

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

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

Evidence of meeting the standard

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

All instructional programs and courses undergo the same approval process ([BP 4020](#) and [AP 4020 Program, Curriculum, and Course Development](#)) to ensure integrity and quality. The academic unit in consultation with the division dean submit all instructional program additions and revisions to the [Curriculum Committee](#). The Curriculum Committee sends their recommendations to the Academic Senate who then send the approved programs to the governing board.

Our Institutional Student Learning Outcomes ([ISLOs](#)) serve as the basis for all our instructional Program Learning Outcomes (PLOs) ([College Catalog](#), pp. 64-218). Furthermore, every course offered contains Student Learning Outcomes ([SLOs](#)) that align with the PLOs and consequently the ISLOs.

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

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

Analysis and Evaluation

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

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

Evidence of Meeting the Standard:

Faculty evaluate the course content, methods of instruction, and other critical course components through the program review process. "The purpose of the IVC's program review process is to review, analyze, and assess the content, currency, direction, and quality of all programs and services in order to invest in the unit's future" ([Program Review Handbook](#), p. 1).

The [Curriculum Committee](#) provide careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Committee members ensure consistency of course content, learning objectives, methods of instruction, instruction and assessment, standards of reading and writing, and other elements appropriate to accepted academic and professional standards.

Faculty are evaluated through in-class observations by their supervising dean and a discipline peer as well as through student surveys. Evaluation of tenure candidates as

well as tenured faculty also includes a professional development report and a written self-reflection component to demonstrate commitment to excellence in instruction. Full-time tenured faculty evaluations occur every three years. Tenure Review and tenured full-time faculty evaluation is addressed in the collective bargaining agreement ([IVCC/CCA/CTA/NEA](#), Article 11, pp. 43-64). Part-time faculty evaluations occur every year. Part-time faculty evaluation is addressed in their collective bargaining agreement ([PFTA](#), Article 8, pp. 19-20). All faculty are required to provide evidence of professional activities and professional growth.

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

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

Student Learning Outcomes (SLOs) are part of the course approval process. All current courses have one or more SLOs identified in [CurricUNET](#), and SLOs are part of every Course Outline of Record (COR). SLOs are included on the first page of each syllabus directly beneath the course description ([Syllabi Template](#)).

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

All courses have identified alignment with Institutional Student Learning Outcomes (ISLOs). ISLOs are posted in every classroom on campus for both faculty and students to reference and published in the [College Catalog](#) (p. 10).

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

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

All approved courses are sequenced and included in clear programs which are made available to students in our [College Catalog](#) (pp. 64-218). Pre-collegiate curricula in English, Math, and English as a Second Language (ESL) are designed to provide a clear sequence and path into college level courses in Math and English.

Additionally, the college clearly distinguishes its pre-collegiate and college level coursework through its course numbering scheme as explained in the catalog. Non-transferable courses including basic skills and other pre-collegiate courses are numbered 001 to 099. Freshman-level (first year) courses are numbered 100 to 199. Sophomore-level (second year) courses are numbered 200 to 299. Community education non-credit courses are numbered 800, and community education fee-based courses are numbered 900.

The college supports students as they move through the courses by offering free tutorial services, counseling, and some accelerated coursework. Students may visit the [Study Skills Center](#) for appointment tutoring in nearly all subjects. They can also visit the [World Languages Tutoring Center](#) for walk-in help in any language class, including all

levels of English from pre-collegiate to transfer level. Finally, students can receive assistance from the [Math Lab](#) for any level of math from pre-collegiate to transfer level.

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

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

Analysis and Evaluation:

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

Improvement Plan:

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

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

Evidence of Meeting the Standard:

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

CORs are reviewed and recommended to the Academic Senate and governing board for approval before being submitted to the [CCC Chancellor's Office](#). Consistent with

California Title 5 regulations and ACCJC accreditation standards, the college's general education program provides students with the opportunity to develop a broad understanding of mathematics, science, social science, humanities, and the arts as well as effective oral and written communication skills, recognizing the need for cultural competency, technical literacy, self-development, and an informed citizenry ([College Catalog](#), pp. 50-62).

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

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

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

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

Imperial Valley College attempts to schedule classes to meet the needs of a diverse student body (day, evening, Friday/Saturday, and online). Instructional department chairpersons and deans prepare schedules of classes that consider student need and demand for all courses that are required to meet certificate and degree requirements. The online and printed [schedule](#) lists all course offerings for each semester. Course

information includes the meeting time and location for on-site sections, whether sections are offered fully or partially online, units, CSU and University of California (UC) credit transferability (if applicable), and any enrollment limitations including advisories, prerequisites, and co-requisites.

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

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

1. If a small group of students needs a certain course for graduation or program completion and no substitute course is available;
2. If a new course is inaugurated and it is believed that continuing the course with a small number of students will enhance the potential growth of the course;
3. If a course is offered that is an important part of the curriculum (e.g. part of a Program Pathway) and the instructor's class sizes in other assigned courses are above average;
4. If it is deemed wise to offer special studies, individual studies, and honors courses which naturally have a small class size” (p. 93).

The instructional deans and department chairpersons received professional development training in enrollment management during (time frame) to improve the effectiveness of scheduling classes to meet student needs.

Analysis and Evaluation:

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

During the development of this self evaluation report, [AP 5055 Registration Priorities](#) is being reviewed to allow our students with less than 16 units left to graduate to receive a one-time priority registration opportunity to ensure they have the classes needed to

meet their goal. AP 5055 also allows placement of students in certain programs to be eligible for higher placement.

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

Evidence of Meeting the Standard:

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

The [Student Success Scorecard](#) (2018) indicates that

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

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

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

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

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

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

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

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

The COR contains an “Instructional Methodology” section ([sample COR](#) p. 3) where faculty identify the different learning approaches that will be used in the instruction of the course. Each course also undergoes technical review and formal discussion by the Curriculum Committee, a process that provides all stakeholders an opportunity to approve the content, instructional methods, and assessments ensuring that the course under scrutiny is reflective of the mission.

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

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

offers personalized study sessions and workshops to help students struggling with specific skills or concepts.

Analysis and Evaluation:

Imperial Valley College takes advantage of the resources at hand in support of student equity. The college has the benefit of a Title V grant (TALCAS) that is designed to promote student success and to foster faculty development. The TALCAS grant also can support training for distance education faculty to assist in curriculum development and in further training in online teaching and learning. However, the institution [could do more](#) to promote faculty development and assist faculty in deploying more high-impact and evidence-based programs and strategies (e.g., student-centered learning, inquiry-based learning, acceleration).

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

Evidence of Meeting the Standard:

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

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

Evidence of Meeting the Standard:

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

Multiple measures of assessment – including formal essays, quizzes, exams, oral reports, presentations, and/or demonstrations – are used to determine that students completing courses have achieved the learning outcomes and objectives specified in the COR. Students receive grades and progress reports from faculty members throughout

the semester, and final grades are posted on the college's online student information and management system ([WebSTAR](#) login required).

All credit courses offered (including those offered via distance education) comply with [Carnegie units](#) and hours of instruction. IVC uses the California Community Colleges [Student Attendance Accounting Manual](#) to ensure all courses are scheduled in a manner that ensures students have the correct range of regular and substantial contact with faculty to meet the number of units earned in compliance with the COR. The college's [Curriculum Committee](#) regularly reviews related policies and procedures to ensure compliance with all regulations.

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

Imperial Valley College makes transfer-of-credit policies available to students in the [College Catalog](#) (pp. 39-43). Courses from other US regionally accredited colleges or universities are evaluated based on C-ID number or course description, comparable or equivalent content and learning outcomes, and appropriate prerequisites. Reciprocity among regionally accredited institutions of higher education determines how California State University (CSU) and University of California (UC) general education courses transfer among colleges. Students with foreign transcripts must use an approved foreign transcript evaluation agency to determine course equivalences.

IVC has established [articulation agreements](#) with public and private colleges and universities in accordance with [BP 4050](#) and [AP 4050 Articulation](#). Articulation agreements pertain to courses (including those delivered via distance education) applicable for transfer elective credit, general education credit, and lower-division major preparation credit. The IVC articulation officer annually submits a formal articulation request to the UC to determine if a course is appropriate for transfer credit

as an elective. The UC Office of the President reviews this submission and awards basic transfer credit if there is a comparable lower-division course at one (or more) UC campus. This grouping of courses transferable for credit to UC is known as the UC transfer agreement which is published annually in the statewide articulation repository [ASSIST](#). This credit designation is the basis for any further articulation of a course for general education or lower-division major preparation.

The institution publishes information relating to credit for Military Service, Advanced Placement (AP), and College Level Examination Program (CLEP) Examinations ([College Catalog](#) pp. 39-43). In addition, the college has articulation agreements with local high schools. These agreements are developed when high school courses are determined to be in alignment with college courses. When students earn a “B” or better in their course and on their final exam at their high school, they may earn credit in the equivalent IVC course. No fees are required.

Analysis and Evaluation

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

Improvement Plans:

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

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

Evidence of Meeting Standard:

Imperial Valley College includes student learning outcomes appropriate to the program’s courses. The student learning outcomes are published in the [Course Outlines of Record](#) (CORs) and in each instructor’s course [syllabi](#). The learning outcomes for each course are developed by discipline faculty and reflect the learning expectations for each course. SLOs are then linked to Program Learning Outcomes which are published online and in the [College Catalog](#) (pp. 64-218).

Discipline faculty map the course-level and program-level outcomes to the Institutional Student Learning Outcomes ([College Catalog](#) p. 10).

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

Communication Skills
Critical Thinking
Personal Responsibility
Information Literacy
Global Awareness

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

All degree programs at Imperial Valley College include a general education component which is explained in the [College Catalog](#) (pp. 53-62). The comprehensive objectives of General Education promote skill development and knowledge acquisition through the study of ideas, analysis of data, and interpretation of issues and events.

[BP 4020 Program, Curriculum, and Course Development](#)
[AP 4020 Program, Curriculum, and Course Development](#)
[BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[AP 4025 Philosophy and Criteria for Associate Degree and General Education](#)

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

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

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

- Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
- Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses, i.e., provides exposure to foundations and fundamental tenets of the discipline.
- Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines as well as to contemporary society.
- Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
- Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

Analysis and Evaluation:

The college has identified a set of general education degree requirements for its associate degrees that ensures breadth of knowledge and promotes intellectual inquiry. Through a formal review process, the Curriculum Committee approves courses for general education only if they meet established criteria.

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

Evidence of Meeting the Standard:

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

The associate degree at Imperial Valley College is composed of three parts: general education, a major or area of emphasis of 18 units or more ([College Catalog](#) pp. 64-218), and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units. An area of emphasis consists of courses required for a certificate of achievement in a Career Education (CE) field or a pattern of courses defined by the discipline as appropriate for transfer as preparation for a specific baccalaureate major.

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

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

IVC offers CE associate degrees and certificates of achievement. Certificates of achievement are short-term certificates that require a minimum of 12 units of course work. They are designed to prepare students for employment in particular career areas, and many can be used to satisfy vocational associate degree requirements. Certificates of achievement offered by the college require CCC Chancellor's Office approval. Requirements for state approval of certificates of achievement are included in the CCC Chancellor's Office [Program and Course Approval Handbook](#) (PCAH). These programs are identified [online](#) in the [College Catalog](#) (pp. 64-218).

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

earn a certificate while completing course work that may be used toward the completion of a certificate of achievement and/or degree.

Analysis and Evaluation:

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

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

Evidence of Meeting Standard:

Catalog rights protect students from being held responsible for changes made to their academic programs in the years that follow their initial enrollment provided they maintain continued enrollment at the college. “A student may be graduated under the catalog in effect at the time of initial enrollment provided a continuous enrollment status is maintained during each semester (excluding winter and summer sessions)” ([College Catalog](#) p. 36). If students have not taken a course in the major, they have not established catalog rights and would not be eligible to complete the major.

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

Analysis and Evaluation:

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

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

Evidence of Meeting the Standard:

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

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

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

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

[BP 4260](#) and [AP 4260 Prerequisites and Corequisites](#) provide guidance on development, review, and application of prerequisites and co-requisites. Career Education (CE) programs follow a two-year program review process which includes input from advisory committees to ensure quality and currency of course offerings and instruction. The advisory committees also ensure that program outcomes match desired industry competencies ([AP 4102 Career and Technical Education Programs](#)).

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

Analysis and Evaluation:

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