Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

August 2025

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Reaffirmation of Accreditation

Submitted by

Imperial Valley College
380 E. Aten Rd.
Imperial, CA 92251

to

Accrediting Commission for Community and Junior Colleges

August 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Lennor M. Johnson, Superintendent/President — Date 7/16/25

Hortencia Armendariz, Board President — Date 7/16/25

Alexis Villa, Acting Vice President for Academic Services, Accreditation Liaison Officer — Date 7/16/25

Dr. Jia Sun, Accreditation Coordinator — Date 7/16/25

Richard Epps, Academic Senate President — Date 7/18/25

Elaine M. Valdez, Associated Student Government President — Date 07-16-25

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Forward to the Institutional Self-Evaluation Report

In the process of developing the Institutional Self-Evaluation Report (ISER), Imperial Valley College strives to maintain ongoing preparedness for accreditation. Following recommendations from the previous accreditation cycle, the College established the Continuous Accreditation Readiness Team (CART) to oversee accreditation-related tasks on an ongoing basis. Preparation for the ISER began within CART in fall 2022, focusing on reviewing the new ACCJC Standards. The committee analyzed each Standard to interpret its meaning for the College and identify suitable evidence to support it. This process was germane in helping to familiarize members with the new Standards.

In fall 2023, College leadership and stakeholders received comprehensive training on the new Standards and the new review process from the ACCJC liaison in preparation for the ISER. At around the same time, CART also initiated discussions on forming ISER Standard writing teams, emphasizing broad campus representation to ensure the report authentically reflects the College. Finally, an internal ISER timeline was developed, vetted through CART, and presented to campus participatory governance.

Writing and evidence gathering continued throughout 2024, leading to a first draft of the ISER that was reviewed by campus governance in spring 2025. Based on feedback received for the first draft, a second draft was refined, reviewed by committees, and ultimately approved by the Board in July 2025.

Among the many sections IVC proudly discusses throughout this ISER, a few of the highlights are as follows:

- Student Housing Lotus Living Project
- Basic Needs Center
- Student-Parents Program
- Laptops and Wi-Fi Tower Lending Program
- Lithium Industry Force Training (LIFT)
- Prison Outreach Program: Associate degree for Transfer in Sociology at Calipatria State Prison and an Associate degree for Transfer in Psychology at Centinela State Prison

During the writing process, the team identified a need to improve the scheduling process to better meet student needs. Future plans for enhanced scheduling include the implementation of a new enrollment management system that will leverage data analytics to support planning efforts.

Additionally, the writing team relied on the extensive knowledge of departmental and area secretaries throughout the self-study to gather critical information in support of various Standards. This experience revealed that the College would benefit from establishing a Permanent Classified Accreditation (Co-)Chair position on CART.

Finally, the writing team believes the College would also benefit from refining its disciplinary procedures. To support this effort, IVC is in the process of purchasing the Maxient software program to improve disciplinary management.

A. Introduction: Institutional Context

History of Imperial Valley College

Imperial Valley College (IVC) stands in the heart of the Imperial Valley, surrounded by the rich agricultural landscape that has defined the region for generations. Situated near the U.S.-Mexico border in the city of Imperial, California, IVC plays a vital role in serving the diverse communities of the Imperial Valley, a region known for its vibrant cultural heritage and strong ties to both California and Baja California.

Founded in 1962, IVC has grown from a small, rural institution to a thriving community college that serves over 8,000 students annually. From its humble beginnings in a temporary building, the College now features a modern campus that spans 160 acres and offers an array of resources to support student success. Over the decades, IVC has become a beacon of opportunity for residents of the Imperial Valley, providing accessible and affordable pathways to higher education and workforce development in a region where socioeconomic challenges persist.

The Imperial County College District

The College offers more than 100 associate degree and certificate programs in fields ranging from agriculture, nursing, and criminal justice to renewable energy and business administration. IVC is also a leader in transfer education, equipping students with the tools and guidance needed to transition seamlessly to four-year institutions. The College's focus on innovation is exemplified by its investments in STEM programs, state-of-the-art facilities, and industry-aligned curricula designed to meet the needs of an evolving economy.

Land Acknowledgment

"We pause to recognize that Imperial Valley College sits on the traditional and unceded lands of the following Yuman ethnolinguistic groups: the Kamia/Desert Kumeyaay, Quechan, and Cocopah peoples, whose ancestors were here from the beginning. We acknowledge their stewardship of the land, past and present; their displacement by colonial violence; and their ongoing contributions to the vibrancy of the region."

Community Demographics and Service Area

The Imperial Valley, home to IVC, is a region defined by its agricultural productivity and rich cultural heritage. The area's unique geography as a border town adds a vibrant and dynamic cultural dimension to the region. Proximity to the U.S.-Mexico border fosters a rich blend of binational traditions, languages, and cuisines, creating a unique environment where cultural exchange is a part of daily life. This dynamic also influences the local economy and workforce, with many residents engaged in cross-border trade and commerce.

Our region faces significant challenges; approximately 20% of the county's population lives below the poverty line and faces low job availability. These economic realities highlight the vital role IVC plays in

improving the quality of life for local residents. By offering affordable education, job training, and workforce development programs, the College provides pathways to economic stability and upward mobility for individuals and families in the region. The service area of IVC spans Imperial County, covering communities such as El Centro, Calexico, Brawley, and Holtville, all of which reflect the diverse cultural and economic influences of a border town. Likewise, the close proximity to the U.S.-Mexico border creates a unique binational dynamic that influences the College's programs and priorities.

The Imperial Valley is a predominantly Hispanic region, with over 80% of the population identifying as Hispanic or Latino. This demographic reality underscores the importance of culturally responsive education and bilingual support services at IVC. The region's economy is heavily reliant on agriculture, with large-scale farming operations producing a significant portion of the nation's vegetables, fruits, and grains. Additionally, the area has seen growing interest in renewable energy, particularly geothermal, solar power, and the potential for mineral (lithium) extraction, creating opportunities for IVC to develop workforce training programs tailored to these industries.

Total Population	2020 Census Data		2022 American Community Survey Estimates	
Hispanic or Latino (of any race)	153,027	85.2%	153,813	86.1%
White	16,813	9.5%	15,339	8.6%
Black or African American	3,846	2.1%	4,145	2.3%
American Indian or Alaskan Native	1,584	0.9%	2,481	1.4%
Asian	2,244	1.3%	2,881	1.6%
Native Hawaiian and Other Pacific	82	0.03%	54	0.03%
Some Other Race	519	0.05%	NA	0.0%
Two or More Races	1,587	0.9%	NA	0.0%
Total Population	179,702	100%	178,713	100%

Source: IVC Factbook 2024

Annual Student Headcount	
Annual 2022-2023	10,790

Student Headcount by Term	
Fall 2022	7,745
Winter 2023	3,637
Spring 2023	7,583
Summer 2023	3,697

Gender	
Female	57.5%
Male	40.6%
Non-Binary	0.3%
Unknown/No Response	1.6%

Ethnicity	
African American	0.96%
American Indian/Alaskan Native	0.07%
Asian	0.74%
Filipino	0.23%
Hispanic	90.1%
White Non-Hispanic	4.69%
Pacific Islander	0.03%
Unknown/No response	2.53%
Multi-Ethnicity	0.62%

Age	
19 or Less	39.7%
20 to 24	26.5%
25 to 29	9.5%
30 to 34	7.3%
35 to 39	5.2%
40 to 49	6.1%
50 +	5.8%

Source: IVC Factbook 2024

A Prestigious Honor: The Aspen Prize

In a historic achievement, Imperial Valley College was recently awarded the prestigious Aspen Prize for Community College Excellence. This award, often regarded as the most significant recognition for community colleges in the United States, honors institutions that demonstrate exceptional outcomes in student success, equitable learning opportunities, and workforce development.

The Aspen Prize is awarded biennially by the Aspen Institute, a globally recognized organization dedicated to fostering leadership and solutions for critical social challenges. The selection process for the prize is rigorous, involving comprehensive data analysis, site visits, and evaluations of colleges' performance in areas such as graduation rates, transfer success, and job placements. Winning this prize places IVC in the upper echelon of community colleges nationwide.

This recognition underscores IVC's unwavering commitment to academic excellence and equity. The College's innovative programs, robust student support services, and strong connections to local industries were key factors in earning this accolade. Notably, the Aspen Prize highlights the transformative impact IVC has on its predominantly Hispanic and first-generation student population, many of whom achieve milestones in higher education that were previously out of reach.

Being an Aspen Prize winner is more than an honor; it is a validation of IVC's mission to empower students and serve as a beacon of opportunity for the region. This achievement has galvanized the College's efforts to further enhance its programs and ensure even greater success for its students in the future.

A New Identity: Mascot Overhaul

In 2019, the initiative to redesign Imperial Valley College's mascot was launched by the Student Affairs Committee and the Associated Student Government, aiming to reflect the College's commitment to diversity, inclusivity, and community spirit. This effort led to the formation of our Mascot Identity Task Force (MITF), which engaged students, alumni, faculty, and community members through comprehensive surveys and communications. The community overwhelmingly favored the "Desert Warriors" name, leading the Board of Trustees to officially retire the former mascot in March 2021 and adopt the new name in June 2023.

The design process involved local artists and alumni, with three primary design concepts emerging from initial submissions. A Design Concept Survey in March 2024 revealed a clear preference for the design by alumnus Ian Sanchez, which received over 50% of the votes. Community feedback prompted refinement, shifting our mascot from a cartoonish look to a more rugged, battle-hardened figure that embodies resilience, experience, and adaptability. This updated design was finalized using artificial intelligence and converted into a vector-ready image in partnership with SX Sportswear Inc.

The Desert Warrior Mascot

Today, the Desert Warrior stands as a powerful symbol of IVC's values:

- Excellence
- Integrity
- Accessibility
- Diversity
- Collaboration
- Innovation
- Fiscal responsibility

Successful Implementation of MESA

Imperial Valley College (IVC) successfully launched the grant-funded Mathematics, Engineering, Science Achievement (MESA) program, marking a significant step in strengthening academic support and opportunities for students pursuing STEM pathways. A dedicated MESA Director and Program Specialist were hired to lead the program and ensure fidelity to the objectives outlined in the grant proposal. With this leadership in place, MESA began offering a comprehensive suite of student support services, including:

- Individualized tutoring
- Dedicated study center
- Open computer lab
- Academic and transfer assistance
- Academic Excellence Workshops (AEWs)
- Professional development
- Career and job information
- Scholarship information
- Internship opportunities
- Connection to industries

Through these targeted services and dedicated leadership, the MESA program at IVC is creating a supportive and inclusive environment that empowers students to succeed in STEM disciplines. By prioritizing equitable access to academic resources and professional opportunities, MESA plays a vital role in closing achievement gaps and advancing the College's commitment to serving historically underrepresented populations.

Successful Implementation of LIFT the Valley Program

The College also made substantial progress with the Lithium Industry Force Training (LIFT) the Valley program, a regional workforce development initiative designed to meet the growing demand for skilled professionals in the clean energy and industrial technology sectors. Specifically, LIFT includes three programs:

1. Plant Operation: Learn to operate and monitor equipment in geothermal plants and mineral extraction facilities
2. Chemical Lab Technician: Gain hands-on experience in laboratory testing and analysis related to lithium extraction and processing
3. Instrumentation Technician: Develop expertise in maintaining and calibrating industrial instruments

In its inaugural year, the Plant Operator program enrolled 60 students, of which more than 50 successfully completed the program, demonstrating strong student retention and program effectiveness. Further advancing the LIFT initiative, IVC secured a $1.7 million grant from the U.S. Department of Energy and nearly $500,000 in Strong Workforce Program (SWP) regional funding to expand offerings in Plant Operations and Chemical Lab Technician training and will offer an Instrumentation Lab Technician program in Fall 2025. Additionally, IVC invested approximately $1.2 million in state-of-the-art equipment and simulators to enhance hands-on learning and ensure students are career-ready upon program completion. All three LIFT programs are strengthened by third party industry certifications which validate the knowledge, skills, and abilities acquired by LIFT students.

Expansion of High School Articulation Agreements

IVC has significantly enhanced its partnerships with local high schools through the strategic expansion of articulation agreements. To foster greater alignment and collaboration, the College hosted a High School Articulation Symposium attended by over 50 participants representing K-12 institutions, the Imperial County Education Office (ICEO), and IVC faculty. As a result of this effort,

the number of articulation agreements increased from 22 in the 2022–2023 academic year to 35 in 2023–2024, a 59% increase. Concurrently, student participation in articulated courses rose from 806 to 1,251 students, representing a 55% increase, further supporting college readiness and accelerated pathways into career technical education and transfer programs. Articulation agreements are in place with all local high schools:

- Brawley High School
- Calexico High School
- Central Union High School
- Imperial Valley High School
- Southwest High School

Growth in Dual Enrollment

Driven by a bold mission to transform Imperial County's historically low college attainment rates, where fewer than 16% of adults hold a four-year degree, IVC has taken decisive steps to build a college-going culture. Under the leadership of President Lennor Johnson, the college has prioritized accessibility and early engagement, partnering closely with local high schools to ensure students see higher education as an achievable and supported path. This intentional outreach has not only demystified the college process for many families in this underserved region but also resulted in measurable growth in student participation.

Dual Enrollment at IVC continues to see substantial growth, providing increased access to college-level coursework for high school students across Imperial County.

- Fall 2023, our enrollment applications rose by 44.6%, from 556 in Fall 2022 to 804.
- Unduplicated applications increased by 41%, from 439 to 619.
- Spring 2024 saw continued momentum, with applications rising to 950 from 727 in Spring 2023 (a 30.67% increase),
- Unduplicated applications increased from 560 to 712 (a 27.14% increase)
- The overall unduplicated enrollment for the 2023–2024 academic year reached 1,641, up from 1,475 the previous year—an 11.25% increase
- Preliminary data from Spring 2025 indicates even stronger outcomes, with enrollment applications reaching 1,133 and unduplicated enrollment at 810, representing respective increases of 35.68% and 24.61% over the same term in the previous year

These consistent gains reflect the institution's targeted outreach, improved alignment of pathways, and strengthened relationships with local high schools.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

The Imperial Valley College 2030 Vision Comprehensive Master Plan (CMP) provides a road map developed through a comprehensive and interactive campus and community process designed to transform IVC and ensure that diversity, equity, and inclusion are integrated into all campus operations and services driven by informed strategic and operational planning. At the core of the CMP are the College's Mission, Vision, and Values.

IVC has an established mission statement:

> *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.*

Along with the mission statement IVC clearly defines the vision and values for the institution. As a student-centered organization, we will uphold the following core values and vision:

Values

- Excellence: Providing superior service and educational learning opportunities that provide, promote, and enhance student learning and growth
- Integrity: Guiding the College's actions with an internally consistent framework of principles that demonstrate forthright, honest and ethical behavior in all interactions
- Accessibility: Building and creating an inclusive and accessible learning environment which provides equitable treatment for all, without discrimination
- Diversity: Recognizing and valuing the strengths of our diverse backgrounds and perspectives in an environment that respects diverse traditions, heritages, and experiences
- Collaboration: Encouraging recursive interaction of knowledge, experience, and mutual learning of people who are working together toward a common creative goal
- Innovation: Providing innovative approaches to learning, problem-solving, and growth in response to a rapidly changing environment
- Fiscal Integrity: Ensuring the fiscal integrity of the district to fulfill its mission

Vision –

- To provide quality education that enriches lives and builds futures.

The core principles of the mission, values, and vision are the foundation of an evolving institution shaped by strategic responses to challenging socioeconomic conditions, pandemic recovery, system-wide initiatives, rapidly accelerating technological changes, diversity, equity, and inclusion.

The IVC mission statement describes the broad educational purposes of the College and empowers students to excel professionally and personally regardless of background, abilities, and character. In addition, the college uses various methods to fulfill the academic, workforce, and personal needs of its diverse student population.

Given that Imperial County has a predominantly Hispanic population and a strong agricultural economy, these strategies align well with the needs of many first-generation college students and reflect an understanding of local challenges and opportunities. The mission's emphasis on accessibility, diversity, transfer, and career preparation ensures that students receive an education that prepares them for both regional and broader education and career paths. Specifically, programs and initiatives such as the Student Housing Lotus Living Project, Resilient Scholars, Dreamer Resource Program, and the Restorative Justice Program highlighted throughout this report serve to emphasize our College's commitment to our students and community.

IVC's mission statement, values, and vision appropriately highlights its role in serving the broader community and prioritizing accessible, equitable education. Imperial Valley College explicitly values accessibility, diversity, and collaboration, demonstrating its commitment to equitable educational outcomes. As the only community college in Imperial County, IVC is the primary option for residents seeking a community college education on a physical campus. Most students are Latinx and low-income, which underscores the need for an inclusive and supportive learning environment.

The emphasis on excellence, integrity, and fiscal responsibility aligns with the expectations of a public institution that must remain accountable to students and community members. Additionally, the commitment to education and career goals and community responsiveness is consistent with the role of a community college.

IVC's values center around a foundation of principles that provide support, accessibility, and opportunities for all students regardless of background. The College explicitly prioritizes inclusivity, diversity, and innovation, creating an environment that fosters equitable access to education and student success. By striving to promote equity and diversity through its policies and practices, IVC actively works to create a climate of inclusion and anti-racism on campus (per Resolution No. 19433).

These values align closely with the Accrediting Commission for Community and Junior Colleges (ACCJC) Policy on Social Justice, which emphasizes fostering diverse learning environments, eliminating barriers to student success, and addressing systemic inequalities. IVC's mission reinforces these commitments by ensuring that all students, especially those from historically marginalized communities, have the resources and support needed to thrive. Through its student-centered approach, IVC demonstrates a strong alignment with ACCJC's goals of advancing social justice in higher education.

In summary, IVC's mission demonstrates commitment to broad educational purposes and clearly states its dedication to student learning and student achievement. IVC's values provide the structural foundation to achieve its mission to prepare students to excel in a rapidly changing world; empowering students to achieve their educational goals; providing opportunities for lifelong learning; and responding to the diverse educational, cultural, and economic needs of the community.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Imperial Valley College has established meaningful and ambitious goals that drive institutional improvement, foster innovation, and promote equitable student outcomes. These goals focus on aligning educational pathways with local workforce demands and community needs and fostering a seamless transition from education to career opportunities. The College's goals directly align with the California Community Colleges Chancellor's Office (CCCCO) Vision 2030 Initiative.

The IVC Comprehensive Master Plan (CMP) outlines IVC's long-term vision for campus development, program expansion, and resource management. The CMP has identified the five goals listed below that align with the Mission, Vision, Values and strategic priorities of the College and reflect the College's commitment to meeting the evolving needs of its student population and the broader community.

The Strategic Goals were created through the CMP Task Force that met regularly and surveyed employees, deans, and IVC student focus groups to gain diverse perspectives on current and future student success. Once the goals were defined, they were vetted through various participatory governance groups such as Academic Senate, Integrated Consultation Council (ICC), and Associated Student Government (ASG) for discussion, recommendations, and approval.

- Strategic Goal A – Provide all students with excellent academic programs and clear pathways to reach the timely completion of their educational goals
- Strategic Goal B – Ensure learning and support the success of all students to meet their education and career goals
- Strategic Goal C – Align IVC programs to labor market demands
- Strategic Goal D – Strengthen a culture of equity, diversity, inclusion, and social justice
- Strategic Goal E – Develop and implement responsible and sustainable policies in the allocation and stewardship of all resources to support student access, equity, and success

The Strategic Goals align with the College's key initiatives and Institutional Set Standards (ISS). For example, the College is focused on enhancing student retention, completion, and transfer by implementing proactive interventions, academic support programs, and guided pathways to improve degree and certificate attainment. The College is also committed to expanding Dual Enrollment and Early College Credit opportunities by strengthening partnerships with K-12 districts to increase college access for high school students.

The Goals and ISS are reviewed on a three-year rotating cycle in comprehensive program review and annual updates. Equity data related to success and retention rates, completion rates by earned certificates and degrees, and transfer rates are analyzed in the program review. Programs discuss how their specific data compares to the institutional set goals and standards. For example, in the Biology for Transfer program review, the goal was to increase upper- level class sections needed to facilitate student completion. Multiple sections of upper-level courses, BIOL 180 and BIOL 182, are offered every semester so students complete their pathway in a timely fashion.

The Strategic Goals are integrated with the Board of Trustee's goals and progress data is discussed annually at the Board of Trustees' meetings. For example, Board Goal 1.1, Monitor Improvement in Comprehensive Educational Plans and the Timelines to Student Completion, is directly aligned to Strategic Goal A. The Board of Trustees were presented with data on students obtaining a Comprehensive Student Education Plan (CSEP) and information and analysis regarding students who hold 60+ units.

Annual Report: IVC's Annual Report provides updates on the implementation of Strategic Goals and highlights progress in various areas, including enrollment trends, Dual Enrollment initiatives, and facility developments. The report reaffirms the College's dedication to equity, diversity, social justice, and inclusion, showcasing efforts to expand access and support for all students. For example, the growth of the Dual Enrollment program as it relates to Strategic Goal A is featured in the 23-24 Annual Report.

Student Equity Plan: The Student Equity Plan focuses on identifying and addressing disparities in student achievement, particularly among underrepresented and underserved populations. It addresses Strategic Goals A, B, and D by setting forth targeted interventions to improve access, course completion, degree and certificate attainment, and transfer rates for these groups. The plan is integral to IVC's commitment to equitable student outcomes.

During the ISER writing process, it became clear that we need to engage with participatory governance groups to review the existing goals, our progress toward meeting those goals, and additional plans and/or modifications to existing plans and goals to reflect the current and long-range needs of our students and their experiences at IVC. These discussions have already been taking place extensively in some committees such as the Institutional Effectiveness and Development Committee (IEDC) (3/5/24, 4/16/24, 5/7/24, 10/1/24), but the writing teams believe that more widespread discussion should be taking place across campus.

IVC remains steadfast in its commitment to institutional excellence through clearly defined, mission-aligned, and forward-thinking goals. By leveraging strategic plans, governance policies, and equity-driven initiatives, IVC ensures that all students, particularly those from historically underserved backgrounds, have the resources and support needed to achieve academic success.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Imperial Valley College holds itself accountable to its mission and goals by consistently analyzing relevant and meaningfully disaggregated data. This ongoing evaluation helps assess progress and

informs strategic plans for continuous improvement and innovation. The College regularly reviews each program through multiple lenses to ensure alignment with its mission and goals, primarily through its Program Review process. Additionally, the institution leverages various dashboards to analyze program-level and course-level data, identifying equity gaps in enrollment and student outcomes.

Each year, the College assesses its Institutional Set Standards (ISS) to ensure they are ambitious, realistic, and achievable, while keeping stakeholders informed. Through participatory governance, each standard is discussed with regards to floor and aspirational goal. Specifically, committee members debate whether the floor is appropriate and, if a metric falls below the floor, ways to remediate that decrease. Additional efforts are then applied to disaggregate the data set to more closely investigate the lower success numbers. Additionally, the committee members also discuss the aspirational goals and their attainability to ensure the aspirational goal is realistic and achievable. At the conclusion, a new set of floor and aspirational goals is produced and approved through participatory governance for the upcoming academic year. Furthermore, a series of Key Performance Indicator (KPI) dashboards have been developed to support data-driven planning and performance evaluation.

IVC's Program Review process ensures compliance with this standard by conducting a comprehensive, data-driven evaluation every three years. The process begins with an in-depth analysis of disaggregated data based on equity indicators for all academic programs, while service area programs undergo a thorough SWOT (strengths, weaknesses, opportunities, and threats) analysis. To enhance efficiency and versatility, the College has implemented Nuventive as its Program Review and assessment platform, providing a user-friendly interface with robust reporting capabilities through Tableau Reports and Dashboards/Analytics. Nuventive also allows for the mapping of all outcomes (i.e., SLOs, PLOs, SAOs, and ILOs) to Program Review objectives, which are then further mapped to IVC's 2021-2030 Comprehensive Master Plan. This comprehensive mapping ensures that all allocation and operational decisions are aligned and integrated at all levels.

In an effort to foster best practices and address challenges faced by program leads and department chairs, IVC's Office of Institutional Research, Program Review Committee (PRC), and Outcomes Assessment Committee (OAC) work together to keep the campus community informed of the planning process and significant deadlines as well as provide instruction on form completion. Using Nuventive assignments, sent by the Outcomes Assessment Coordinator and the Program Review Committee chairs, all institutional constituencies are informed of due dates for SLOs, PLOs, SAOs, ILOs, annual program reviews, and comprehensive program reviews. The PRC and OAC, which meet monthly, also support this process. For example, the PRC highlights and discusses exemplary Program Reviews from different areas of the campus—both academic and non-academic. This practice helps train members as well as improve the Program Review process by bringing awareness to how different parts of the campus interpret and align their objectives with the College's mission. The OAC offers similar guidance at the SLO, PLO, ILO, and SAO level. Additionally, the Outcomes Assessment Coordinator conducts meetings via Zoom, Microsoft Teams, and in person to provide individualized training on Nuventive.

To ensure broad participation in institutional planning, IVC routinely collects feedback from students through surveys (e.g. student textbook survey, mascot survey) that capture both qualitative and quantitative data. This input informs continuous improvement efforts, guides

strategic decision-making, and deepens the College's understanding of student needs. Insights gathered also help shape the annual goals of both IVC and the Associated Student Government, resulting in meaningful changes that directly benefit the student body.

Feedback is also gathered from faculty, staff, and other stakeholders via annual evaluations of campus committees (such as Academic Senate and Continuous Accreditation Readiness Team). This process not only highlights institutional strengths and areas for growth but also reinforces the College's commitment to data-driven decisions. By systematically reviewing disaggregated data, IVC identifies equity gaps, monitors progress toward its mission and develops targeted strategies to promote student success.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Imperial Valley College (IVC) ensures that resource allocation, institutional innovation, and continuous quality improvement are systematically guided by its mission. Through an integrated planning process, IVC aligns its strategic goals, program evaluation, and financial planning to support institutional effectiveness and student success.

Mission Alignment and Strategic Planning

IVC's mission, vision, and strategic plan serve as the foundation for decision-making, ensuring that resources are allocated strategically to enhance institutional effectiveness. The institution's planning process follows a structured annual cycle, integrating Program Review data with budget and resource allocation strategies as outlined in the Participatory Governance Handbook.

The Program Review Cycle, which operates on a multi-year rotation, ensures that each program undergoes systematic assessment through the Nuventive Platform. Programs are reviewed either comprehensively or through scheduled annual updates, following a three-track system aligned with academic divisions and workforce needs. Annual and comprehensive reviews provide an in-depth assessment of program effectiveness, identifying strengths, challenges, and resource needs. This structured approach ensures that planning remains mission-focused and responsive to evolving educational needs, industry demands, and student success initiatives. Similarly, the College conducts bi-annual evaluations of all CTE programs to address specific elements of performance and success.

The insights gathered through the Program Review process play a critical role in curriculum development, staffing, budget and facilities planning. For example, staffing enhancement requests go through a prioritization rubric that involves department chairs, deans, and vice presidents, ensuring that proposals are thoroughly reviewed before advancing to the President's Cabinet Review. The Cabinet evaluates requests within the broader context of institutional priorities, after which final recommendations are forwarded to the District level for approval. By integrating program evaluation with institutional decision-making, IVC ensures that resources are allocated effectively, academic programs remain relevant, and student services continue to provide meaningful support. Through this structured approach, IVC fosters a culture of continuous quality improvement, innovation, and institutional excellence.

Staffing decisions at Imperial Valley College (IVC) are strategically guided by Program Reviews and institutional planning processes to ensure that personnel resources align with the College's mission and evolving needs. The identification of additional staffing requirements is a data-driven process that considers multiple factors, including departmental Program Reviews and workforce analysis, which assess instructional and support service effectiveness, as well as the institution's Strategic Plan priorities, ensuring that staffing growth supports long-term institutional objectives.

2030 Vision Comprehensive Master Plan

Integrated Budget Planning and Resource Allocation

IVC employs a transparent, evidence-based budgeting process to ensure that resource allocation is strategically aligned with institutional goals. This process follows a structured and systematic approach, beginning with Program Review and data analysis, where departments evaluate program performance and identify resource needs based on quantitative and qualitative data. Following this initial assessment, departmental funding requests are developed and submitted, with enhancement requests grounded in findings from Program Reviews. These requests aim to address both immediate and long-term operational needs, ensuring that resource distribution effectively supports student success and institutional priorities. Once submitted, budget requests move through a multi-level review and prioritization process, where department chairs, deans, vice presidents, and the Business Office conduct thorough evaluations. This step ensures that requests are justified, strategically necessary, and financially viable. After departmental and administrative reviews, the proposed budget moves to the governance and approval phase. The Integrated Consultation Council, Budget Committee, and Facilities & Fiscal Planning Committee collectively

assess and prioritize funding requests, ensuring alignment with institutional goals. The final recommendations are then submitted to the President's Cabinet and ultimately reviewed by the Board of Trustees. The final step in the process is budget adoption, where the Board of Trustees formally approves the tentative budget. Once approved, budget allocations are communicated to departments, enabling them to plan and implement expenditures effectively for the upcoming fiscal year. By following this structured and participatory cycle, IVC ensures that financial decisions are data-driven, strategically sound, and mission-centered, supporting institutional growth and student success.

Facilities and technology requests follow the same prioritization process as budget and staffing allocations, ensuring a holistic approach to resource planning. Through this integrated system, IVC strategically aligns infrastructure and technology investments with its mission, fostering an innovative, student-centered learning environment.

Equity and innovation are at the core of IVC's planning process, ensuring that institutional growth and resource allocation are designed to foster inclusive learning environments and promote student success. Through regular analysis of equity metrics, we have allocated resources to high-impact practices such as:

- Intensive counseling
- Enhanced orientation models (pre-orientation, online, and in-person)
- Embedded tutoring
- Academic enrichment services
- Targeted mentoring opportunities for historically underrepresented student groups.

Resource allocation has also been targeted to Basic Needs services such as:

- Offering a well-stocked campus food pantry
- Providing student housing (Lotus Living)
- Providing free hygiene kits
- Facilitating access to campus showers
- Providing career clothing
- Providing transportation assistance
- Providing textbook access
- Facilitating technology lending (laptops and hotspots) to support our most vulnerable students

By integrating budget planning, staffing decisions, facilities development, and student equity initiatives into a cohesive strategic framework, IVC fosters continuous quality improvement and student-centered success.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Imperial Valley College (IVC) uses a variety of methods to regularly communicate progress toward achieving its mission and goals with internal and external stakeholders and promote understanding of institutional strengths, priorities, and areas for continuing improvement. Communication is

conducted through the College's participatory governance structure, community forums, the College website, various official College Social Media Accounts (Facebook, Instagram, LinkedIn, and YouTube), and local media. The IVC President conducts an annual State of the College address (link to 2023 video) to inform the community in general on the overall health of the College.

IVC's participatory governance structure serves as a means of regular communication with internal stakeholders, including students, faculty, classified professionals, and administrators. The Integrated Consultation Council (ICC) bylaws state in its purpose that ICC is responsible for communicating information to all constituent groups. This structure promotes a culture of collaboration, communication, and mutual understanding of IVC's mission and goals.

Communication of progress toward the campus mission and goals occurs frequently. The Superintendent/President provides monthly updates to the Board of Trustees and the community on programs, events, and data that support the institution. Other communications that share the progress of the College include the following:

- The ACCJC Annual Report and Annual Fiscal Report are located in BoardDocs
- The Annual Report is posted to the Marketing and Communication department website on behalf of the President's Office
- Program Reviews provide a comprehensive assessment of program strengths, goal completion or continuation, and emerging improvement opportunities
- The Office of Institutional Research maintains a live dashboard which provides updated analytics linking institutional aspirational goals with institutional outcomes to assess institutional improvement
- The college website (via BoardDocs) contains current and archived District meeting agendas and minutes for the council and committees.

Other forms of communication to the community and industry partners include:

- Press releases and monthly reports
- Advisory committee meetings of CTE programs
- Career Expos

The College uses these methods of communication to inform stakeholders of the institutional well-being and build a culture of engagement and inclusion, driven by the Comprehensive Master Plan. These efforts provide quantitative descriptions of College performance and open channels for discussion and reflection.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

In support of Imperial Valley College' mission to challenge "students of every background to develop their intellect, character, and abilities...,", IVC offers diverse academic programs, from transfer degrees in areas such as Business Administration, Psychology, Elementary Teacher Education, and Administration of Justice; to career education in Nursing, Automotive Technology, and Electrical Technology; and to non-credit courses and certificates such as English as a Second Language (ESL) and Business, offered across multiple modalities and leading to degrees and certificates. By offering access to diverse academic programs, the College empowers students to fulfill student learning outcomes, attain employment, earn a certificate of achievement, transfer, and/or graduate with an associate degree. IVC offers multiple modalities including face-to-face, hybrid, hyflex, real-time online, and fully online instruction utilizing the Canvas Learning Management System (LMS). Before teaching an online course, faculty at IVC complete an online teaching certification course that ensures faculty utilize best online teaching practices that promote student engagement and success in the course. To maintain currency and mastery of technological advances in online instruction, faculty are also required to complete Distance Education (DE) Refresh every three years to be able to continue to teach courses online (see 2.6 for details of the DE Refresh process).

Aligned with the mission of the College to assist students "in achieving their educational and career goals," IVC's Curriculum Committee instructs its members to follow Title 5, BP/AP 4020, BP/AP 4050, BP/AP 4025 and the IVC Curriculum Guide when creating new courses and programs that lead to degrees, certificates, transfer, and job opportunities. The committee reviews new curriculum to maintain the expected rigor, breadth, depth, learning outcomes, and alignment with institutional mission. All curriculum proposals approved by the Curriculum Committee are submitted to the State Chancellor's Office according to AP 4020. (Kinesiology: Pre-Athletic Training Program Narrative)

Faculty, along with the Curriculum Committee, review curriculum continuously. Committee members receive training and utilize resources such as the IVC Curriculum Guide and the Program and Course Approval Handbook (PCAH) to ensure course and program development align with IVC's mission and state regulations. IVC utilizes CurriQunet to create and maintain Course Outlines of Record and program outlines. Faculty, with the guidance of the Curriculum Committee, made updates to curriculum in line with the CALGETC pattern and AB 1111. When courses are developed as part of the continued efforts of AB 1111, updates will be made through the Curriculum Committee process.

The IVC catalog provides resources that inform students on how courses and programs lead to local degrees, transfer degrees, certificates, and employment. As of Fall 2024, IVC offers 28 Associate for Transfer Degrees, 47 associate degrees, and 59 Certificates of Achievement.

The Curriculum Committee membership includes faculty, administrators, and students as delineated by CA Ed Code 70902. During the annual training for Curriculum Committee members, we assure that all members are familiar with the curriculum process, are provided with appropriate resources pertaining to the process, and that curriculum is aligned with the College's mission.

Curriculum design and development focuses on ensuring rigor, breadth, depth and learning outcomes in new and existing courses and programs that align with legislative requirements and meet student needs for transfer, career education and employment opportunities through pathways that include credit and non-credit. IVC follows the processes outlined in the IVC Curriculum Guide, the Program and Course Approval Handbook (PCAH), Title 5, and AP 4020. Discipline expert faculty review each proposal, focusing on learning outcomes and overall content to meet expected standards. General education patterns are reviewed annually for both local and transfer degrees. For online course approval, faculty must be DE certified, and the course outline must include a DE addendum.

Feedback from local industry experts and workforce partners is part of the curriculum process for our Career Technical programs. Advisory meetings are held to discuss the needs, outcomes, and standards required for students to obtain employment in the field and all curriculum changes and/or additions must have advisory approval. For example, in the Chemical Technician program, a Biology course was changed to a Water Treatment course to provide students with more employment opportunities. (Advisory Committee Meeting Minutes – Chemical Technician)

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

Imperial Valley College (IVC) supports the equitable attainment of learning outcomes and achievement of educational goals by utilizing faculty stakeholder groups, Program Review, and curriculum processes in designing and delivering academic programs that reflect a variety of disciplines for both credit and non-credit courses. Career Education (CE) Advisory Boards also provide oversight of industry-relevant programs. Both academic and CE Advisory Boards strive to use data-driven approaches to inform design and re-design of relevant academic and CE programs, ensuring curriculum meets the needs of our community and prepares students for transition to university or into the workforce.

IVC's curriculum process, as indicated in AP 4020, is overseen by the Curriculum Committee, which meets bi-monthly during the Fall and Spring terms. The committee is comprised of voting members and consulting members and includes representatives from teaching and non-teaching faculty, administration, student government, and other campus representatives such as the Distance Education (DE) Coordinator, Student Learning Outcomes (SLO) Coordinator, Articulation Officer, Credit for Prior Learning (CPL) Coordinator, and Guided Pathways Coordinator. The committee is

co-chaired by a faculty member selected by the Academic Senate, and the Chief Instructional Officer. The Curriculum Committee is provided with training annually at the first meeting of the Fall semester. Curriculum Committee decisions are faculty-driven, and approvals are communicated regularly to the public through meeting minutes and recommendations to the Academic Senate, College President, and the Board of Trustees. The Curriculum Committee also files an Annual Curriculum Approval Report yearly. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs.

The curriculum review process begins with a faculty member submitting a proposal in CurriQunet. There are key Curriculum Committee members who are responsible for reviewing proposals. The process includes discussion between faculty, department chairs, and area deans to ensure rigor, learning outcomes, equity, and resources needed for success of the course or program. As mentioned previously, if the course or program is CTE, the appropriate advisory committee is consulted. The next stage involves a technical review that includes appropriate committee members to assure the proposal is in compliance with state and local policies and requirements, such as DE, accessibility, learning outcomes, and articulation. Proposals are then presented to the full committee for approval. Approved proposals are submitted by the College's Curriculum Specialist to the Chancellor's Office once approved by the President and Board of Trustees.

Additionally, courses and programs are reviewed through the annual Program Review process. Program Reviews are further discussed monthly by the Program Review Committee, whose responsibility is to move the College toward continuous program quality improvement. The committee also is involved in the budget enhancement process, including justification and allocation of resources, which are often tied to requests leading to improving curriculum and instruction.

The Office of Institutional Research provides data to faculty for use in reviewing their programs. Data on student success and retention are disaggregated to provide information on equity gaps in ethnicity, gender, and age groups, to name a few. Faculty use these data to revise curriculum if needed.

IVC's Course Outlines of Record (CORs) include modalities that ensure equity. Through the curriculum processes, the College adjusted lab hours in math courses to provide the additional support needed to close gaps after implementation of AB 705/1705 and encouraged the adoption of Open Educational Resources (OERs).

All academic programs and courses at IVC have identified Student Learning Outcomes (SLOs). The outcomes are included as a requirement of the COR and course syllabi. Program Learning Outcomes (PLOs) are included on the program pages in the College Catalog. The College uses CurriQunet to house the course outlines and degree and certificate programs. The college uses Nuventive to provide clear mapping of SLOs to PLOs, and PLOs to Institutional Learning Outcomes (ILOs). Department members review the results of assessing Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), which provides insight into areas of curriculum and teaching which may need to be updated to support student success.

Over the past several years, IVC has actively participated in the Strong Workforce Program, a regional initiative aimed at improving students' retention and success rates. When making changes to Career

Education (CE) programs, advisory committees meet with faculty to discuss and approve changes that correspond to industry needs.

CE programs are reviewed every two years to ensure they adhere to industry standards and recommendations from local advisory committees.

IVC provides students with SLOs on each course syllabus. Students are provided with a syllabus in Canvas and/or on paper during the first week of class. Students can also access syllabi on the schedule site. PLOs are found in the College Catalog. As mentioned above, students and the public have access to SLOs and PLOs on course and program outlines in CurriQunet.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

The Imperial Valley College (IVC) Curriculum Committee uses the guided pathway framework through program mapping to ensure all degree programs include an appropriate general education framework. The IVC Curriculum Guide and administrative procedures are designed with Title 5 and general education guidelines in mind.

IVC's Curriculum Committee developed a rationale for general education, with appropriate input from faculty, which serves as the basis for the inclusion of courses in general education and is listed in the Catalog. The Curriculum Committee Guide charges the committee with the responsibility to ensure that local general education requirements are appropriately developed, considering the needs of the student population. According to AP 4020, each department has a representative on the committee; the College can be certain that appropriate input from faculty is present. AP 4025 describes the institutional philosophy on general education, which includes principles such as cultural awareness, self-awareness, critical thinking, and the ability to navigate a consistently changing environment.

During the 2023-2024 school year, the College reviewed and updated the local general education pattern to be in compliance with Title 5 updates, which now require students to take an Ethnic Studies course. This update took effect beginning with the 2024-2025 academic year.

The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework. IVC's general education philosophy accurately reflects the institutional commitment to preparing students for a lifestyle of improved learning outcomes. IVC's Catalog describes how students must complete certain general education units for graduation. The number of units and specific courses may vary based on a student's degree path. There are various options for general education patterns that students can choose, depending on whether they are pursuing transfer to a California State University (CSU), CSU GE Breadth Certificate, a transfer to a University of California (UC), Intersegmental General Education for Transfer Curriculum (IGETC) Certificate, or a "local degree"—an associate degree alone with local general education requirements. Effective Fall 2025, incoming students will select either the local general education pattern or the California General Education Transfer Curriculum (CalGETC) pattern for CSU and UC. By aligning its general education requirements with those of CSU

and UC systems, IVC ensures that their general education requirements are consistent with standard norms in higher education.

The institution's general education offerings provide opportunities for students to engage in the arts and humanities, sciences, mathematics, and social sciences. IVC offers a wide range of general education classes that allow students to engage in the arts, sciences, mathematics, and social studies. IVC's 2024-2025 catalog lists all the general education categories and the courses that correspond to each category. IVC's general education courses are designed to improve critical thinking skills and cultural competency. Each program has completed Program Learning Outcomes (PLOs) to Institutional Learning Outcomes (ILO) Maps, which show how PLOs for each program relate to campus-wide Institutional Learning Outcomes (ILOs). For example, in the Business Administration Program Outcome Map, PLO2 states that students will demonstrate an understanding of management roles. This PLO maps directly to IVC's ILO focused on improving critical thinking skills and understanding diversity in the workplace. This PLO also maps to IVC's ILO emphasizing equity and social justice. IVC's general education course offerings include a broad range of subjects and skill development.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Imperial Valley College (IVC) is committed to transparent, effective communication that supports the diverse educational pathways of all students. The institution uses several channels and strategies to deliver accurate information regarding its academic programs, student services, and resources.

IVC employs a variety of communication modalities to facilitate student access to information about programs, services, and resources. Information is shared through:

- A user-friendly College website that includes sections on academic offerings, student support services, financial aid, and campus activities. The website also features new accessibility and translation tools (ReciteMe), which allow users to customize their experience to meet individual needs, including language preferences and visual accessibility
- Email newsletters and announcements informing students about important deadlines and upcoming events
- Social media platforms, including Facebook, Instagram, LinkedIn, and YouTube, which serve to engage and communicate with students in a manner that aligns with their digital habits
- Starfish, a system that provides faculty and staff an opportunity to communicate with students by providing intervention messages and flags that notify students, faculty, and staff via email. Messages and flags can be used to provide information and encouragement for student success
- Canvas announcements are used by faculty to keep students informed about course changes and IVC services and resources

To ensure that students are aware of available resources, IVC utilizes various outreach efforts, such as new student orientations, resource fairs, and regular workshops that promote engagement with academic and support services.

IVC publishes a comprehensive College Catalog annually, which serves as a primary source of information for students, prospective students, and the community. The Catalog includes detailed descriptions of degree and certificate programs (Certificates and Associate Degrees), institutional learning outcomes (ILOs), admission and registration (A&R), graduation requirements, and student support information (Student Support Services & Program). It is accessible both in print and digital formats on the College's website, ensuring all stakeholders have access to up-to-date and important information. all stakeholders have access to up-to-date and important information.

Recognizing the unique challenges faced by specific student populations, IVC actively develops targeted communication strategies which can be found in the Catalog, on the website, in syllabi, and in Canvas. This includes programs for military & veterans (MVSC), English as a Second Language learners (ESL), Disability Support Program & Services (DSPS), Extended Opportunities Program & Services (EOP&S), Student Support Services TRiO (SSS), incarcerated (Inside/Out), Student Housing Program and underrepresented students (IVC CARES). Resources are tailored to meet the needs of these diverse groups, with information often provided through multilingual materials and culturally relevant marketing.

In alignment with IVC's commitment to student success, each course syllabus includes Student Learning Outcomes (SLOs). Examples include the Geography 100 Syllabus, Sociology 180 Syllabus, Political Science 102 Syllabus, and English 226 Syllabus. The IVC Academic Senate and Administration have also developed a Syllabus Template to guide faculty in creating their syllabi (Syllabus Template). Program Learning Outcomes (PLOs) are published in the catalog.

Faculty are responsible for ensuring these outcomes are communicated transparently and are accessible through Nuventive and new integration with Canvas. Furthermore, SLOs for all programs are continually updated and reviewed as part of the curriculum development process.

IVC regularly reviews its communication strategies to enhance clarity, consistency, and relevance. This includes reviews of the College Catalog and the website, which are overseen by the Curriculum Committee, including faculty, staff, and student representatives. Feedback is solicited from faculty, staff, and students regarding their experiences with accessing information. This enables the college to adapt and refine its communication practices based on actual individual experience.

IVC utilizes annual surveys, administered through the Associated Student Government (ASG), to assess preferred course modalities, identify student challenges, and gather feedback for improved support. Furthermore, IVC employs surveys for both incoming and continuing students to cultivate engagement and strengthen the College-student connection, encouraging students to reflect on their academic aspirations, envision post-graduate success, consider the role of college experiences in achieving their goals, and promote dialogue with institutional representatives. These surveys also evaluate student satisfaction across academic experiences, course instruction, campus services and facilities, and campus life, all critical components of student success.

In summary, IVC's multi-dimensional approach to communication reflects its commitment to fostering student success and exemplifies its mission of providing equitable access to information that supports every student's educational journey.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Imperial Valley College (IVC) uses a timeline for the scheduling process that includes input from Divisions. Current practice is the use of a rolled schedule from a previous term. The schedule is distributed to individual department chairs and Division deans to review and make modifications. Chairs and deans work together on schedule modifications based on historical data including fill rates, wait lists, success rates, retention rates, and program maps and pathways. The college has determined a need to improve the scheduling process to better meet student needs. Future plans for improved scheduling include the onboarding of a new enrollment management system to provide additional planning utilizing data analytics. The college has reviewed both Ad Astra and Course Dog as possible software solutions. Both options demonstrated the ability to provide data analytics that align with the goals of providing courses in a manner that supports student access, addressing course conflicts, and increasing students' probability of attaining courses needed to complete their educational goals.

Scheduling for our Dual Enrollment and Restorative Justice programs follow different timelines based on the needs of the students in each program and the availability at each of the off-site locations, which include local high schools and the local maximum-security prisons.

To support student success, the College developed Learning and Career Pathways (Program Mapper), eight-week pathways, and online pathways that were implemented over the last two years. As a result, the number of students that transfer, graduate, and complete certificates has increased.

To ensure students complete certificates or degrees in a timely manner and in conjunction with guided pathways, IVC created Learning and Career Pathways which include Agriculture, Arts and Humanities, Business, Education, Industrial Technology, Public Safety, Social and Behavioral Science, and STEM. Pathways include information on certificates, degrees, and career opportunities. The degrees are linked to the program maps that indicate major and general education courses that need to be taken. Certificates are linked to program maps that indicate required courses, expected wages, and career and growth opportunities.

The College has developed eight-week pathways that span four semesters to allow for timely completion in the most popular majors, Administration of Justice, Business, Elementary Teacher Education, and Psychology. Students are guided to take two eight-week courses at the beginning of the semester and two eight-week courses at the end of the semester to maintain full-time student status. Summer and Winter intersession courses are offered to allow students to complete high-unit majors.

The College reviews local data, including Student Educational Plans, outcome assessment, success and retention, completion, and budget allocations. The goal is to increase student access, retention, and completion based on our 2030 Vision for Success Plan. Our goal is to reach 10,000 FTES by 2030, and enrollment management planning reflects those efforts. The college has several robust programs to assist in reaching these goals, which include Dual Enrollment, Restorative Justice Program, Career Education and Noncredit.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

To support our students' equitable learning and achievement, Imperial Valley College (IVC) uses data dashboards to help evaluate the effectiveness of our different delivery modalities. IVC ensures that our courses, regardless of modality, meet the needs of our students and are of high quality. The Curriculum Committee, through the DE addendum to the COR, and along with the DE Committee, supports the process of ensuring courses adhere to appropriate local, state, and federal standards. The college offers traditional 16-week courses along with short-term and late-start courses to meet the needs of students' schedules. Winter and Summer intersession courses are also offered to provide additional opportunities for students. Counselors assist students by creating Comprehensive Student Education Plans (CSEP) to determine delivery modalities that best address the needs of the students.

1. Online (Asynchronous)
2. Real-Time Online (Synchronous)
3. Hyflex (Synchronous)
4. Hybrid (Face-to-Face + Online)
5. Face-to-face (On Ground)

IVC's Program Review process utilizes the data dashboard which breaks down data at the instructional program level, by delivery modality. Programs disaggregate student success and retention data by gender, ethnicity, age groups, and first-time college students, to name a few categories. (Persistence and Retention)

Discussions on the effectiveness of delivery modes modalities and teaching methodologies are conducted regularly across campus committees, such as Academic Senate and Integrated Consultation Council (ICC). These discussions are typically rooted in the overall discussion on Institutional Set Standards (ISS). Student surveys were developed and distributed by the Academic Senate to ascertain the preference of students on teaching modalities (Student Survey).

The College offers training on best teaching practices through professional development opportunities through the Teaching and Learning Center (TLC). Faculty can also receive online education training and attend conferences for training on DEIA, AI, and culturally responsive curriculum, to name a few.

The DE Committee, along with support from the Curriculum Committee and Academic Senate, ensures IVCs online courses align with our local DE policies and all state and federal requirements for distance education. IVC's Administrative Procedure (AP) 4105 on Distance Education outlines the College's local policies, which are aligned with Title 5, federal RSI guidelines, and ACCJC requirements. The DE Committee oversees regular updates to this procedure and ensures its implementation through training and review processes.

To best serve students, all faculty must complete DE certification prior to teaching online at Imperial Valley College. Certification covers accessibility, regular and substantive interaction (RSI), student engagement, and course design based on the California Virtual Campus (CVC) Course Design Rubric. Faculty also have access to ongoing professional development sessions led by the Online Learning Services team in collaboration with the TLC, which focus on improving online

teaching, implementing equitable practices, and integrating instructional technologies. All faculty have access to the DE Handbook which includes all the distance education practices and processes that have been adopted by the DE Committee.

The Online Learning Services team at IVC is dedicated to supporting students in their online learning journey. We provide assistance through IVC's technology tools, including Canvas, Pronto, and more, to ensure students can navigate their online courses with confidence. Our goal is to help students succeed by offering the resources and support they need to thrive in IVC's online learning environment. To support our predominantly Hispanic and Spanish-speaking population, IVC ensures that student support services, DE resources, and key communications are available in both English and Spanish. Tutorials and Help Guides for Canvas and other tools are also offered in Spanish to promote accessibility and equity in online learning. Additionally, translation and accessibility tools are now available on every page of the IVC website, allowing students and users to customize their site experience to best fit their needs.

Several courses are Peer Online Course Review (POCR) approved. This is a process established by the California Community College's Chancellor's Office, the CVC, and the Academic Senate for California Community Colleges to ensure high-quality course design. A POCR badge, also known as a Quality Reviewed badge, indicates that a course has been peer-reviewed and aligns with the CVC-OEI Course Design Rubric. IVC is recognized as a Local POCR Certified college, allowing us to conduct official peer reviews in-house and submit courses for statewide recognition. In addition, IVC actively collaborates with the CVC Exchange, supporting student access to fully online, high-quality courses across the California Community College system. This collaboration expands opportunities for students to complete certificates, degrees, or transfer requirements in a timely and flexible manner.

Starting with the Spring 2025 semester, our DE Committee has implemented the DE refresh process for all faculty who teach online courses at Imperial Valley College. This process ensures continued high quality and engaging instruction for students.

DE Refresh is a peer-reviewed process adopted by the DE Committee and approved by the Academic Senate. Its goal is to support DE-approved faculty in evaluating the design of their online courses for alignment with the IVC adopted CVC Course Design Rubric. Through this process, faculty will have support and work with EdTech Specialists and DE peer reviewers. To maintain DE approval, all DE-approved faculty are required to complete DE Refresh every three years as part of IVC's DE Approval process.

During both the initial DE Approval and Refresh processes, courses are evaluated to ensure regular, effective, and substantive contact (RSI). Therefore, IVC has embedded RSI compliance into multiple processes, including the DE Approval process, the DE Refresh cycle, and peer course reviews. Faculty are trained on RSI requirements during their online certification, and ongoing professional development opportunities are provided throughout the year. The DE Committee regularly reviews RSI practices and provides updated guidance to faculty in the DE Handbook.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Imperial Valley College (IVC) is dedicated to supporting every student's unique educational journey with equitable and effective services. IVC strives to provide the resources students need to succeed, addressing both academic and non-academic challenges. With academic counseling, basic needs services, technology, library services, tutoring, student health services, and student success programs, the College has built a strong support system to guide students toward their educational goals. The College is committed to guiding students towards their academic goals and supporting both their academic and non-academic needs. Whether it is selecting the courses they need to complete through a Student Educational Plan (SEP) developed with a counselor, accessing basic needs, study materials, or receiving extra help through tutoring, IVC is committed to creating an environment where every student has the opportunity to thrive.

Academic Counseling and Support

IVC is committed to designing and delivering equitable and effective counseling services that support students in their unique educational journeys. Recognizing that each student's path is different, IVC provides personalized academic counseling to help students navigate their coursework, degree requirements, and long-term educational goals. Counselors ensure students have access to personal, academic, and career counseling. Counselors work closely with students to develop SEPs on DegreeWorks. These plans list all courses the students will need to complete their educational goals, in a semester-by-semester plan. This ensures students understand what courses are needed for educational progress. In addition, counselors assist with course selection for the registration process, identifying career pathways aligning with students' skills and interests. Counselors also inform students about the transfer process and what courses they need to take to transfer to a university. Additionally, the College hosts several transfer workshops and activities featuring different universities and institutions; hence, transfer information is readily available to students.

At the beginning of each semester IVC staff, faculty, and administrators volunteer at welcome tables located at key locations on campus. The team sets up tables with water and snacks to provide students with campus maps, class information, program information, parking information, and directions to classrooms and faculty offices. Moreover, IVC also offers orientation for new students, which teaches them about registration, student planning procedures, college, financial aid, college programs and services, and student clubs and activities. The orientation also provides specific information and guidance on how to access programs that provide services, such as housing, student health services, technology assistance, transportation assistance, emergency aid assistance for hardships, and other services that students may need to access during their time at the college. Student Success programs such as EOPS/CARE/NEXTUP, CALWorks, SSS-TRiO, MESA, and Student Equity and Achievement also offer additional orientation and registrations workshops for students accessing these programs. The College is intentional in its outreach to all students so that they are informed about the array of programs and services available to them.

IVC designs and delivers effective processes to identify and support students' academic, non-academic, personal wellness, and basic needs through a range of services, including academic, personal and career counseling, tutoring, and library resources to enhance student success. The institution also provides targeted non-academic support services, such as mental health counseling, veteran services, career services, disability access and accommodations, and a Basic Needs Center that assists with food, housing, emergency financial aid, technology assistance, book voucher assistance, and transportation assistance. The college is steadfast to support students using a holistic approach and acknowledges that some students have additional barriers that require support. Additionally, clear and consistent communication through orientations, college catalogs, newsletters, and digital platforms ensures students are aware of and can access these essential resources to support their educational journey.

IVC offers a structured and comprehensive set of intake and onboarding services designed to maximize student preparation, success, and retention. New students are introduced to college life through orientation programs that cover essential topics such as registration, financial aid, academic expectations, and available student support services. Personalized academic counseling helps students create comprehensive Student Educational Plans (SEPs) through DegreeWorks, ensuring a clear pathway to graduation or transfer. The Transfer Center provides dedicated resources, including university articulation agreements, advising from university representatives, and transfer workshops to support students pursuing higher education.

To further support student success, IVC offers tutoring, library resources, and learning assistance programs, including the Embedded Tutor Program, which provides peer-to-peer learning and study sessions. The Financial Aid Department ensures that students receive guidance on FAFSA applications, scholarships, and work-study opportunities, along with high school outreach to prepare prospective students for college. Additionally, the college addresses non-academic barriers to success by providing access to Disability Support Programs and Services (DSPS), Veteran Services, Mental Health Counseling, and the Basic Needs Center, which offers food assistance, transportation support, and financial crisis relief. Through these combined efforts, IVC fosters an inclusive and supportive environment, equipping students with the necessary tools to succeed academically and personally.

IVC's library serves an important role on campus, assisting students in achieving their educational goals. The library provides an array of learning resources, including physical books, e-books, databases (Databases A-Z), access to print and online services resources, open access to computers (Use Policy), internet, and tutoring services (Learning Services). Students have access to the Librarian Chat Service for help at any time, 24 hours a day, seven days a week, or can schedule a Zoom appointment with an IVC librarian (Librarian Support). The library also allows instructors to request that their course materials be added to our Reserve Collection, , making required course materials easily accessible for students (Course Reserves Form).

The library at IVC offers a variety of settings designed to accommodate many students studying and learning. The building offers individual carrels for students in need of a quiet space for focused learning without any distractions. Students needing to work with other students and/or in a group can use the collaborative space designed for group projects, activities, and discussions. The well-equipped computer lab ensures students have access to the resources required for effective research and assignments. The enclosed patio at the back of the library serves as a perfect outdoor area for students to unwind with a book or study in an outdoor atmosphere (Library Spaces).

The Learning Services Center also serves an important role on campus as it assists students in achieving their academic goals through tutoring. Students can schedule one-on-one tutoring by calling, emailing, or walking in. Tutoring services are available in-person or online and can also be requested by a counselor for the student in need (Tutoring Request Form). Teaching faculty can request to participate in Learning Services' Embedded Tutor Program. The Embedded Tutor Program offers the opportunity for tutors to work closely with instructors to assist with course content, lead study sessions, and facilitate peer-to-peer learning, all while contributing to students' academic success**.**

We recognize that the journey of education encompasses more than just academic achievements, and we work tirelessly to address the non-academic needs of students. Many students need additional services, such as those provided by DSPS, Veteran Services, Mental Health, and Basic Needs:

- IVC's Disability Support Program and Services (DSPS) provides comprehensive support to students with disabilities, including those with physical, learning, and intellectual disabilities; mental health conditions; acquired brain injuries; visual impairments; and those who are deaf or hard of hearing. The program offers a range of accommodations and services designed to promote equitable access and academic success. These include priority registration, academic counseling, class scheduling assistance, mobility support, interpreting services, alternate test formats, test proctoring, and other individualized accommodations. Through these services, DSPS ensures students are supported in achieving their educational goals in an inclusive learning environment.

- The Military & Veteran Success Center provides a holistic approach to serving military and veteran students, focusing on three essential areas: academics, health and wellness, and camaraderie. It serves as a central hub that connects military and veteran students, as well as their families, to campus and community resources that reinforce the concept of Academic Transition and Employment Access for Student Excellence (AT EASE). The goal is to ensure a seamless transition from military to civilian life, empowering students to excel academically and personally while fostering a strong sense of community.

- Mental Health Counseling Services, funded by the Student Health Fee, offer essential and free support to currently enrolled students through a range of therapeutic options, including short-term individual, couple, family, and group therapy. Delivered in a confidential, supportive, and culturally sensitive environment, these services are designed to address various concerns such as anxiety, depression, relationship and family issues, anger management, and difficulties coping with life transitions. In addition to counseling, the center provides case management and connections to community resources. Students can reach the Mental Health Counseling Services by calling or visiting us in Room 1536, located next to the Assessment Center in the 400 Building.

- The Basic Needs Center provides holistic support services to address non-academic barriers that may impact student success, including food insecurity, financial hardship, and limited access to essential resources. The center offers direct assistance through services including a campus Food Pantry, grocery gift cards, a textbook lending library, technology support, hygiene kits, and scheduled transportation assistance. Students may access services by appointment, walk-in, or referral, and are encouraged to submit a Request for

Student Equity Support form during times of immediate need. Additionally, the Basic Needs Center supports students in accessing long-term resources such as CalFresh and WIC benefits and assistance with securing affordable internet services. The Center also provides a Basic Needs Toolkit to help faculty and staff identify and support students in need. These efforts reflect the College's commitment to fostering equity and supporting students' academic persistence, retention, and completion. Students with questions or needing additional assistance can call the Basic Needs team or email equity@imperial.edu.

- The Resilient Scholars program supports students who have faced challenges such as foster care or homelessness. Through a holistic case management approach, Resilient Scholars offers personalized counseling, emergency assistance (food, housing, laptops, mobile phones), and educational case management. It also offers engaging workshops covering essential skills like financial literacy, career development, and general well-being. The program empowers students to achieve their academic and personal goals by fostering resilience and providing vital resources.

- The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. The program offers support for students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to support qualified single parents receiving Temporary Assistance for Needy Families (TANF)/Cash Aid assistance.

- The CalWORKs Program at Imperial Valley College provides a range of support services to students receiving (TANF/Cash Aid), with the goal of promoting academic success and preparing students for immediate and sustainable employment. In partnership with the Imperial County Department of Social Services, this categorically state-funded program offers individualized academic counseling, assistance with the development of a comprehensive Student Educational Plan (SEP), and support with petitions and other academic requirements. CalWORKs students may be eligible for assistance with educational expenses, including textbooks, transportation, and childcare for children up to 10 years of age. Additional services include access to CalWORKs' Work-Study opportunities (when available), priority registration, and referrals to other campus resources. Through these coordinated services, CalWORKs supports student retention, persistence, and successful transition to employment.

- The Dreamer Resource Program acknowledges the unique challenges faced by undocumented students, including those who are DACA recipients, AB 540 students, and those with mixed-status families. Our program provides a safe and supportive space for these students to access resources such as academic advising, mentorship, and connections to on-campus and off-campus services that can help mitigate the complexities of navigating higher education as an undocumented student. Our goal is to empower these students to succeed academically, navigate the complexities of their immigration status, and achieve their educational and career goals.

- The Financial Aid Department plays a crucial role in assisting students in the navigation of the financial aid process, including the application process, award disbursement, and eligibility counseling. Financial Aid provides students with access to essential funding resources such as the Federal Pell Grant and Cal Grants, as well as guidance on securing Federal Work-Study positions, which allow students to earn money while gaining valuable work experience. In addition, the department connects students with scholarship opportunities, empowering them to explore various funding options tailored to their individual needs. Annually, the Financial Aid Department engages in outreach services to all local high schools to assist seniors in college preparation. This outreach process reflects a broader commitment by the department to promote equal access to education and to support all students in achieving their educational goals.

- IVC's Career Services Center offers a range of services to support students in their career development, including personalized resumé building and cover letter guidance. Students can also receive assistance with job applications and interview preparation, as well as access internship opportunities and job placement support. Additionally, the Center provides a Professional Clothing Closet to ensure students are interview ready.

- The Student Equity & Achievement Program (SEA) at IVC facilitates a smooth transition to college, supporting all students, especially students that may face additional challenges in accessing higher education. The team assists with applications, testing, orientation, counseling, registration, and grants, and advocates for various groups. The program also houses the Student Housing and Basic Needs services, the Restorative Justice Program, and matriculation and core services. IVC is proud to provide a Student Housing Program that offers affordable housing to eligible IVC students facing homelessness and/or housing insecurity. In addition, the housing program provides emergency housing assistance such as rental assistance, hotel vouchers, housing referrals, and navigation services for students. SEA also provides matriculation and core services for local high school seniors. These services include college application assistance, academic advising, and educational planning.

- The Restorative Justice Program (RJP) provides intentional support services designed to remove barriers and promote academic and career success for students impacted by the criminal justice system. The program offers individualized academic counseling, access to a lending library that provides textbooks for current courses, assistance with expungement applications, referrals to tutoring and off-campus resources, and access to essential school supplies. Additional programming includes expungement workshops, resource fairs, university campus tours, and reentry-focused webinars. As part of its commitment to educational equity, IVC also delivers college courses inside correctional facilities, including an Associate Degree for Transfer in Sociology at Calipatria State Prison and an Associate Degree for Transfer in Psychology at Centinela State Prison. Through the Inside/Out College Program, offered in collaboration with the Imperial County Sheriff's Office, incarcerated students can also earn a certificate in Alcohol and Drug Studies while engaging in inclusive, college-level coursework alongside non-incarcerated peers. These comprehensive efforts reflect IVC's dedication to inclusive excellence and its mission to support all students in achieving their educational goals.

- The PUENTE Project at IVC is a nationally recognized academic, counseling, and mentoring program designed to support educationally underrepresented students in achieving their academic and career goals. The primary objective is to increase the number of students who successfully transfer to four-year universities. PUENTE consists of three integrated components:

    - Counseling: Students receive academic, personal, and career counseling focused on transfer readiness, goal setting, and college success. A Personal Development course is included to strengthen skills and involve family in the educational process.
    - English Instruction: Students complete a year-long English sequence (ENGL 105 and ENGL 201) with the same instructor, emphasizing writing as a process. Courses incorporate multicultural literature and support the development of analytical and academic writing skills in a collaborative, cohort-based environment.
    - Mentoring: Students are paired with trained community mentors who provide guidance, motivation, and real-world insight into professional and academic success. Mentors serve as role models, enhancing students' social and cultural capital.

  Together, these components foster a supportive learning environment aimed at increasing student retention, academic achievement, and university transfer.

- The Student Support Services (SSS) program at IVC is a federally funded TRIO program. Its mission is to promote academic achievement, retention, and transfer among first-generation, low-income students and/or students with disabilities. The program provides comprehensive, strengths-based counseling and support to help participants complete their associate degree and successfully transfer to four-year universities. Services offered through SSS include priority registration, new student orientation, academic and personal counseling, career exploration, academic progress monitoring, and transfer advising. Students also benefit from access to a dedicated computer lab, essential academic supplies, tutoring referrals, skill-building workshops, and an annual recognition ceremony celebrating student milestones. Through these services, SSS plays a critical role in fostering equitable student outcomes and supporting educational attainment.

- The Mathematics, Engineering, Science Achievement (MESA) Program at IVC is designed to support students from educationally disadvantaged backgrounds who are pursuing careers in Science, Technology, Engineering, and Mathematics (STEM). The primary goal of the program is to increase the number of students who successfully transfer to four-year institutions as STEM majors. MESA provides a comprehensive range of academic and professional development services to promote student achievement and retention. These services include tutoring, access to a dedicated study and computer lab, Academic Excellence Workshops (AEWs), academic and transfer advising, and support in navigating the transfer process. Additionally, the program offers professional development opportunities, career and job information, scholarship resources, and access to internships and industry connections, fostering both academic success and career readiness.

- The English as a Second Language (ESL) Program at IVC is designed to support non-native English speakers in developing proficiency in oral communication, reading, and writing. The program fosters a dynamic, multicultural learning environment where students and

instructors engage in meaningful, interactive instruction that reflects the diverse backgrounds of our community. The ESL Department offers a structured sequence of credit-bearing courses across three instructional levels, with offerings in listening and speaking, grammar and composition, reading, and skill review. These courses are designed to equip students with the English language skills necessary to succeed in college-level coursework, participate fully in their communities, and achieve their professional and personal goals. The core mission of the ESL Program is grounded in the belief that learning English plays a critical role in fostering equitable access to education and opportunity. Specifically, we believe that English language acquisition contributes to economic growth at the national, regional, and local levels; supports poverty reduction and the development of sustainable livelihoods; enhances learners' professional skills and knowledge; and promotes inclusive, equitable relationships across cultures and communities. Through a commitment to academic excellence and student-centered instruction, IVC's ESL Program empowers students to become confident, capable communicators who are prepared for success in a global society.

- The IVC Transfer Center is dedicated to providing effective transfer services that support students in achieving their educational goals. With personalized guidance, the Center assists students in navigating the transfer process and meeting the admission requirements for their chosen universities (GE Requirements). The Transfer Center offers support for students applying to different universities, whether the California State University (CSU) (Webpage), University of California (UC) and/or private (Webpage). This helps prepare students for a smooth transition to their next educational step. University representatives visit IVC regularly for one-on-one advising, creating personal connections between students and universities (Reps Info). Students have access to multiple academic support resources which include personalized and transfer counseling sessions and workshops (Transfer Workshops) (Transfer 101). The Transfer Center also participates in IVC's annual career fairs (Career Fair Flyer), providing students a chance to connect with potential employers, while discovering different career paths.

University Partnerships and Articulations Agreements

We are committed to providing transfer opportunities for students. Some of the articulation agreements in place are with the following universities (Articulation & Partnerships):

- Azusa Pacific University
- Columbia College
- Grossmont College
- Loma Linda University
- National University
- Northern Arizona University-Yuma (NAU Flyer)
- San Diego State University (SDSU-IV)
- Southern New Hampshire University
- Southwestern College
- University of Arizona-Yuma
- University of Phoenix
- West Coast University
- Western Governors University

With these agreements in place, students benefit from streamlined processes and personalized advising, which enables IVC to empower them to accomplish their academic goals.

IVC is committed to providing clear and consistent documentation and communication regarding its student support services to ensure that students have easy access to the information they need. Detailed descriptions of services such as academic advising, financial aid, counseling, and career services are readily available in the College Catalog and on the institution's website.

To make sure students have accurate and accessible information, IVC regularly revisits and refreshes its resources. We also keep everyone updated via newsletters (Career Services Newsletter), emails, and social media, highlighting new programs, helpful resources, and exciting events to support student success. The College also provides additional resources through orientations (Orientation), and the Canvas platform, which helps incoming students navigate available services. IVC's communication methods are designed to ensure that students are well-informed about academic expectations and support services, including tutoring, library services, and specialized programs like the Study Skills Center, CalWORKs, and DSPS office. Automated systems, such as email notifications for degree planning and appointment scheduling, ensure consistent and timely communication, helping students stay on track with their educational goals.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Imperial Valley College (IVC) creates formal and informal opportunities for student engagement (2024-2025 Event List). Formal opportunities include many planned student activities such as various club gatherings, Associated Student Government (ASG) meetings, and cultural and heritage activities including Hispanic Heritage Celebration, Black History Month, Veterans celebrations, Women's History Month, AAPI Month, Cesar Chavez Day, and Cinco de Mayo. IVC offers awareness events such as Domestic Violence Awareness, Mental Health Awareness and student engagement events such as Big Game Day where staff compete against students in a basketball game.

IVC's ASG provides student representation across campus councils and many campus committees. Following Board Policy 5420, Associated Students Finance, governance and activities that generate funds assure expenditures are handled appropriately.

IVC athletics includes five men's and six women's sports. Furthermore, IVC aims to implement men's and women's wrestling sports for the upcoming year. IVC also plans events for prospective, current, and new students through Student Affairs.

Efforts have been made to provide engagement activities even before the first day of classes with a new in person student orientation for both Fall and Spring semesters. The orientation consists of specific departments such as Financial Aid, ASG, Career Technical Education (CTE), Career Services, Athletics and Counseling providing workshops to ensure students are well versed in services offered and engagement opportunities. (Informal opportunities for gathering at IVC include the library, College Center, cafeteria, College Center ramada, library, and 2700 building study rooms).

Being visible to the community and recognized as a college campus gives IVC's students a sense of pride and ownership. The ASG and Student Affairs, along with the Mascot Identity taskforce, facilitated the adoption of a new mascot named the Desert Warrior. You can view all the work that was accomplished by the taskforce to adopt a new mascot which represents IVC's students and community on the Mascot webpage.

IVC's Community Services offers short-term, fee-based courses in areas of public interest. These courses are open to the entire community and are entirely supported by student fees. Courses are offered both in-person and online through Ed2go.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and to implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Imperial Valley College (IVC) conducts a systematic assessment of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs) on a three-year cycle to ensure the quality of its academic, learning support and student services programs (Outcomes Handbook). The SLO, PLO, SAO, and ILO data and their assessment is then used to review, plan, and implement improvements that support equitable student achievement, a core tenet of IVC's mission, within our Program Review process.

Academic programs assess each SLO for each IVC course at least once during the three-year cycle. Each PLO for each program at IVC is assessed once within the three-year cycle to coincide with the Comprehensive Program Review (CPR) schedule. CPRs are conducted every three years, using the data from SLOs and PLOs to inform the review, plans for innovation, and budget enhancements. During the two other years in the cycle (i.e., years that CPRs aren't conducted), programs are completing annual Program Review updates.

Non-academic programs (i.e., administrative and student service programs) assess SAOs. They collect data and evaluate it every fall semester. Once a year, service areas conduct Service Area Program Reviews (SAPR), which includes an analysis of their **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (SWOT analysis). Once every three years, service areas conduct a Comprehensive Review, which includes a SWOT analysis of the current year, an update on past objectives, and the development of future objectives.

Academic Comprehensive Program Reviews (CPRs) require mapping/alignment to the Chancellor's Office Vision for Success Goals, IVC's 2021-2030 Comprehensive Master Plan Strategic Goals and Objectives, IVC's ILOs, and IVC's program requirements in curriculum. Non-academic Comprehensive Program Reviews are mapped to Vision for Success Goals, IVC's 2021-2030 Comprehensive Master Plan Strategic Goals and Objectives, and IVC's ILOs. Both academic and non-academic Comprehensive Program Reviews entail aligning objectives and plans to budget enhancement requests (if there is a need for funds to implement objectives/innovations).

All outcomes assessment and Program Review currently take place in Nuventive. Nuventive pulls data from IVC's Office of Institutional Research into Tableau Reports and Dashboards/Analytics. Tableau allows programs to evaluate their effectiveness based on student ethnicity, gender, age, etc., so that improvements and budget requests are linked to equitable student achievement. Academic programs use Tableau's disaggregated data to analyze student learning via outcomes assessment, and student achievement via completion of courses, degrees, and certificates. Non-academic programs use Tableau's disaggregated data to assess how equitably they are meeting the needs of students in their service areas. The Outcomes Assessment Coordinator and the Associate Dean of Institutional Research oversee Nuventive, sending out SLO, PLO, SAO, APR, SAR, and CPR assignments via email (generated within Nuventive).

Nuventive also allows for a "closing the loop" section at the SLO level where faculty summarize their discussions about disaggregated learning and achievement data, their plans to improve curriculum to address achievement gaps, and the means to implement changes. IVC's administrators agreed to pay part-time faculty for their work collecting and assessing SLO data and participating in closing the loop to ensure that SLOs from all courses are included in the data and that all faculty were a part of closing the loop.

Through its structured, cyclical approach to outcomes assessment and Program Review, IVC ensures continuous quality improvement across academic, learning support, and student services programs. Utilizing Nuventive and Tableau, the institution not only monitors and evaluates program effectiveness, but also uses disaggregated data to drive targeted improvements that advance equitable student achievement. The integration of Comprehensive Reviews, annual updates, and "closing the loop"
practices, supported by broad faculty and staff participation, demonstrates IVC's ongoing commitment to evidence-based planning, innovation, and resource allocation in alignment with its mission and strategic goals. This systematic process enables IVC to respond promptly to student needs, uphold high standards, and foster a culture of equity and excellence throughout the college community.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Imperial Valley College (IVC) follows a structured approach to the recruitment and hiring of all employees, including faculty, staff, administration and all other personnel. The process ensures that we can recruit highly qualified individuals to support and sustain educational services and improve student success.

Recruitment and Hiring Practices:

For a new position the recruitment process begins with Program Review, which evaluates all IVC programs to ensure they are meeting educational goals and aligning with institutional priorities while also identifying new positions needed to maintain alignment. Upon completion of the program review, all positions are prioritized (using a rubric) and selected through the participatory governance process. This initial review ensures that staffing decisions are made with a focus on IVC priorities, which contribute to the overall improvement of educational services and student success. The outcomes of the prioritization process are shared across participatory governance bodies to ensure transparency.

Once a position has been identified as a priority or a vacancy occurs due to a resignation or retirement, the department will submit a position requisition through NeoEd. The submission is then reviewed and action is taken by the appropriate administrator. If approved, the recruitment process begins. Formalized recruitment procedures are outlined in Administrative Procedure 7120. At IVC, recruitment periods for faculty and administrators vary, with a minimum posting time of four to six weeks. For classified staff and other positions, recruitment periods typically range from two to four weeks. Additionally, for part-time faculty, temporary hourly positions, and professional experts, IVC maintains open and continuous applicant pools to ensure a steady pipeline of qualified candidates.

Recruitment Procedures and DEI Commitment:

IVC places a strong emphasis on diversity in its recruitment pools. Each pool typically consists of at least five qualified candidates. Human Resources (HR) ensures equal opportunity by working closely with screening committees to review applicants based on standardized criteria, and for faculty positions, by adhering to minimum qualifications designated by the state. To maintain fairness, HR requires disclosure of any conflicts of interest from committee members before they begin reviewing candidates.

Screening committees evaluate candidates based on their education, experience, skills, knowledge, and alignment with IVC's values, including commitments to student success, equity, and inclusiveness. Interviews are structured with pre-approved questions to ensure consistency and eliminate bias, with final selection based on the committee's recommendations after reviewing candidates' qualifications and conducting initial interviews.

All screening committee members are required to participate in training that includes an overview of legal requirements, confidentiality, conflict of interest guidelines, and implicit bias mitigation techniques. This training also covers ethical considerations, compliance, and reporting procedures, as well as best practices in recruitment. In addition, a designated Equal Employment Opportunity (EEO) Officer is present in all first level interviews to ensure fairness.

To ensure we have sufficient candidates, all applicants are required to submit a complete application, and recruitments remain open until the position is filled. Once a candidate is selected, HR conducts reference checks and background investigations to verify that the final hire aligns with IVC's mission and educational goals. IVC places a high priority on hiring individuals who will contribute to student success and align with our educational objectives. To assess candidates' ability to work with diverse student populations, IVC includes diversity-related questions in the application process and interviews, and all job postings feature a diversity statement.

IVC has clear procedures in place for recruiting diverse candidates. This can be found in the College's EEO Plan. We post job openings across a variety of venues and provide accommodation for candidates with disabilities. Additionally, IVC offers travel reimbursement to all candidates in an effort to address financial constraints, ensuring everyone can attend interviews. For candidates who may have logistical challenges, we also offer the option of conducting interviews via Zoom, ensuring accessibility and flexibility in the interview process. IVC also participates in wide-ranging job fairs and advertises on a variety of networks, including specialized groups and auxiliary organizations to expand our recruitment efforts.

In addition to its recruitment and hiring practices, IVC regularly evaluates the effectiveness of its recruitment and retention strategies to ensure alignment with our Diversity, Equity, and Inclusion (DEI) goals and mission fulfillment. This evaluation occurs annually through data collection on applicant diversity and success, and periodic reviews of recruitment practices to ensure they are meeting the needs of a diverse student body and fulfilling institutional priorities. Key indicators, such as the diversity of applicant pools and the demographic makeup of hired staff, are tracked and analyzed to determine if any adjustments are necessary to improve equity and diversity in our workforce.

Continuous Improvement in Recruitment and Onboarding:
In 2023, IVC's HR conducted a review of our website and content to ensure that recruitment materials reflect the College's DEI focus. The redesign of the HR website includes a robust DEI page, and in 2024, we rolled out enhanced job boards and social media platforms that highlight our commitment to a diverse workforce and equal employment opportunities. Additionally, IVC has conducted a DEI language audit of job postings to ensure they are free from bias and inclusive of all candidates. These efforts include making job postings gender-neutral and using a platform for posting that ensures accessibility to candidates.

In 2023, (Consultants) completed a classification and compensation study to ensure that classified positions, qualifications, and salaries are better aligned with industry standards. Additionally, we audited our diversity partnerships and referral initiatives. The EEO committee compiled a list of potential groups, professional associations, and community organizations that align with our diversity goals, ensuring our advertisements are sent to the right networks.

To further align with industry best practices, in 2023 IVC modernized the supplemental questions on applications to ensure they are inclusive, relevant, and assess candidates' alignment with DEI principles. IVC enhanced its onboarding process to incorporate DEI principles, ensuring that new hires feel welcomed, valued, supported, and aware of our commitment to these principles.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Imperial Valley College (IVC) recognizes the importance of providing professional development opportunities to its employees to support the mission of the institution and foster student success. This can be seen in the IVC 2030 Vision Comprehensive Master Plan which emphasizes the need for ongoing professional development opportunities for all faculty, staff, and administrators to focus on eliminating achievement gaps for students from traditionally underrepresented populations and improving teaching and support practices to increase achievement outcomes for all students.

The Professional Development Plan

The Professional Development Plan ensures that all professional learning opportunities for employees, including staff, faculty, and administrators, are directly aligned with the College's mission and strategic goals. These opportunities are designed to enhance employees' knowledge, skills, and abilities to better support student learning and institutional success. This alignment is also informed by integrated plans, program reviews, and other planning processes, ensuring that professional development addresses both institutional priorities and employee growth.

Professional Development Website

The updated Professional Development webpage serves as a centralized hub where employees can access a wide variety of resources, including information on upcoming workshops, trainings, and professional learning opportunities. These offerings are strategically aligned with our institutional goals, as outlined in the 2030 Vision Comprehensive Master Plan, which emphasizes equity, social justice, and the elimination of achievement gaps. By fostering continuous improvement and innovation, these opportunities focus on enhancing both instructional and support practices, ultimately contributing to improved student outcomes.

The professional development portal also includes specific resources for different employee groups, outlined in more detail in the following subsections. Academic employees can access resources through the Teaching & Learning Center, as well as professional organizations like the California Community College Statewide Academic Senate and California Virtual Campus Professional Development. Classified employees can take advantage of the Professional Growth Program, while administrators have access to resources like the Association of California Community College

Administrators. By providing these targeted resources, IVC ensures that all employees have the support they need to succeed in their roles.

To ensure these opportunities are accessible to all, IVC provides a range of resources tailored to the needs of faculty, staff, and administrators. The Vision Resource Center, an online learning platform for California community colleges, allows employees to access professional development materials and collaborate with peers statewide. IVC also offers specific management and leadership training, including FRISK ® (Beginning Training, FRISK ® Advanced Training, and Collective Bargaining Training (e.g., on Jan 26, 2024, and Feb 28, 2024). These programs ensure that all employees, including those in leadership roles, have the tools they need to succeed.

Professional Growth Program

The Professional Growth Program at IVC encourages permanent classified employees to engage in professional development activities aimed at improving their service to the District. As outlined in the IVC CSEA Contract (July 1, 2023 - June 30, 2026), eligible employees can earn professional growth points by participating in activities such as workshops, seminars, and courses related to their job responsibilities or classification.

Convocation

Convocation at IVC provides valuable opportunities for training and professional development, bringing together faculty, staff, and administrators to engage in sessions designed to enhance knowledge, skills, and collaboration. These events are strategically planned to address key areas of institutional priorities, offering a platform for employees to stay current on best practices, improve teaching and learning, and foster a sense of community.

Culturally Competent Professional Development

With the support of grant funding, IVC has invested in culturally competent professional development to enhance the inclusivity and effectiveness of its faculty and staff. IVC provides faculty with opportunities to engage in workshops on topics such as culturally responsive teaching, disaggregating student data, and inclusive instructional design. The yearlong Using Data for Equity Project ensured that 35 faculty members participated in activities that fostered self-inquiry, peer observations, and data-driven reflections aimed at eliminating achievement gaps for traditionally underrepresented student populations. Additionally, grant funds supported DEIA workshops, which included training on becoming equity-advancing educators by exploring issues such as race, culture, and identity in education. These efforts directly contribute to IVC's commitment to diversity, equity, and inclusion in both recruitment and professional development.

ZTC Implementation Grant as a Professional Development Opportunity

The Chancellor's Office Zero Textbook Cost (ZTC) grants have helped fund valuable profession development opportunities designed at Imperial Valley College to offer faculty training to enhance their skills in creating and adopting high-quality ZTC materials. By participating in this initiative, faculty engage in training that increases awareness of Open Educational Resources (OER), supports the identification of resource gaps, and fosters the skills needed to adapt, curate, or develop OER for their courses. This professional development not only benefits faculty by expanding their expertise in curriculum design but also contributes directly to the college's goal of increasing ZTC offerings, reducing student costs, and improving access to educational resources.

The Teaching and Learning Center (TLC)

The Teaching and Learning Center (TLC) at IVC supports faculty with a variety of professional learning opportunities that align with the institution's mission and goals. The TLC offers workshops, training sessions, and collaborative spaces designed to foster faculty growth and enhance student success. These opportunities are regularly evaluated to ensure their effectiveness in promoting equitable student outcomes and meeting both institutional and employee needs. Faculty can stay updated through newsletters, event calendars, and direct contact with center staff.

Distance Education (DE) Training and Approval

Imperial Valley College supports faculty professional development through its Distance Education (DE) approval and review process. Faculty must complete coursework on online course design to become DE-approved and participate in DE Refresh every three years. DE Refresh, a peer-reviewed process, helps faculty evaluate and improve their online courses with support from EdTech Specialists and DE peer reviewers, ensuring alignment with the IVC-adopted CVC Course Design Rubric and promoting continuous growth in teaching practices.

New Employee Orientation

New Hire Orientation at Imperial Valley College is a key component of professional development for newly hired faculty, staff, and administrators. This in-person orientation is designed to provide new employees with the essential knowledge and resources needed to succeed in their roles while aligning with the College's mission and strategic goals. It ensures that new hires are integrated into the campus community effectively, with a strong understanding of college policies, procedures, and available support systems. Following the orientation, new employees are surveyed to ascertain the effectiveness of the orientation in an effort to continuously improve the orientation process.

New Faculty Orientation Committee

The New Faculty Orientation Committee, a subcommittee of IVC's Academic Senate, plays a critical role in supporting the professional development of newly hired faculty members. This comprehensive orientation is designed to help new faculty navigate the expectations, systems, and resources available at the College while fostering a sense of community and alignment with the institution's mission of student success and equity.

Professional Development Coordinator

The Professional Development Coordinator (PDC) plays a crucial role in organizing and facilitating professional development initiatives at IVC, primarily focused on enhancing faculty effectiveness in teaching, student learning, and student services. The PDC coordinates the development of training opportunities, setting goals and priorities for faculty development. This includes creating an annual training curriculum, recruiting and overseeing professional trainers, and assessing the impact of training activities. Additionally, the PDC collaborates with various campus departments to align professional development efforts with key institutional goals, such as student equity and learning outcomes, ensuring that the faculty receive relevant, high-quality training that supports their ongoing growth and success.

Evaluation of Professional Development Program

The professional development opportunities are evaluated based on the completion of the professional development forms (Classified/ Administration and Faculty). Each request is reviewed to ensure it aligns with the college's mission and strategic goals. For administrative or classified staff, priority will be given to requests where the applicant commits to sharing the knowledge gained with

colleagues or the organization, maximizing the benefit of the investment and promoting continuous learning within the team. For faculty, a committee reviews each request to assess how the project or attendance at the event will benefit students, the applicant's area, or the college. In 2024-2025 the college held several professional development opportunities through the Teaching and Learning Center. Additionally, for on campus professional development opportunities, surveys are collected to evaluate the effectiveness of each training, helping to ensure that the offerings meet the needs of the college and contribute to ongoing professional development.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Imperial Valley College (IVC) has a structured and comprehensive approach to evaluating its employees, as outlined in the respective collective bargaining unit contracts (BP 7265). Employee evaluations are essential for ensuring that the institution maintains a high standard of performance and that employees receive constructive feedback to support their professional growth. Each category of employee (classified staff, full-time faculty, part-time faculty, and administration) has its own specific evaluation process, ensuring that the criteria are relevant and aligned with each role's responsibilities.

Classified
Article 7: Performance Evaluations of the CSEA Contract (2023-2026) outlines the process for evaluating employees within the district. Probationary employees are evaluated at the end of their third and sixth months, while permanent employees are evaluated biennially, with evaluations occurring between February and April of their second year and every two years thereafter. Employees with unsatisfactory evaluations may be placed on a performance improvement plan, with re-evaluation within six months. Evaluations are based on personal observations and must include recommendations for improvement if needed. The performance rating scale includes categories from "Outstanding" to "Unsatisfactory," reflecting the level of performance. Employees have the right to respond to their evaluation and have their response included in their personnel record.

Part-Time Faculty
Article 8: Evaluation of Unit Members of the Part-Time Faculty Contract (2022-2025) outlines the evaluation process for part-time faculty. Unit members are evaluated during their first semester of employment, once during their second year, and at least once every three years thereafter. If a break in service of two academic years occurs, the faculty member will be re-evaluated during the first year of re-employment. The evaluation team consists of two members selected from a Vice President, an administrator, or a tenured full-time faculty member in a related discipline. Evaluations may include pre-evaluation meetings, classroom or worksite observations, post-evaluation conferences, and student evaluations. Faculty receiving a marginal or unsatisfactory rating must develop an improvement plan and will be re-evaluated in the following semester. Observations and results are documented, with final forms added to the personnel file and shared with the instructor before the semester ends.

Full-Time Faculty
Article 10: Evaluation of Faculty Members of the CTA Contract (2024-2027) outlines the evaluation process for faculty members, including contract, regular, and temporary faculty. Faculty members are evaluated on their effectiveness in promoting student success, maintaining professional

relationships, and participating in college activities. Evaluations are conducted by a team consisting of an administrative evaluator and a peer evaluator, with specific guidelines for notification, observation, and feedback. Regular faculty members are evaluated at least once every three years, while contract and temporary faculty have more frequent evaluations based on their temporary contract. The evaluation includes self-assessments, peer observations, student evaluations, and a final conference to discuss strengths and areas for improvement. Additionally, there are provisions for faculty members teaching online courses and those in administrative roles such as faculty chairs, directors, or coordinators.

Tenure Review
The tenure review process, as detailed in Article 11: Tenure Review, spans a four-year period, with evaluations conducted annually to assess faculty members' progress toward tenure. These evaluations are based on clear criteria that reflect the faculty member's professional responsibilities and align with the institution's mission and goals, such as teaching effectiveness, administrative duties, and engagement in shared governance. Faculty hired into tenure-track positions undergo a structured review process starting either immediately upon employment or the following academic year, depending on their hire date. The review is divided into three contract periods: Year 1 (first contract), Year 2 (second contract), and Years 3 and 4 (third contract), with the possibility of a modified three-year process for those with prior full-time temporary service. Upon successful completion of the process, faculty are granted tenure, commencing at the beginning of the next academic year. Throughout the process, faculty are supported by the Individual Tenure Review Committee (ITRC), ensuring that evaluations are fair, unbiased, and consistent with established policies. This process helps ensure that evaluations are regularly conducted with clear and consistent criteria, supporting the professional growth of faculty members while aligning with the institution's overall goals.

Administrator
Administrators are evaluated according to the Classified Management and Confidential Employee Handbook; during the fifth and tenth months of probation and biennially after their second anniversary as permanent employees. Evaluations are based on direct observation and must include specific recommendations and support if performance concerns are noted. Employees may respond in writing to evaluations they disagree with, and all evaluations must be reviewed and signed to confirm the discussion took place.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Imperial Valley College (IVC) is committed to strategically allocating financial resources to develop, maintain, and enhance its educational services and operational functions. Through responsible allocation and use of resources that support student programs and services, IVC ensures that its investments align with its mission to foster an environment that promotes equitable student achievement.

Imperial Valley College has sufficient financial resources to support essential program needs, educational improvement, and innovation. On average, IVC collectively receives nearly $60 million in federal and state grants to help support students in achieving their educational goals. These

grants help the College invest in student support services such as tutoring programs, career counseling, and wellness initiatives. These services contribute to student retention and success by addressing academic and non-academic needs. Financial aid programs and scholarship opportunities are structured to promote equity and provide access to students from diverse backgrounds. Overall, financial resources are allocated to promote equitable outcomes of student success by prioritizing financial resources for students who present a greater need.

Funds are allocated to students with greater need using methods that ensure financial resources directly support student success.

1. **Need-Based Financial Aid & Scholarships**: IVC awards grants and scholarships to students with confirmed financial need. Federal and state aid programs, such as Pell Grants, Cal Grants, and California College Promise Grants are awarded to support low-income students with the cost of education. Additionally, IVC offers emergency financial grants to help cover costs of essential expenses like food, housing, and transportation to prevent students from discontinuing their education in the event of unexpected financial difficulties. Financial aid, scholarships, and grants help close financial gaps, ensuring that economic barriers do not hinder academic progress.

2. **Targeted Student Support Services**: Funding is allocated to support students' academic and non-academic needs through programs such as tutoring, academic and career counseling services, food and housing services, disability support programs, military and veteran success programs, technology support, and mental health and well-being services and programs. Funding is directed toward programs and services that benefit high-need students.

Imperial Valley College's budget development process emphasizes transparency, accountability, and continuous assessment to maximize the impact of available resources. Through the program review process, all areas of the college assess stated goals and objectives for their area, including budget enhancements needed to achieve these goals and objectives. Additionally, the Fiscal and Facilities Committee assists with planning and establishing budget priorities consistent with institutional goals and objectives. Each year, a budget development schedule is provided to the governing board that includes dates for presentation of the tentative budget as well as approval of the final budget. The schedule ensures that budget development follows a timely process for setting budget allocation priorities.

To adapt to emerging challenges and opportunities, ensuring long-term stability and growth, IVC regularly evaluates its financial strategies through the use of multi-year projections, utilizing up-to-date financial assumptions provided by numerous resources, such as the California Department of Finance and School Services of California.

IVC manages fiscal resources through responsible budgeting, resource allocation, and continuous evaluation to sustain educational services and enhance institutional effectiveness. Through reliable fiscal management and transparent budgeting processes, the college ensures that its financial decisions foster academic excellence and student support and ensure long-term sustainability of the institution.

IVC undergoes regular financial audits as part of its continuous evaluation for fiscal accountability. IVC's three most recent audit reports (2021-22, 2022-23, 2023-24) determined no material weaknesses identified in its internal controls over financial reporting and there have been no financial statement, nor federal and state award audit findings or questioned costs identified as required to be reported in accordance with Government Auditing Standards. The audits demonstrate that IVC is meeting all the necessary budgeting and accounting standards and practices with no significant exceptions. The audits are made available on IVC's website.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Imperial Valley College (IVC)'s mission and goals serve as the foundation for all financial planning efforts. Aligning institutional priorities with budgeting and fiscal management is the core to ensuring the effective support and long-term stability of academic programs and student services. Financial information is transparently disseminated to facilitate informed decision-making, allowing stakeholders—including faculty, staff, and students—to actively participate in the planning and budgeting process. Through collaborative engagement and data-driven financial management, the college ensures fiscal sustainability while advancing student success and institutional effectiveness.

IVC ensures that its annual fiscal planning process is aligned with the institution's mission and goals. As a student-centered institution committed to academic excellence and equitable access to education, IVC integrates these priorities into financial decision-making. IVC's budgeting process is guided by strategic planning efforts that identify key institutional objectives, including expanding academic programs, enhancing student support services, and maintaining a quality learning environment.

Through a structured and transparent financial planning framework, IVC allocates resources to support institutional priorities while maintaining fiscal sustainability. Annual budget development includes an assessment of enrollment trends and FTES projections, operational costs, state and local revenue streams, and categorical grant opportunities. By aligning financial planning with its core mission, the college ensures that budgetary decisions directly contribute to student success and institutional growth.

IVC values input from key stakeholders when engaging in the financial planning, prioritization, and budget development processes. Faculty, staff, students, and administrators participate in financial discussions through established committees and participatory governance structures, including the Fiscal and Facilities Planning Committee, Program Review Committee, Academic Senate, and Integrated Consultation Council. These groups provide feedback and recommendations on budget allocations, funding priorities, and long-term financial strategies to ensure fiscal decisions align with institutional needs and goals.

Transparency and stakeholder involvement are fundamental to IVC's financial processes. Stakeholders engage through planning and prioritization meetings and program review discussions, where financial data is shared and analyzed. This collaborative approach ensures that resource allocation reflects the collective needs of the campus community, IVC's commitment to responsible fiscal management, and institutional effectiveness.

IVC is committed to transparency in financial planning by ensuring that individuals involved in institutional decision-making have access to accurate and up-to-date fiscal information. The annual budget, which details ongoing and anticipated fiscal commitments, is shared with relevant stakeholders to support informed decision-making. Administrators, faculty, and staff involved in planning processes have access to comprehensive financial reports outlining available funds, projected revenues, and expenditure trends.

To enhance financial literacy and accountability, IVC provides regular budget updates on unrestricted and restricted funds through participatory governance and Board of Trustee meetings. Administrators, faculty, and staff are provided assistance by Business Office staff with financial reporting, budget management and forecasting to ensure compliance and fiscal solvency with special grant funds. By equipping stakeholders with clear and reliable financial data, IVC fosters informed discussions on resource allocation, program development, and institutional priorities. This practice strengthens the connection between financial planning and institutional effectiveness, ensuring that financial decisions support long-term sustainability and student success.

IVC recognizes that sound financial planning is essential for achieving its institutional goals and sustaining long-term growth. IVC employs a realistic and data-driven approach to budgeting (utilizing the Joint Analysis of the state budget as well as the Projection Dartboard by the School Services of California Inc.), ensuring that financial resource availability is accurately projected and aligned with institutional priorities. Fiscal planning is based on comprehensive financial analysis, enrollment trends, and anticipated funding sources, allowing IVC to make strategic decisions that support academic excellence and student success.

By maintaining a balanced budget, monitoring expenditures, and seeking additional funding opportunities through grants and partnerships, IVC ensures financial stability while advancing its mission. IVC's regular monitoring of the budget helps to anticipate potential financial challenges and allows leadership to develop contingency plans, if needed. One example of this includes making regular contributions to an irrevocable trust for Other Post-Employment Benefits (OPEB) and a Pension Rate Stabilization fund for pension cost increases. This proactive approach to financial management reinforces IVC's commitment to institutional resilience, ensuring that financial resources are effectively utilized to support educational programs, student services, and campus development initiatives.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

To ensure the integrity and responsible use of its financial resources, Imperial Valley College has developed Board Policies (BPs) and Administrative Procedures (APs) guiding appropriate processes and internal 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 6307 Debt Issuance and Mgmt	AP 6305 Reserves
BP 6400 Audits	AP 6400 Financial Audits

As evidenced by the Annual Financial and Budget Report (CCFS 311) and external audits, IVC has followed appropriate processes and internal control mechanisms to support student learning programs and services. IVC continues to disseminate information regarding the budget and financial reports as evidenced by input and feedback received through participatory governance committees, and the online accessibility of the budget, financial, and external audit reports.

IVC maintains financial information in two enterprise resource planning (ERP) systems, internally and at the Imperial County Office of Education, to ensure the accuracy, reliability, and timeliness of financial information for effective decision-making. IVC also utilizes internal control processes (as indicated in audits) including budget monitoring, multi-level approvals for expenditures, and regular financial reconciliations including cash and bank accounts.

Externally, IVC adheres to regulatory requirements by engaging independent auditors and employing other financial oversight activities to review its financial processes. This includes program compliance reviews for various federal and state grants and utilizing resources available through the California Community Colleges Chancellor's Office (i.e. fiscal memos, budget workshops, joint analyses of the state budget, and the Compendium of Allocations and Resources for restricted funds). IVC also complies with federal, state, and local financial reporting guidelines, ensuring transparency and accountability. These mechanisms collectively support sound financial decision-making and long-term fiscal stability.

IVC undergoes rigorous external audits conducted by independent certified public accountants to assess financial management practices and compliance with applicable regulations. These audits consistently confirm the integrity and accuracy of IVC's financial operations. IVC also conducts internal audits over areas such as expenditures, revenues and deposits, cash balancing, and payroll to proactively identify and address potential issues before they escalate.

Over the past three fiscal years, IVC has received no audit findings or management recommendations in its annual financial audit reports. IVC's administrative financial staff work closely with their auditors throughout the year when matters of compliance and internal controls arise. This proactive approach helps IVC mitigate the risk of audit findings and fosters an atmosphere of trust and transparency around financial matters with IVC's stakeholders. This collaboration further ensures that any necessary improvements to internal processes are effectively integrated into the institution's financial practices.

IVC is committed to financial transparency and ensures that budgetary and audit information is effectively communicated to stakeholders. IVC provides regular financial updates by engaging stakeholders through participatory governance committees, board of trustee meetings, and town halls, ensuring that financial information is clearly understood and aligns with institutional priorities. In addition, financial updates and processes are shared via campus-wide communications. Lastly, IVC's annual budget, financial statements, and audit findings are made accessible to faculty, staff, students, and the community via IVC's website and Board of Trustees eGovernance site (BoardDocs). This commitment to transparency fosters trust and collaboration, supporting IVC's mission and long-term financial sustainability.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Imperial Valley College is committed to maintaining financial solvency by aligning short-term financial planning with long-term institutional priorities. The college employs sound fiscal management strategies that ensure operational stability while preparing for future obligations. Through strategic budget forecasting, ongoing financial analysis, and adherence to best practices in financial governance, IVC sustains its fiscal health and ensures the institution's ability to meet its mission-driven objectives.

IVC conducts comprehensive reviews of past financial data to use in current and future fiscal planning. IVC analyzes financial data revenues and operational expenses (budgeted versus actuals), salary and benefit costs, other outgo, beginning and ending fund balances, and reserves to identify areas of financial strength and areas of potential challenges. These reviews help guide budget development through constructive resource allocation and contingency planning. Regular financial assessments ensure that IVC remains adaptable and responsive to economic conditions, including revenue deficits and inflation.

IVC implements a dynamic budgetary process that includes ongoing monitoring, evaluation, and adjustments to maintain financial solvency. Through monthly budget updates to the board of trustees, IVC regularly assesses budgeted revenue and expense projections versus actuals to maintain projected reserve levels and ensure fiscal sustainability. Through cash flow management and reconciliations, as well as revenue forecasting, IVC is able to adjust budget strategies to address current or future financial needs, all while preserving long-term fiscal integrity by managing reserve levels. Budget reviews are conducted by institutional leadership, the Board of Trustees, and fiscal committees to ensure alignment with the IVC's mission and priorities.

Imperial Valley College incorporates long-term liabilities and financial obligations into its budget development and fiscal planning processes. IVC plans for and manages long-term liabilities through various financial strategies and policies to ensure fiscal sustainability.

1. **Health Benefits**: IVC participates in the Imperial County Schools Voluntary Employees Benefits Association (ICSVEBA) consortium, a 501 (c)(9) trust. Together with other members of the consortium, IVC is able to benefit from a purchasing pool to manage health benefit plan designs and rate increases. This ensures that IVC can provide high level health and benefit programs at low costs to the college and its employees.
2. **Insurance Costs**: IVC participates in the Statewide Association of Community Colleges (SWACC), a joint powers authority (JPA) for property and liability insurance. Through IVC's membership in SWACC, it has access to programs and resources that specifically address community college exposure to loss through broad and unique comprehensive coverages, competitive rates, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer.
3. **Building Maintenance Costs**: IVC has a dedicated fund for building maintenance repairs and renovations, known as the Building Fund. This fund is used for planning and prioritizing deferred maintenance of IVC's facilities. In addition, IVC completes a Scheduled Maintenance 5 Year Plan, submitted through FUSION (Facilities Utilization, Space Inventory Options Net), a database used by community colleges, the California

Community Colleges Chancellor's Office, and the Foundation for California Community Colleges to track facilities and maintenance needs. During budget development, IVC assesses the building maintenance needs for current and future years and makes adjustments to the budget or conducts interfund transfers, if needed, to cover these costs.

4. **Other Post-Employment Benefits (OPEB)**: IVC has an established irrevocable OPEB trust to prefund retiree health and welfare benefits to reduce future liabilities. IVC makes regular contributions to the trust to reduce its net OPEB liability. The balance of this trust is monitored regularly with monthly statements and annual client reviews provided by the trust administrator, and quarterly investment performance updates provided by the investment manager. IVC's net OPEB liability goes through an annual actuarial valuation to ensure that contributions made are sufficient to pay future liabilities, thus promoting sustainable financial planning.
5. **Pension Rate Costs**: IVC has an established, irrevocable pension rate stabilization trust to prefund pension rates to help offset increases to the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates. The balance of this trust is monitored regularly with monthly statements and annual client reviews provided by the trust administrator, and quarterly investment performance updates provided by the investment manager.

Reserve funds and multi-year projections are utilized to ensure long-term commitments are met without compromising short-term operational needs. By integrating long-term liabilities into annual budgeting, IVC ensures fiscal stability and protects institutional resources for future generations. IVC currently operates without locally incurred debt, ensuring financial obligations are met through other funding mechanisms. IVC has issued general obligation bonds for facility construction and improvements. However, the obligation for repayment is that of the property taxpayers, and not IVC. IVC adheres to Board Policy (BP 6307) on debt issuance and management to ensure debts, if any, are professionally managed in compliance with federal, state, or local regulations.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning support.

Imperial Valley College is committed to providing and maintaining high-quality physical resources that support student learning, instructional programs, and operational functions. The college prioritizes safety, accessibility, and sustainability in the planning, construction, and maintenance of its facilities. Through strategic planning, ongoing assessment, and adherence to safety protocols, IVC ensures that all campus locations offer a secure and effective learning and working environment. Using voter approved bond funds, IVC has invested in facilities upgrades and modernizations that enhance student learning and well-being.

IVC integrates facility planning and maintenance with the institution's mission, strategic goals, and academic program needs. IVC assesses space utilization, infrastructure requirements, and technological advancements to ensure that physical resources effectively support instructional and student services. Capital improvement projects, renovations, and facility upgrades are guided by

institutional planning efforts, including the Comprehensive Master Plan, to enhance learning environments and operational efficiency.

IVC upholds a strong commitment to ensuring the safety of all who come onto the campus. IVC has established policies and procedures for safety and hazardous materials standards. In addition, the Environmental Health and Safety Committee plays a role in the health, safety, and sustainability of the campus by identifying and recommending policy and procedures regarding health and safety operations. IVC's Maintenance and Operations department conducts routine inspections of facilities, and provides clear channels for students, faculty, and staff to report unsafe conditions. The campus security team and maintenance personnel respond promptly to safety concerns, ensuring compliance with local, state, and federal safety regulations. Additionally, IVC regularly conducts emergency preparedness drills and safety training to maintain a secure learning environment.

IVC evaluates its facilities and equipment to ensure they meet the evolving needs of students, faculty, and staff. All facilities are well maintained and provide the necessary quality for students and staff. IVC administration 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. IVC also collects and analyzes data on space utilization, equipment performance, and maintenance needs to inform decision-making and prioritize improvements. Through continuous evaluation and investment, IVC ensures that its physical resources remain adequate, functional, and aligned with institutional goals.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Appropriate Use of Technologies

Imperial Valley College has implemented policies and procedures to ensure the appropriate and secure use of technology in teaching, learning, and operations across the District. Board Policy (BP) 3720, Computer and Network Use, outlines the proper utilization of the College's computer and network resources. The accompanying Administrative Procedure (AP 3720) provides definitions related to ownership and privacy, along with guidelines on acceptable and prohibited use.

All individuals using District-owned devices must adhere to the Acceptable Use Policy. The college utilizes Microsoft 365, which includes a customer agreement specifying acceptable use practices. Additionally, copyright regulations outlined in BP 3720 are further detailed in AP 3750, Use of Copyrighted Material.

Evaluation of Infrastructure

The District's Information Technology (IT) Department collaborates with the institution to address its comprehensive technology needs. To ensure efficient and consistent service delivery, the IT teams utilize Team Dynamix for IT Service Management, which facilitates the prompt routing of service requests to the appropriate team.

The department is structured into three specialized areas (Application Services, Enterprise Services, and Cybersecurity), each focusing on distinct technical domains that support the College's mission. These teams oversee and maintain technology and related systems across the District. Additionally, IT personnel and management are responsible for the oversight, planning, and security of complex technology infrastructure systems throughout the institution.
As part of ongoing efforts to evaluate and strengthen our technological capacity, the District conducted a comprehensive audit of its technology infrastructure in 2022–23 in partnership with an external firm, Doctums. This assessment provided valuable insights into the college's current capabilities and areas for improvement.

Evaluation for ongoing effectiveness
The District's Five-Year Computer Refresh Plan and Technology Services Multi-Year Projection support the strategic tracking and planning of technology needs across the institution. IT-related purchases are guided by the District's Project Request Form, ensuring informed decision-making. Additionally, the IT Department maintains a master inventory of computers and laptops requiring updates or replacement, with equipment upgrades implemented as funding becomes available.

The core back-end infrastructure replacement project was completed two years ago in 23/24. The Director of Enterprise Systems oversees and maintains critical technology systems, including firewall protection, file servers, cloud computing, and data storage. Updates on these projects are regularly shared during Technology Planning Committee (TPC) meetings, where stakeholders provide input and make necessary adjustments. The TPC includes representatives from all shared governance groups on campus and serves as the primary forum for addressing college-specific technology needs and concerns. Standing reports keep various constituencies informed about project statuses and facilitate the timely resolution of issues.

The TPC also prioritizes technology requests related to computer labs, audio-visual classroom equipment, and employee technology needs. Once recommendations are evaluated and approved by the TPC, they are forwarded to the Integrated Consultation Council for review and recommendation, and then to President's Cabinet for final approval. This process ensures informed decision-making, fiscal responsibility, and alignment with the College's mission while promoting transparency in addressing technology needs across the District.

Additionally, the District provides resources and support for Canvas and Microsoft Office through the Online Learning Help Desk, offering both in-person and remote assistance during regular business hours.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The District has appropriate risk management strategies and more than enough reserves. Board Polic (BP) 6250 requires the district to have no less than 16% reserves. In recent years it has been practice to keep the reserve well above 20%.

Multi-Year Projections - General Fund Unrestricted
Fiscal Year 2025-2026
Tentative Budget

		2025-26	2026-27	2027-28
FTES Reported / Projected		**7,485**	**7,565**	**7,580**
BEGINNING FUND BALANCE		**$ 19,009,202**	**$ 18,545,480**	**$ 19,432,107**
REVENUES				
State Apportionment	8611	52,919,728	57,421,825	60,376,136
Education Protection Act (EPA)	8630	6,475,633	6,475,633	6,475,633
Other State Revenues	8600-8699	3,240,379	3,260,559	3,284,101
CalSTRS On-Behalf	8600	1,897,030	1,897,030	1,897,030
Other Local Revenues	8800-8899	13,955,245	13,955,245	13,955,245
Other Financing Sources	8910-8999	28	-	-
Total Revenues		**78,488,042**	**83,010,292**	**85,988,146**
EXPENDITURES				
Certificated Salaries	1000-1999	26,750,414	27,452,625	28,725,142
Classified Salaries	2000-2999	12,882,029	13,420,712	13,913,258
Employee Benefits	3000-3999	20,067,085	20,466,397	21,042,661
CalSTRS On-Behalf	3000	1,897,030	1,897,030	1,897,030
Supplies, Software, Subscriptions	4000-4999	1,511,206	1,556,240	1,399,529
Services and Operations	5000-5999	6,634,860	6,678,030	6,678,030
Capital Outlay	6000-6999	829,140	772,632	772,632
Total Expenditures		70,571,764	72,243,666	74,428,283
Excess/ (Deficiency) of Revenues over Expenditures		**7,916,278**	**10,766,626**	**11,559,863**
Other Outgo, Transfers	7000-7999	8,380,000	9,880,000	10,880,000
Net Increase/Decrease in Fund Balance		**(463,722)**	**886,626**	**679,863**
ENDING FUND BALANCE		**$ 18,545,480**	**$ 19,432,107**	**$ 20,111,970**
Ending Fund Balance Percent		**23%**	**24%**	**24%**

The District is a member of the Joint Powers authority Statewide Association of Community Colleges (SWACC). The coverage afforded by the SWACC Memorandum of Coverage is intended to provide liability coverage resulting from the sole negligent acts of the covered member arising from an occurrence while engaging in routine activities that fall within the normal scope of the educational process.

Insurance coverage is reviewed by the Business Services Office on a yearly basis as part of the SWACC. Annual training is provided by Keenan and legal counsel. The most recent Property & Liability Insurance, Contracts and Legal Updates training was provided on March 26, 2025.

The District has established comprehensive confidential protocols for the backup and recovery of sensitive data systems, including student and employee information systems. Regular data backups are conducted to ensure data integrity and security, with redundant storage solutions in place to prevent data loss. Additionally, the Information Technology department follows industry-set best practices for secure storage and disaster recovery planning. In the event of a system failure or cyber incident, a structured recovery process, as well as an Incident Response Plan, which is a confidential document, is in place to restore critical systems efficiently while maintaining compliance with relevant data protection regulations.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Imperial Valley College communicates its commitment to academic freedom and freedom of inquiry through established Board Policies (BP) and Administrative Procedures (AP), which are accessible to the entire campus community via the College's website and published in the college catalog. Specifically, BP and AP 4030 (Academic Freedom) underscore the College's dedication to these principles for faculty. AP 4030 states, "Academic freedom is essential... and is the right of reasonable exercise of civil liberties and responsibilities in an academic setting." The policy emphasizes protecting individuals' freedom to express opinions both inside and outside the classroom while respecting the academic freedom of others.

For students, BP and AP 5500 (Standards of Conduct) affirm the College's belief that "[free inquiry and free expression are indispensable" to "the fostering of knowledge, the search for truth and the dissemination of ideas" (BP 5500). Students are encouraged to develop critical judgment and exercise their rights to free inquiry and free speech within an environment that upholds standards of academic integrity as well as safety for all students. BP 5500 makes clear that students who engage in cheating, plagiarism, or other forms of academic dishonesty are subject to disciplinary actions "including but not limited to the removal, suspension or expulsion of a student." To ensure transparency, these expectations are communicated through multiple channels, including the "College Policies" section of the IVC Student Resources site that is linked to in the required syllabus template.
A recent addition to the syllabus template, initially brought to the Academic Senate for discussion by the Faculty Teaching and Learning Committee, is an academic honesty statement specifically addressing artificial intelligence (AI). It begins by stating that "IVC values critical thinking and communication skills and considers academic integrity essential to learning," and clarifies that "using AI tools as a replacement for [students'] own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy" before providing additional guidance. Faculty are encouraged to develop their own specific AI guidelines for the course as a whole and individual assignments.

Imperial Valley College follows well-defined procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry. BP and AP 5500 specify that students who engage in dishonest behaviors—such as cheating, plagiarism, or falsifying documents—will face disciplinary actions as determined by the Student Conduct Administrator during the investigation process. Examples of prohibited behaviors include "dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District" (AP 5500). AP 5520 (Student Discipline Procedures) and 5530 (Student Rights and Grievances) outline the disciplinary process, information that is also published in the college catalog. This ensures that all students understand the

expectations and consequences tied to academic misconduct. By adhering to these protocols, the College maintains its mission of excellence in education through the integrity of its academic environment and upholds its principles of academic freedom and freedom of inquiry.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Imperial Valley College has established decision-making structures that align with its mission and organizational framework, and which are thoroughly documented and accessible at IVC's website, particularly the Participatory Governance page. Board Policy (BP) 2510 and Administrative Procedure (AP) 2510 define these structures and outline participatory governance roles and responsibilities, including where collegial consultation must occur between College constituent groups as defined by law. These groups include the Board of Trustees (BOT), Superintendent/President, Academic Senate, administrators, Associated Student Government (ASG), staff, classified, and classified confidential employees. Furthermore, AP 3250 delineates the specific roles of College administrators in carrying out the process of institutional planning with adherence to institutional mission.

The College's participatory governance structure facilitates discussion and collegial decision-making through the input of three major groups, which provide recommendations directly to the Superintendent/President: students, the Academic Senate, and the Integrated Consultation Council (ICC). Students share their voice through ASG, whose members sit on committees and whose president is a voting member of the BOT. The Academic Senate holds primary responsibility for 10+1 matters and receives regular reports from its subcommittees, including the Curriculum Committee, Outcomes and Assessment Committee (OAC), Distance Education Committee, New Faculty Orientation Committee, and Open Educational Resources (OER) Committee. The ICC focuses on four areas: (1) strategic planning; (2) policy, procedure review and recommendation; (3) problem management, and (4) campus communication. This structure ensures that decisions are made collaboratively and with appropriate oversight and supports the College's mission to foster excellent education for students of every background by incorporating input from diverse stakeholders.

Procedures for institutional decision-making, as well as committee member roles, responsibilities, and participation opportunities, are thoroughly documented and accessible. Information about each committee, including purpose, bylaws, membership, agendas, and minutes, is publicly available through BoardDocs. The Participatory Government page on the College website hosts the Standing Committee Assignments, Participatory Governance Handbook and committee organizational chart.

Institutional processes, such as the Six-Year Review Cycle for Board Policies and Administrative Procedures demonstrate the systematic flow of decision-making through multiple governance layers, including first and second readings, committee approvals, and BOT final review. These documented procedures ensure transparency and stakeholder access.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Decision-making at Imperial Valley College is collegial and collaborative, fueled by conversations in the committees and groups that comprise our participatory governance structure, and shared transparently with the community. Board Policy (BP) and Administrative Procedure (AP) 2510 , along with the Participatory Governance Handbook, outline the roles and responsibilities of these committees, which are populated by representatives from each constituency group. The institution adheres to its documented participatory governance processes.

To ensure that these committees are meeting their goals and to identify areas of improvement, the College administers an annual Committee Effectiveness Survey to evaluate the purpose, structure, processes, and outcomes of its participatory governance committees. Each spring, the Office of Institutional Research (OIR) and Institutional Effectiveness (IE) distributes the survey to all committee Chairs, and encourages them to devote meeting time so that each committee member can complete the survey. The OIR reviews the results with Academic Senate before the semester ends so that changes can be implemented before the next school year. These reviews have led to significant improvements, such as restructuring committee membership and addressing the onboarding challenges identified across multiple committees. These evaluations maintain a focus on effectiveness and support the College's mission.

Committees also conduct an annual self-evaluation, led by their leadership, to reflect on past work, assess goal achievement, and identify barriers. This exercise includes planning future goals and activities aligned with the College's objectives. Through this process, committee members engage in introspective reflection on their achievements and how their efforts advance institutional goals.

In addition to the annual Committee Effectiveness Survey and self-evaluations, faculty conversations in Senate and individual committees have led to the formation of new or revamped taskforces, workgroups, and even entire subcommittees. In early 2024, the New Faculty Orientation Committee was brought back online as an official subcommittee of the Senate, with updated bylaws, leadership, and regular reporting. The result has been a better-structured, more effective means of integrating recently-hired faculty into College conversations and processes, equipping them to support student success and outcomes, and ensuring that the voices of these new faculty members are heard. The Educational Technology (Ed Tech) subcommittee of the Academic Senate and Technology Planning subcommittee of the Integrated Consultation Council aligned their meeting times to maximize conversation and action items between the two, resulting in more streamlined discussion and approval of technology projects. Members of the Ed Tech Committee formed the Artificial Intelligence (AI) workgroup in response to a pressing need for shaping the campus conversation about AI and have developed an AI statement of mission and values as well as guidance for both faculty and students that they have brought back to the Senate for approval and publishing on IVC's website.

One example of the College's decision-making structures being used effectively to support equitable student outcomes arose during the 2024-2025 school year, when IVC's Bookstore vendor, Follett, let the College Administration know they would no longer be offering the service of an on-ground bookstore at IVC. Follett's proposal was an opt-out, subscription model that would have charged all students a per-credit fee for access to course materials. The Vice President of Academic

Services sought the input of the Academic Senate, which helped design and implement surveys to collect faculty and student feedback. The Senate reviewed the data, had lively conversations about how to best support student needs and outcomes without burdening them with increased materials costs, and ultimately passed a resolution affirming their rejection of a for-profit, opt-out, subscription model while also strongly affirming their support for the adoption of affordable materials (including Open Educational Resources). The conversation brought together teaching faculty, counselors, librarians, and administrators into fruitful and effective dialogue while strongly affirming IVC's commitment to our students and the College's mission.

IVC maintains accountability through transparent processes such as Program Review, which informs resource allocation and planning, and through documented procedures for hiring and institutional planning.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The Imperial Community College District Board of Trustees is tasked with setting policy for the District on academic and professional matters, working in close collaboration with the Academic Senate and "with respect for students and all employee groups," but ultimately "realiz[ing] its legal responsibility to make final decisions regarding policy" (BP 2000). Several policies define the Board's own role in ensuring the College's academic quality and stability, as well as its fiscal health. Board Policy (BP) 2200, "Board Duties and Responsibilities," includes the Board's responsibility to "assure fiscal health and stability" and to "monitor institutional performance and educational quality." Administrative Procedure (AP 3225), "Institutional Effectiveness," requires that the Board "develop, adopt, and publicly post goals that address student performance and outcomes."

The Board regularly reviews key data to monitor student learning, achievement, and institutional plans to strategize on how to improve academic quality and equitable outcomes. In particular, the Board holds dedicated discussions on institutional quality, planning, and student outcomes during its annual spring retreat. These retreats serve as a key venue for monitoring progress toward institutional goals and ensuring alignment with strategic priorities. For example, at the April 12, 2025 retreat, the Board reviewed governance best practices and ethics, received an update on the comprehensive accreditation review, discussed dual enrollment, and assessed progress on Board goals and all activities related to the Comprehensive Master Plan. At the March 27, 2024 retreat, the Board received updates on the 2030 Vision and Comprehensive Master Plan, reviewed the Enrollment Management Plan, discussed the Bachelor's Degree program, and conducted an annual review of goals. Similarly, at the March 29, 2023 retreat, the Board addressed campus safety, counseling services, and the development of the Lithium Program, along with a review of its annual goals.

Another of the Board's primary responsibilities is fiscal oversight (BP 2200). BP and AP 6250 and BP/AP6300 provide specific guidelines on budget and fiscal management, respectively, in accordance with Title 5. The Board delegates fiscal and business management authority to the CEO of the college (BP 6100) and to the Chief Business Officer (AP 6100), with the requirement that the CEO prepare and present an annual budget report to the Board (BP/AP 6200).

The Imperial Community College District Board adopts an annual budget on or before September 15th annually (9/11/24, 9/13/23), per Title 5 Section 58301. Similarly, the Board approves tentative budgets annually in June, to be submitted by July 1st of each year (6/18/24, 6/21/23), per Title 5 Section 58305(a). The Director of Fiscal Services presents monthly budget reports at each Board meeting so that the body can monitor revenues and expenditures for each fund type and major classification of expenditure. The quarterly and annual financial reports submitted to the Chancellor's Office are also presented to the Board regularly so that they can ensure the District's financial stability.

The Imperial Community College District Board continuously reviews and revises its policies on a regular basis, a process outlined in BP/AP 2410. Specifically, this review process is outlined in ICCD's Policies and Procedures Six-Year Review Cycle, which requires Board review and approval for all updates to BPs and APs chapters 1 and 2.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Imperial Valley College Board Policy (BP) 2435, "Evaluation of the CEO," establishes clear expectations for regular evaluations of the chief administrator's performance by the Board of Trustees. Administrative Procedure (AP) 2435 specifies that the CEO will be evaluated during the first year of employment and biannually thereafter. These evaluations are based on the CEO's job description, performance goals, and objectives, as well as BP 2430 ("Delegation of Authority to the CEO"). The evaluation process ensures that the CEO's performance aligns with institutional goals and provides the Board with regular insights into institutional performance.

According to BP 2430, "[t]he Board delegates to the CEO the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." This delegation is further supported by BP 2200, "Board Duties and Responsibilities," which affirms the Board's role in empowering the CEO to lead the District effectively.

Imperial Valley College adheres to its policies for delegating administrative authority to the chief administrator, as outlined in BP 2430 and BP 2200. The Board consistently delegates executive responsibility to the CEO for administering Board policies and implementing decisions requiring administrative action. Furthermore, Board Policy 2432 ("CEO Succession") ensures adherence to delegation policies in cases of CEO absence. For absences shorter than 30 days, the CEO is authorized to appoint an acting CEO. For absences exceeding 30 days, the Board assumes responsibility for appointing an acting CEO, ensuring compliance with established policies.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Imperial Community College District Board holds as a core tenet of their duties and

responsibilities the charge to work as a collective unit in supporting the mission of the College. Specifically, Board Policy (BP) 2200, "Board Duties and Responsibilities," states that the Board is "committed to fulfilling its responsibilities to represent the public interest" and to "establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations". BP 2000, "Setting Policy," highlights the importance of making these decisions through campus-wide conversations, seeking "to create and work within a participatory environment with respect for students and all employee groups". BP 2510, "Participation in Local Decision-Making," emphasizes that although the Board is "the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations," it is "committed to its obligation to ensure that appropriate members of the District participate" in making those decisions.

The Board adheres to a strict set of BPs and Administrative Procedures (APs) to ensure that members are always acting in the best interest of the institution. BP 2710, "Conflict of Interest," identifies potential conflicts of finances and activities, and AP 2710 details specific prohibitions relating to contracts, employment, and gifts to ensure that members are above reproach. In addition, BP 2715 ("Code of Ethics/Standards of Practice") presents an extensive set of policies and guidelines that go beyond simply avoiding violations and instead encourage Board members to "[recognize] that we represent the citizens of the District and [maintain] an awareness at all times of the obligations of our office." Members are adjured not only to act "in the best interest of the needs of the students we serve," but to "act only in the best interests of the entire community." The BP identifies potential sources of violations to the Board's code of ethics, defines standards of practice, and outlines Board protocols and meeting norms. Finally, BP 2715 clarifies that the Board exercises "authority only as a Board," and further specifies that members refer "complaints and/or criticisms through the appropriate channels as previously agreed upon by the CEO and the Board," rather than individually questioning collectively-decided Board policies and decisions.

Additional policies define appropriate behavior for Board members. Specifically, BP 2355, "Decorum," states that anyone disrupting the order of a meeting may be removed. BP 2330, "Quorum and Voting," provides clear guidelines on voting procedures for Board members.

The Imperial Community College District Board is committed to continuous improvement through education and training. BP 2740, "Board Education," outlines the orientation and training schedule for Board members, which includes orientation by the CEO for new members, and an annual Board retreat conducted to "enhance the educational development of the Board of Trustees." Finally, Board members are encouraged to attend conferences and engage in other activities that foster trustee education.

In addition to education and training, Board members undergo an extensive annual self-evaluation(Board self-evaluation 3/19/25, 2/21/24), utilizing the Board Self-Evaluation Form, as outlined in BP 2745, Board Self-Evaluation.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Action Letter - Accreditation Reaffirmed 2/4/22 • ACCJC Action on Midterm Report 7/19/23
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• BP 1200 (District Mission) • Participatory Governance Handbook (pg4)
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• Resolution No. 19789: 2030 Vision Comprehensive Master Plan 7/21/2021
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• Participatory Governance Handbook • BP/AP 3250 (Institutional Planning) • ICC Bylaws
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Institutional Set Standards Outcomes • Institutional Set Standards Dashboard • BP/AP 3250 (Institutional Planning)

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)	• College Catalog (56-60) • BP/AP 4025 (Philosophy and Criteria for Associate Degree and General Education) • BP/AP 4020 (Program and Curriculum Development; Course Approval) • BP/AP 4100 (Graduation Requirements for Degrees and Certificates)
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• College Catalog (61-66) • BP/AP 4050 (Articulation) • BP 4235 (Credit by Examination)/AP 4235 (Credit for Prior Learning) • BP/AP 5120 (Transfer Center)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• AP 5011 (Admission and Dual Concurrent Enrollment of High School and Other Young Students) • AP 5012 (International Students) • BP/AP 5010 (Admission and Concurrent Enrollment) • BP/AP 5052 (Open Enrollment) • BP/AP 5055 (Enrollment Priorities)
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	• Student Complaint Policy for Non-Title IX Webpage • College Catalog (49-50) • IVC Student Grievance Form

Required Item	Documentation
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	• BP/AP 5040 (Student Records, Directory Information, and Privacy) • Student Information Release Authorization
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• AP 4021 (Program Discontinuance)
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	N/A
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• In adherence to AP 4105, Students must authenticate their identity using a unique username and password. Access is managed through a single sign-on system, which enhances confidence in verifying student identity. Additionally, Multi-Factor Authentication (MFA) is required for all students.
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• College Catalog (250)

Required Item	Documentation
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• BP 4235 (Credit by Examination)/AP 4235 (Credit for Prior Learning) • College Catalog (41-42)
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	• Ex Libris Subscription Agreement • Starfish Agreement
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	• BP/AP 5500 (Standards of Conduct) • College Catalog (37, 49-50)

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• BP/AP 7120 (Recruitment and Selection) • BP/AP 3420 (Equal Employment Opportunity) • AP 7236 (Substitute and Short-Term Employment)
ii. Employee handbooks or similar documents that communicate expectations to employees	• AP 3050 (Institutional Code of Ethics) • CSEA 2023-26 Contract • PTFA 2022-25 Contract • CTA 2024-27 Contract
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• Audit 2023-24 • Audit 2022-23 • Audit 2021-22
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• BP/AP 6200 (Budget Preparation) • Program Review Handbook
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• BP/AP 6250 (Budget Management) • BP/AP 6300 (Fiscal Management)
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• BP/AP 3720 (Computer and Network Use)
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	N/A
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	N/A
ix. Written code of professional ethics for all personnel including consequences for violations	• BP 2715 (Code of Ethics/Standards of Practice) • AP 3050 (Institutional Code of Ethics) • BP/AP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code)

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• AP/BP 2435 (Evaluation of the CEO) • BP 2200 (Board Duties and Responsibilities) • BP 2430 (Delegation of Authority to the CEO) • BP 2431 (CEO Selection) • BP 2432 (CEO Succession)
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• BP 2430 (Delegation of Authority to the CEO) • BP 2210 (Officers)
iii. Governing board policies/procedures/bylaws related to Board Ethics	• BP 2715 (Code of Ethics-Standards of Practice)
iv. Governing board policies/procedures/bylaws related to conflict of interest	• AP/BP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code)

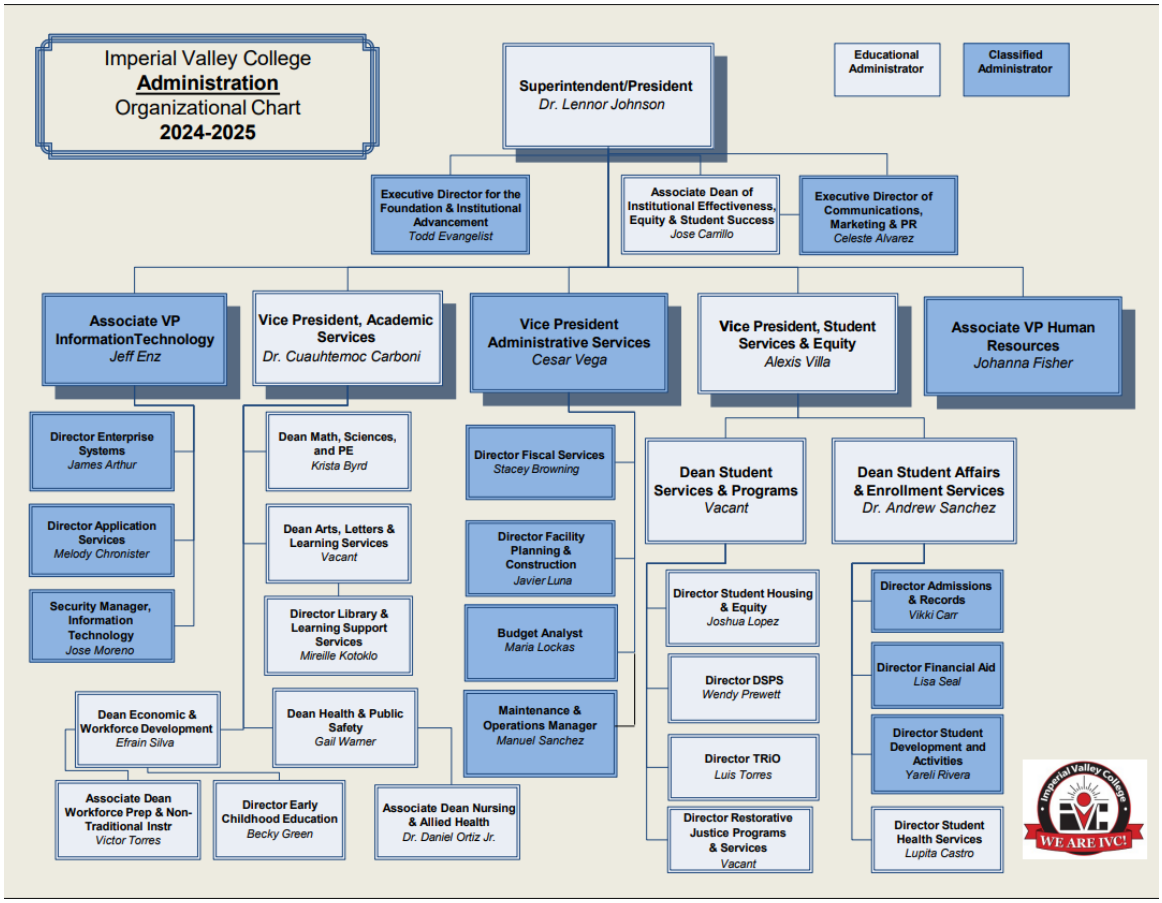
Other Federal Regulations and Related Commission Policies

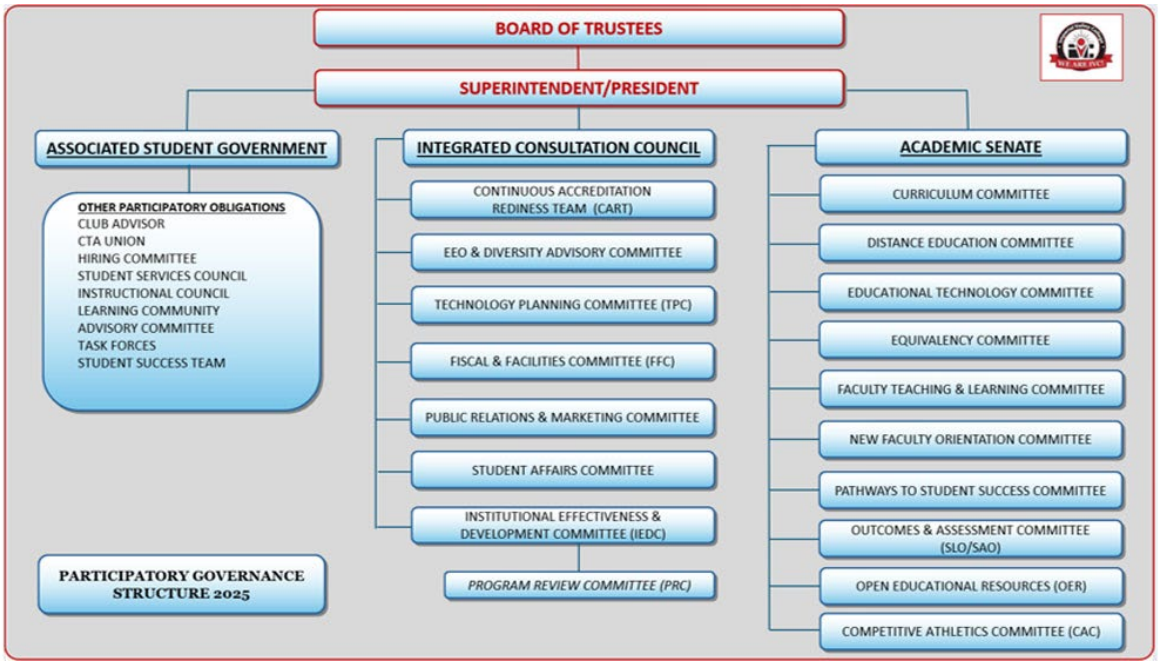
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	• Form for Third-Party Comments
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	• One-click access on main website

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	9
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	2
Course, Program, and Degree Offerings	67-250
Student Learning Outcomes of Programs and Degrees	67-250
Academic Calendar and Program Length	6
Academic Freedom Statement	36
Available Student Financial Aid	24-25
Available Learning Resources	25-33
Names and Degrees of Administrators and Faculty	334-344
Names of Governing Board Members	5
Requirements	
Admissions	11-15
Student Tuition, Fees, and Other Financial Obligations	18-19
Degrees, Certificates, Graduation and Transfer	55-66
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	36-40
Nondiscrimination	36
Acceptance and Transfer of Credits	41-49
Transcripts	19-20
Grievance and Complaint Procedures	51-53
Sexual Harassment	36
Refund of Fees	18
Locations or Publications Where Other Policies May be Found	
Board Policies and Administrative Procedures	IVC BoardDocs

E. Appendix 2: Organizational Structure





F. Appendix 3: Approved Locations

N/A