



Imperial Community
College District

Office of the
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Date: February 5, 2026

To: Dr. Erika Endrijonas Team Chair
Dr. Dana Hester, Vice Chair
Melynie Schiel, ACCJC Staff Liaison

From: Dr. Lennor M. Johnson, Superintendent/President, College

CC: Alexis N. Villa, Accreditation Liaison Officer

Re: College Update on Core Inquiries

Imperial Valley College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1:

The team seeks to better understand how the college conducts systematic review and ensures the effectiveness of instructional support and student support programs.

Standards or Policies:

2.7. The institution designs and delivers 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.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of achievement for all students.

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 1.

To address the core inquiry, the college began by examining how decisions were being made, discussed, and documented within student and instructional support programs. Through interviews with key programs, we identified gaps between internal, data-informed discussions and improvements, and their integration within the college's established review process. For example, an interview with Study Skills Center leaders revealed strong reflective, evidence-based decision-making; however, these conversations largely remained internal if they didn't involve budget enhancements. Similarly, interviews with MESA showed that while the program regularly



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analyzed data and reported improvements to its grant funder, many of these decisions were not shared within the college's program review framework because they were not tied to institutional budget requests. In short, program leaders assumed they had already reported to the appropriate stakeholder and didn't disseminate beyond the grant.

These interviews were extremely helpful in determining how to address the core inquiry. As a first step, the college created a [rubric](#) to guide and document data-driven discussions and improvements. To pilot the rubric, Study Skills program leaders were invited to the November [Outcomes Assessment meeting](#) to discuss and complete the [rubric](#). The discussion led to rubric revisions, and then the team applied the same approach with [MESA](#). The rubric was found to effectively capture meaningful discussions that didn't align with the current program review questions/template. Furthermore, it allowed for more rich analysis and creative brainstorming of program improvements.

The college is currently working to [integrate the rubric into the established program review framework](#) to enhance analysis and improve data-driven decision-making. We are also exploring how the rubric can be embedded more directly into the Nuventive platform for record keeping and dissemination. These actions are designed to create a coherent, systematic process that supports ongoing evaluation, improvement, and institutional understanding of instructional and student support programs.

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.

(documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. [Rubric Template](#)
2. [Outcomes Assessment Committee Minutes 11/21/25](#)
3. [Study Skills Rubric](#)
4. [MESA Rubric](#)
5. [Student Equity and Achievement Rubric](#)
6. [CalWORKs Rubric](#)
7. [EOPS/CARE Rubric](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.

Core Inquiry Response Timeline

October 21, 2025: received core inquiry

October 21, 2025: initiated weekly core inquiry meetings, formation of core inquiry response team

November 3, 2025: met with ACCJC liaison to clarify scope of core inquiry

November 5, 2025: met with Study Skills Center specialists

November 10, 2025: created initial version of rubric



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November 11, 2025: Outcomes Assessment meeting; piloted new rubric with study skills specialists.

November 17, 2025: met with MESA leader and MESA students to discuss and complete rubric

November 17, 2025: MESA leader attended Science Department meeting

November 20, 2025: introduced and discussed rubric and pilot results in program review committee meeting

December 2, 2025: introduced and discussed rubric and pilot results in institutional effectiveness committee meeting

January 5, 2026 – February 16, 2026: all faculty off contract; members of core inquiry team continue to work toward drafting written response

January 5, 2026 – February 9, 2026: discussions in Students Services programs using rubric to guide data-driven reviews

January 8, 2026: met with ACCJC liaison to discuss response to core inquiry

January 12, 2026: met with new Vice President of Academic Services to discuss core inquiry plan and rubric development

Planned Institutional Integration (2026-27 Academic Year)

- Integrate rubrics into budget planning;
- Share rubric in participatory governance committees;
- Investigate software solutions for integrating data, documentation of decision-making discussions, and dissemination;
- Continuously review rubric and procedure for efficacy and feasibility.