve public safety by

IVC. Governing Board

General Observations

Imperial Valley College has a seven-member board elected by the public, and a voting student elected by the general student body. The Board of Trustees roles and responsibilities related to the College are clearly stated and widely disseminated. Institutional policies. All

The team recognizes and applauds the Board of Trustees for their passion and dedication to serving the college and their community. The Board is aware of their appropriate role in developing policy, yet takes an active role in knowing and understanding the issues on a national, state and local level through active pursuit of professional development, as well as the data related to the college, in an effort to make decisions that are in the best interest of the students and the college.

Conclusion: The College meets the Standards and Eligibility Requirements.

Quality Focus Essay

The Imperial Valley College Quality Focus Essay prioritizes key activities and related goals aimed at planning and implementing a Guided Pathways framework at the institution. The QFE establishes initial courses of action directed at addressing the barriers to student success, specifically as it relates to completion rates at the transfer level math, English, ESL, and attainment of degrees, certificates, or transferred outcomes.

The core QFE activities relate to the following goals:

- x Goal 1: Create clear curricular pathways to employment and further education
- x Goal 2: Help students choose and enter their pathway
 - o

The team encourages IVC to establish current baselines for all measures and identify indicators of progress to assist with evaluation and assessment efforts.