

EVALUATION REPORT

Imperial Valley College
P.O. Box 158
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A Confidential Report Prepared for the Accrediting Commission for Community and
Junior Colleges

This report represents the finding of the evaluation team that visited Imperial Valley
College from October 22 through October 25, 2007

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October 22-25, 2007

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Introduction and Summary

This report represents the findings, based on a review of evidence provided by Imperial Valley College, of an accreditation team that visited the institution on October 22-25, 2007. The comprehensive evaluation visit was conducted as part of the institution's application for reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges.

The college was well-prepared for the visit. Team members were provided significant amounts of information prior to the visit. They were greeted warmly and were provided full access to all documents and information during the visit. Team members found the members of the college community to be dedicated to the tenets of accreditation and knowledgeable regarding the accrediting process and the purpose of the visit.

The self study document was originally prepared for a team visit scheduled for spring, 2007. The team visit was delayed, and, in response the college prepared a supplement to the original self study. Both documents were well-written and organized. Both documents responded to Commission standards and previous recommendations.

The Imperial Valley Junior College District was established by popular vote in October 1959 and provided for the establishment of Imperial Valley College. In 1971 the Board of Trustees changed the name of the district to Imperial Community College District.

Imperial Valley College provides a comprehensive program at its one-hundred and sixty acre primary site in Imperial Valley and at extended campus sites located in El Centro, Calexico, and Brawley. The college enrolls more than eleven thousand students each year and is one of the fastest growing community colleges in California.

The previous comprehensive evaluation team provided the college with eleven recommendations. The College also submitted an Interim Report to the Commission in November 2002. A focused Midterm Report was submitted in March 2004 and was followed by a team visit. The College also submitted a Progress Report in March 2005, which was followed by a team visit. This comprehensive team evaluated the progress the college has made in addressing these eleven recommendations.

Since the last evaluation visit, the Board and the college President have taken steps to improve the college governance process and provide opportunity for more input from constituencies. The improved governance processes were of assistance as the college weathered a severe financial crisis. The college started the construction of a new Science Building and initiated several new programs since its last comprehensive evaluation visit.

The college exhibits strength in its collaborative atmosphere and in its leadership. Trust and partnership appear to have been established. Now, the college must take the next step, drawing upon the participatory process to implement specific actions and use evidence to evaluate those actions. There is a continuing need to integrate planning with budgeting, establish student learning outcomes, and complete the program review cycle.

To recognize the accomplishments of the college, the committee makes the following specific commendations:

1. The Team commends the college for the visioning process that involved college constituencies and the community and has contributed to the strong positive spirit amongst the campus constituencies. There is a strong positive spirit amongst the campus constituencies that is focused on serving students. The college staff, faculty, leadership and board have cooperated to create a dialogue for building effective planning and budgetary processes.

2. The team commends the college for excellent administrative and board leadership in resolving the budget crisis. The president, with the support of the board, provided the institution with excellent leadership in resolving this significant financial deficit. The entire campus rallied around the Board and the president to make those sacrifices needed to move the institution forward.

After careful review of the college self study and the evidence provided by the college in support of its application for reaffirmation of accreditation, the team makes the following recommendations related to Commission standards:

1. The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, & resource plans) with systematic planning and budgeting processes to effectively align college resources with priority college goals. (I.B.3, II.A.2.a, II.B.4, II.C.2, III.C.2, III.D.1, III.D.1.a, IV.A, IV.A.6.)

2. The team recommends that college develop student learning outcomes by describing how student learning outcomes will be extended throughout the institution, developing a specific timeline for development that includes establishment of authentic assessment strategies for assessing student learning outcomes in courses, programs, and degrees, how resource allocation will be tied to student learning outcomes, and a plan for how faculty and staff will become fully engaged in student learning outcomes development. The institution must also demonstrate its effectiveness by providing evidence of achievement in student learning outcomes and evidence of institutional and program performance. (II.A, IVA, IB, II.B.4, I.B.5, II.C, III.A.1.c)

3. The team recommends that college publications, including the general college catalog, be reviewed to ensure that information important to students is readily available. The college's Sexual Harassment Policy needs to be explicitly noted, the policy for accepting transfer credit and the description of the availability of financial aid both need to be located so as to be more visible to current and prospective students. (II.B.2.a; II.B.2.c)

4. The team recommends that the college identify and assess Student Learning Outcomes and Assessment Outcomes for all Student Services Areas to include categorically funded state and federal programs. (II.B.4)

5. The team recommends the college develop a process to assess, review and modify the Technology Plan as the educational needs and programs develop in order to support a college master plan. It is also recommended that the plan be aligned with college budgeting processes and staffing. (III.C.2)(III.C.1)(III.C.1.a)(III.C.1.2)(III.D.1.a)(II.B.)(1.B.3)

6. To enhance the effectiveness of the governance and decision-making processes, the team recommends that the college define in writing the roles of the committees and the decision making structures and processes; that the college develop a process to evaluate them and use the results of evaluation for improvement. (IV.A.2, IV.A.5)

ELIGIBILITY REQUIREMENTS

1. AUTHORITY

Imperial Valley College operates under the authority of the State of California and the Imperial Community College District and is accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.

2. MISSION

The team found evidence to confirm that the college mission statement is reviewed and approved by the Board of Trustees and that the statement fulfills the accreditation Eligibility Requirements.

3. GOVERNING BOARD

Imperial Valley College is governed by an independent seven member Board of Trustees which provides policy direction to the college. Each Trustee is elected by a district-wide vote of the electorate to represent identified Trustee areas. Trustees ensure integrity through a conflict of interest policy.

4. CHIEF EXECUTIVE OFFICER

The Board employs an Interim Chief Executive Officer and is currently seeking a Chief Executive Officer. The Chief Executive Officer is provided the authority to administer and implement Board Policy.

5. ADMINISTRATIVE CAPACITY

The team confirmed that Imperial Valley College has an administrative staff that is prepared and experienced to a level necessary for the support of the college's mission and purpose.

6. OPERATIONAL STATUS

The team certifies that the college is fully operational with students actively engaged in degree and certificate programs.

7. DEGREES

A substantial portion of course offerings at Imperial Valley College are part of approved degree and certificate programs. A significant number of students are enrolled in these programs.

8. EDUCATIONAL PROGRAMS

The team found that Imperial Valley College offers a range of programs that are consistent with its mission, of sufficient content and length, and are based on accepted standards of rigor.

9. ACADEMIC CREDIT

Imperial Valley College awards academic credit based on generally accepted practices followed by accredited degree granting institutions of higher education.

10. STUDENT LEARNING ACHIEVEMENT

Imperial Valley College identifies objectives for learning achievement in program course outlines. The college assesses these objectives.

11. GENERAL EDUCATION

Imperial Valley College has a clear general education component in its degree programs that includes writing and computational objectives. This component meets the requirements of the Commission.

12. ACADEMIC FREEDOM

The college has a clearly stated and published policy supporting academic freedom.

13. FACULTY

Imperial Valley College has a core of full time faculty that is sufficient in size, qualifications, and experience to support the institution's programs and mission.

14. STUDENT SERVICES

The team found that student services were provided at each instructional site at a level necessary to support the college's mission and programs.

15. ADMISSIONS

Admission policies and practices at Imperial Valley College support the college mission, are published, and are consistent with the practices of an open door community college.

16. INFORMATION AND LEARNING RESOURCES

Students are provided access to information and learning resources at all attendance sites. Imperial Valley College meets this requirement.

17. FINANCIAL RESOURCES

Imperial Valley College maintains an adequate financial reserve and operates within a balanced budget. Funding is provided, primarily, from the State of California and local property taxes and is connected to enrollment formulas.

18. FINANCIAL ACCOUNTABILITY

The college's financial records are audited yearly by a certified public accountant that is independent of the district.

19. INSTITUTIONAL PLANNING AND EVALUATION

The college engages in institutional planning and evaluation on a regular basis. The process includes community, faculty, administrative, staff and board participation.

Responses to the Previous Team's Recommendation

Recommendation 1: The college should review and update as necessary the college mission statement and ensure that it is included in the institutional master plan.

The self study provides evidence that recommendation one was addressed with a new mission statement being adopted by the college's Board of Trustees in November 2005. The new mission statement became the basis for master planning and program review.

Recommendation 2: The college should enhance its current planning efforts, with particular attention to defining and communicating its planning flow pattern, support of institutional research and evaluation, implementation and monitoring, coordination and clarification of all planning components, documentation of achievements, and full integration and linking of planning and budgeting on a short-term and long term basis.

The College responded to the recommendation during the 2003-2004 year with a chronology of activities to include the Stakeholders Summit, the Visioning Task Force, and the Program Review and Planning Process. The College has provided a timeline to complete the cyclical process which does not really meet the requirements of the standards on planning and budget processes. The Standards have changed although the College has not integrated a cyclical planning process. The College has not fully addressed this recommendation.

Recommendation 3: The program review process must be implemented and evaluated for timelines, data, and merging with planning and budget. Due to the recent changes in the College's population base, the college must use program review to institute new programs for students, and the college should encourage innovation and entrepreneurial activities.

The College has not fully addressed this recommendation as the team did not find evidence that program review is connected with budget planning.

The College implemented a program review process and has used data to some extent to analyze trends. The program review process has not been merged with planning and budgeting. The College's decision to conduct all program reviews with a review of data at the same time on a three year cycle makes it difficult to merge program reviews with planning and budgeting.

After reviewing the 2008-2011 program review timeline and process description, the team questions whether the college has incorporated student learning outcomes in program review. Evidence in this regard is not present and the self study seems to indicate that the college, with the leadership of the academic senate, is continuing to study how to develop a program review process that is linked to budget planning and student learning outcomes that have yet to be developed.

Recommendation 4: The quality of the extended center programs must be assured through the planning and budget process. Special attention is essential in the evaluation of faculty to assure effectiveness of the programs, and periodic evaluation of program effectiveness needs to be implemented.

The College has fully addressed this recommendation. To address recommendation four the college hired a new dean of extended campuses in December 2004. This dean is responsible for ensuring faculty evaluations and program effectiveness in extended center programs. Some successes offered as evidence that recommendation four is being addressed include expansion of tutoring services, software upgrades, and lab assistants to enhance student success at extended campuses. An adjunct procedures manual was developed that describes college procedures for adjunct faculty. Further, the dean of extended campuses offers adjunct faculty orientations at the start of each semester.

Recommendation 5: The curriculum and Instruction Committee in cooperation with the Vice President for Instruction must evaluate course units, course offerings, and educational plans and make sure these are in alignment with graduation and transfer requirements to ensure students complete programs in a reasonable time limit. The committee, in cooperation with the vice president, must ensure students are counseled to appropriate graduation requirements.

The College has fully addressed this recommendation. To address recommendation five the college, as the result of a newly created Visioning Process, hired additional adjunct faculty to increase the number of sections offered in high demand courses in an effort to reduce the time it takes students to complete program requirements. The college also implemented a number of strategies to provide students accurate and timely information. The college also responded by initiating class schedule reviews by Student Services, Instructional Services, and Division Chairs to ensure proper course sequencing.

Recommendation 6: The college should continue to expand its informational Web site and update the information regularly. The college should continue to explore effectiveness of services for students in a more convenient way, such as online registration. The coordination of services to reduce duplication is essential.

The college has improved student access to services through online registration and online access to student information. With the implementation of BANNER the college has moved toward a coordination of services.

The college is in the process of expanding the college's informational web site and updating it regularly. The self study states that the web site is "continually changing" and "expanding sources of information" for employees. The response also states that the design of the site is currently being reviewed by the Technology Council in consultation with a consultant. As of the time of the site visit the URL to the new Imperial College web site has not been deployed. It can be accessed via the campus intranet only. This recommendation is not yet fully addressed.

Recommendation 7: It is recommended that the college develop a comprehensive technology plan, coordinating the support for both administrative and instructional technology, addressing the need for network security and outlining the personnel, hardware, and software required to support current and future telecommunication needs of the college.

The college has developed a technology plan and has responded to this recommendation. The college established four planning committees to meet the support for administration and instructional technology addressed in that recommendation. The committees were later combined (August 2006) into a single “Technology Council” to help better manage the technology needs of the college. Evidence in the form of agendas and minutes of the Technology Council and former Administrative Technology Advisory Committee (ATAC), Instructional Technology Advisory Committee (ITAC), Planning Technology Advisory Committee (PTAC), and Institutional Technology Executive Committee (ITEC) are offered in support of the college meeting this recommendation.

Recommendation 8: The Board of trustees needs to review and update as necessary its personnel policies and administrative regulation on a regular basis.

In response to recommendation eight The Governing Board Policy and Procedures Task Force has been meeting bi-monthly for two years and has developed separate policy and procedures manuals. The evidence offered in support of the college meeting recommendation eight is satisfactory, and the college has fully addressed this recommendation.

Recommendation 9: The college should actively explore and pursue all public and private funding opportunities to meet the goals outlined in the District’s master plan.

In response to recommendation nine the college has secured two Title V grants totaling \$6.2 million along with other grants in an attempt to help the college meet the goals outlined in the district’s master plan. A general obligation bond of \$58.6 million was also passed to meet the funding requirements of building new facilities and updating existing facilities. Evidence related to meeting recommendation nine is satisfactory and the college has fully addressed this recommendation.

Recommendation 10: The college academic services, student services, and business services must work together to actively develop a plan to allocate resources for productive enrollment growth in order to ensure the long-term fiscal stability of the College and meet the student and community needs.

The college responded to recommendation 10 by increasing course offerings as recommended by its new Visioning Process. The Self Study Report notes that the college may have been too aggressive in its goals and course offerings. Unfortunately the college

used incorrect growth assumptions to make decisions related to schedule growth. This resulted in a fiscal crisis during 2005-2006. As a result the college is engaging in a process to study the impacts of expansion of programs, courses, and staffing that are within the scope of the mission and result in realistic expectations for revenue while maintaining growth as being of utmost importance to the future of the college. Evidence offered in response to this recommendation shows that the college developed a conservative approach to class schedule as a cooperative effort of the office of academic services, student services and division chairs, which resulted in a budget that was sufficient to support the college beginning with the fall 2006 semester.

Recommendation 11: All members of the college community should find common ground and develop processes and systems that bring professionals together to improve communication in order to improve the learning environment at Imperial Valley College.

The overarching concern regarding the institutional responses to the 2001 visiting team recommendations would be the extent to which the college has addressed its obvious fiscal and trust issues. Evidence offered includes specific ways that the college has attempted to cope organizationally.

The 2005 Progress Report related to this recommendation concludes: Climate was very positive...staff interviewed were pleased with the new communication mechanisms and governance processes that have been put into place recently...IVC has worked deliberately to find and to build on common ground, focusing on student success.

In August 2005, the Interim Superintendent/President clarified new roles and expectations for the College Council to “serve as a clearinghouse for recommendations flowing from all standing committees on campus with its endorsement, or if necessary its non-endorsement, to the College’s Superintendent/President.” Additional plans indicate the intent “to continue to seek ways to improve the shared governance process...the governing board and administrative team will develop open channels of communication with the Academic Senate and other shared governance bodies and/or committees.”

Some campus constituencies expressed confusion with the new role of the College Council and the respective roles of the College Council and the Academic Senate and the reporting structures of the various shared governance committees in relation to bringing forth recommendations to the Superintendent/President and to the Board. As a result, during spring of 2007, the college used an inclusive process to review the current committee structure and develop a Standing Committees Flow Chart.

The campus climate is positive, with all groups feeling there are avenues for participating in college decision making. Common ground was found through the Visioning Process with wide campus participation and community involvement and the work on Program Reviews and Student Learning Outcomes.

The college has clearly made progress on this recommendation as it has developed some new structures for improved communication and decision-making. The committees appear to be active and well represented. Staff are aware of the new flow chart and the various roles of the committees. Though individual committees have been evaluated and informal assessment of the process has occurred, assessment of the organizational structure is not systematic; consequently, assessment results have not been used for improvement.

The college community has made tremendous strides in responding to recommendation number 11. In some ways the financial crisis that the college faced created the springboard to bring the college community together. There is evidence that the college has emerged from the crisis with better processes in place, and operates in a more collegial atmosphere.

Standard I Institutional Mission and Effectiveness

Standard I.A. Mission: The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

General Observations

The Mission includes a statement on student learning outcomes and appears to be central in planning and decision-making, responsive to the community, and reflective of its intended population. Institutional planning appears to revolve around the mission. There is a college wide commitment to and understanding of the college mission statement. The mission statement of Imperial Valley College was adopted in 2002. The statement is published in college publications and posted on the college website. It provides the basis for college programs and services.

Findings & Evidence

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

The college meets this standard.

The college mission statement is clear and succinct. It defines its purpose and outlines the students, including those in the broader community, which it intends to serve. The college conducted a "comprehensive visioning process" and asked its community to respond to the mission statement. Eighteen community focus groups were interviewed in communities throughout the district. The college collected two hundred and sixty eight recommendations during these meetings.

The mission statement outlines the college's purpose by saying it will develop the "intellect, character and abilities" of its students. These purposes are appropriate to a higher education institution and reflect a match for the institution's location, resources and role. Intellect, character and abilities are characteristics of all of higher education; the college does not cite explicitly what these generalizations mean for the particular students of this particular institution.

The mission and promotion of the mission and institutional values do conform to the college's development of programs and services to meet student need. However, there is some evidence that decisions resulting from the community visioning process need to be further researched before implementation. For example the extended week programs suggested by a focus group were implemented without additional market research and did not succeed. More evidence driven decision-making may affect the rush to establish programs and services.

I.A.2. The mission statement is approved by the governing board and published.

The college meets this standard.

The mission statement was approved by the Board of Trustees on May 8, 2002. The college is currently involved in a visioning process and plans to have the mission reviewed in the February 2008 Board of Trustees meeting. The Mission Statement is published on the web, around campus at several locations, and in college publications.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

The college meets this standard.

In May 2007, the college began its current review of its mission statement (Reported in the *Addendum: Institutional Self Study for Reaffirmation of Accreditation*, August 31, 2007). Additional on-campus focus groups met in September 2007. The institution is in the process of meeting with these focus groups to evaluate current practice and future needs. The result will be new three-year institutional goals

The college has identified a process to periodically review the mission statement. It solicits input from a very wide range of stakeholders to assure that its student learning programs and services are aligned with its purposes, its character, and its student population. Focus groups on campus, at off-campus sites and in the community provide the institution with a wide ranging perspective of those stakeholders.

I.A.4. The institution's mission is central to institutional planning and decision making.

The college meets this standard.

The college appears to have the mission central to planning and decision making. The mission is clearly articulated in publications and in evidence in various campus meeting rooms. The minutes of the curriculum committee, administrative council and board reflect actions consistent with the mission of the college.

There is a clear trail from the visioning and mission and goals setting to the identification of unit objectives, to student learning outcomes and to Program Reviews. A review of some of the Program Reviews demonstrated that the mission is considered. However, a link between planning as it relates to budgeting and Program Reviews is not evident.

Standard I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key

processes and allocates its resources to effectively support student learning. The institution demonstrated its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

General Observations

The institution has aggressively worked to establish planning processes and institutional structures to support, promote, and influence student learning. This should be commended in light of the administrative instability and financial difficulties in the last few years.

The Program Review template and moreover the reviews, are thorough and thoughtful. Members of the institution are committed to understanding how well learning is occurring and how to improve the effectiveness of the institution. Data are provided for dialogue and decision-making. There attempts to link the planning process to the mission and goals which are reviewed periodically.

However the program review process is incomplete as there is no evidence that it is adequately linked to college wide planning and budgeting. It is unclear where and who reviews the program reviews and how this feedback is incorporated into the comprehensive institutional plan. The college has not provided documentation that it has integrated program assessments in order to improve student learning.

Findings and Evidence

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

The college partially meets this standard.

The college demonstrated a commitment to continuous collegial dialogue about improvement of student learning. The governance committee minutes, program review, visioning, goal setting and student learning outcomes all point to solid attempts to provide institutional processes for planning, assessment and improvement. However, there is evidence that the model described in the self study is not being fully implemented.

- In the self study the primary responsibility for long range planning is ascribed to the Academic Senate. A review of Academic Senate minutes and interviews with Senate leaders indicated that the Senate has not assumed this leadership role. Indeed, the responsibility for the management and coordination of student learning outcomes has been assumed by administration.
- Program Reviews were conducted, but there are uncertainties concerning at what level beyond the department Program Reviews are reviewed so that they may

influence college decisions. It may only occur in the Department Chairs' meetings with the Vice President of Instruction. There was no evidence that the reviews were discussed in the budget committee or in other college level committees such as the College Council.

- There does not appear to be a document identified as a Master Plan although there is evidence of planning at department levels.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement

The college meets this standard.

The institution appears to have a model that is a systematic, cyclical, and multi-year planning system. It allows "...the college to take an inventory of its educational programs, evaluate the effectiveness of these programs against established benchmarks, plans for improvement, implementation of those plans, and provide an on-going system of review, feedback, and improvement." (Self-Study P. 63) The timeline for planning is clearly articulated.

There is consistent evidence that goals and objectives are taken seriously in the college, and institutional members understand these goals and work toward their achievement. Moreover, there is evidence of goal satisfaction or completion in the self-study, Board of Trustee minutes and Administrative Council minutes.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The college partially meets this standard.

The institution reports information on progress and on action to appropriate constituencies that is descriptive rather than evaluative. There is an annual report to the Board of Trustees on program review; however no evaluative information is presented. Neither Board minutes nor the Budget and Planning committee minutes connected the goals and objectives to assessment and re-evaluation. The Budget and Planning committee did not provide evidence of looking at, discussing, or integrating program review evidence into the budget planning.

The self study states, "Effectiveness in improving student learning is evaluated through the program review process." The Program Reviews reviewed by the visiting team were thorough, data-based and analytical. The efforts for solid program reviews should be

commended. However, there is no evidence that data is used to evaluate the goals and objectives stated in the program review in a way that connects the review to student learning outcomes.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The college meets this standard.

The institution has defined a planning process that includes participation opportunities to all constituencies of the college. This includes internal and external constituents. Within the college, the governance system provides opportunities for discussion and dialogue.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The college meets this standard.

The Public Relations Consultant and the Office of the Institutional Researcher are responsible for providing information to the college communities. Program Reviews are published on the web.

The Board of Trustees receives annual updates on Program Review, however, a review of minutes revealed that updates focused on program review scheduling with little consideration of program review content. The team suggests that future board updates on Program Review include data based content to include evidence on linkages to budgeting and to student learning outcomes.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The college partially meets this standard.

The organizational structure for evaluating the effectiveness of planning and resource allocation, with the inclusion of all college constituencies' exists. The governance and committee structure seems fair, open and inclusive.

The processes are systematic and the model cyclical. Program reviews are thorough and well done. There is an annual review of progress, and a timeline provided, but there was no evidence that assessment data gathered in the planning cycle lead to changes in goals. As a result the college only partially meets this standard.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The college partially meets this standard.

Most college programs participate in the program review and evaluation processes. These programs include instructional programs, student support programs, and library support programs. Of significance is the inclusion of off campus extension programs in these processes. Interviews with faculty and staff indicated that the college conducts reviews of programs the same three year cycle and does not gather or review data for program improvement during intervening years. Additionally, program reviews have not been completed for some programs in Student Services.

Recommendation for Standard I

1. The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, & resource plans) with systematic planning and budgeting processes to effectively align college resources with priority college goals. (I.B.3, II.A.2.a, II.B.4, II.C.2, III.C.2, III.D.1, III.D.1.a, IV.A, IV.A.6.)

**Standard II
Student Learning Programs and Services**

Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

General Comments and Observations

Standard IIA of the Imperial Valley College Self study report is complete in that all of the sub standards include a description, self evaluation, and planning agenda. Recent changes in the leadership of the office of instruction (Vice President of Instruction) and President's Office (interim president) along with the "recent budget crisis" are theme that are woven throughout the self study and were explored during the site visit. Responses from those interviewed during the site visit indicated a great improvement in trust and communication since the leadership change.

The self study responses to standard II.A repeatedly reference a commitment to quality and effectiveness for programs, however, the responses do not include evidence of an established procedure to design and identify student learning outcomes. The planning agendas state that the college will evaluate effectiveness of its 2005-2008 program review and planning processes to assure inclusion of a means to infuse student learning outcomes throughout the college and develop a comprehensive and systematic multi-year plan for such an initiative. Since December 2006 the college has undertaken a number of activities, including attendance by faculty at student learning outcomes workshops and institutional goal setting related to student learning outcomes. However, these efforts are further indication that the college is aware of student learning outcomes, but, the college has yet to demonstrate significant progress in development of student learning outcomes or a means of assessment for the purpose of continuous improvement in the area of student success. The college community does appear to rely on faculty expertise to address student learning outcomes. However, progress appears to have been limited. Since progress towards developing and assessing student learning outcomes has been limited, evidence related to development and assessment are not incorporated into standard IIA except for the update on goal setting and workshop attendance noted on pages 2-4 of the self study addendum dated August 31, 2007. The self study response to standard II.A.2.f includes evidence of ongoing evaluation and planning related to student achievement, however, not in direct relation to student learning outcomes. The self evaluation of standard III.A.1.c states that “the development of student learning outcomes through the curriculum is in its early states, and it will take 2 – 3 more years before student learning outcome are represented in individual course syllabi.” This statement represents further evidence that the college is at the awareness stage of student learning outcomes and only addresses how student learning outcomes will be included in syllabi and not how they will be embedded institutionally.

Broad dialogue relating institutional effectiveness, educational quality and improvement on campus is evidenced throughout the self study; however, such dialogue is not as apparent in relation to student learning outcomes. The self study response to standard II.A.1.c references a Senate plan to broaden the process for development of student learning outcomes and that communication related to student learning outcomes needs improvement. This is evidence that the college has not had significant dialogue related to student learning outcomes that could relate to educational quality and improvement. It appears the college is poised to develop student learning outcomes that will, at some point, assist in measuring institutional effectiveness.

In summary it is evident the college is at the awareness stage of student learning outcomes and has offered evidence that communications related to student learning outcomes have contributed to the lack of progress in this regard. The self study notes that a process will be developed between 2005 and 2008. This is of concern. A review of evidence that potentially would help define exactly where the college is in relation to student learning outcomes- including course outlines of record, randomly selected syllabi, curriculum committee minutes, minutes of academic senate meetings where student learning outcomes are addressed, interviews with instructional faculty (division chairs),

deans, and academic senate president- resulted in the team's affirmation that the college is in the awareness stage of implementing standards related to student learning outcomes.

Findings and Evidence

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The college partially meets this standard.

Descriptions of all programs of study are included in the college catalog and related publications. The college conducted a staff survey as part of its self study, and the results indicate that less than half of those surveyed agreed that all instructional programs are consistent with the goals of Imperial College's mission statement. Agendas and minutes of the Curriculum and Instruction Committee confirm that the college addresses the college mission and curriculum integrity. The committee is consistent in its review of courses and programs regardless of location or delivery method.

The college recently received a federal grant that supports the development of distance education, online courses. A review of course outlines related to this program evidenced attention to the college mission.

The Self Study Report cites the financial "circumstances" of the fall 2005 semester as having significantly impacted instruction since faculty and staff that retired or resigned were not replaced and supply budgets were cut. Department budgets show that the college has recently increased funding for supplies and equipment. However a review of staffing patterns indicates that the college has not replaced needed faculty and staff. The planning agenda for this standard indicates that the Academic Senate began developing a full-time faculty replacement plan and methods for increasing the pool of qualified adjunct faculty. The college did not provide evidence of progress towards this end. The self study report also noted that the vice president, along with the Planning and Budget Committee, will "investigate" sources available for funds for instructional equipment and materials along with developing a plan for equipment replacement. Neither the self study report's planning agenda, its self evaluation for standard II.A.1, nor does any other documentation identify progress in completing these initiatives.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The college partially meets this standard.

The response to standard II.A.1.a includes a description of the college's attempt to integrate master plan and program review processes. As pointed out in the self evaluation of the response to this standard the college is struggling to incorporate research related to student enrollment and success. This is a weakness of the current program review process. It is noted that the Academic Senate is in the process of identifying and assessing student learning outcomes for program review and planning processes. A review of college committee minutes, including Academic Senate minutes, revealed that student learning outcomes are not well developed and connected to program review. The college is in the awareness stage of student learning outcomes and is partially in the proficiency stage of program review since the process does not clearly connect with resource allocation processes or the use of research in the evaluation of student learning outcomes.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

The college meets this standard.

Evidence cited in support of the college utilizing a variety of deliver systems and modes of instruction includes survey results indicating the majority of those responding agreeing that the college effectively uses different locations to meet student needs, uses different modes of delivery to meet current and future knowledge and skill needs of students and encourages the use of different teaching methodologies that reflect the diverse needs and learning styles of students. Descriptions of the extended campuses, distance learning progress, and instructional support include details that support the colleges self evaluation that it meets this standard. The team conducted faculty and staff interviews, reviewed program records, and read committee minutes to verify compliance with this standard. Continuing to use these methods and progress with the plans of the distance education team (ACCESO) should enhance the college's ability to continue to meet this standard in the future.

II.A.1.c. The institution identifies student learning outcomes for course, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

The college has developed an awareness of student learning outcomes and the assessment of those outcomes and does not fully meet this standard.

The description related to this standard states that the board of trustees entrusted the academic senate to provide campus leadership to initiate dialogue and sustain on-going process development and assess institutional student learning outcomes. The academic senate sponsored four workshops related to student learning outcomes ranging in topics from an introduction through institutional student learning outcomes. The workshops resulted in the development and acceptance of five institutional outcomes that were approved by the board of trustees.

The academic senate was to have broadened the student learning outcomes process in five different ways beginning in fall 2006. The self evaluation notes that the college meets this standard, however, evidence necessary to support the identification of student learning outcomes for courses, programs, certificates, and degrees was not offered. As such there is also no evidence of student achievement of outcomes or use of assessment to make improvements. The planning agenda related to the response to standard II.A.1 notes that the Academic Senate will lead development of student learning outcomes across all courses and programs and further that assessment data will be used to evaluate and improve student performance. Since the self evaluation related to this standard also eluded to a lack of communication about student learning outcomes across the college the planning agenda suggests that the “communications committee will develop ways to improve the knowledge of the campus community as to the SLO process.” Again, a review of meeting minutes and program reviews supports the finding that college has an awareness of student learning outcomes but has not shown evidence of development or data driven evaluation of student learning outcomes. This was further confirmed through interviews held with the division chairs and Academic Senate leadership.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

The college partially meets this standard.

The self study response to this standard includes descriptions of the various courses, programs, and activities in place to assure quality and improvement as defined by this standard. The response to this standard does not, however, include a self evaluation or planning agenda.

II.A.2.a. The institution uses established procedures to design and identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

The college does not meet this standard.

The self study cites evidence of the central role faculty plays in quality and improving instructional courses and programs. Established curriculum approval and program review and planning processes are used towards assuring improving instructional courses and programs, however, and as noted in the description of this standard “incorporating student learning outcomes into courses and programs has been a part of faculty discussions during the current planning cycle; and through the leadership of the Academic Senate, it will be expanded during the next cycle.” The institution does not

meet this standard since progress related to incorporating student learning outcomes at the course and program level and program review and planning process is not evident.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

The college meets this standard.

The college effectively works with occupational advisory committees, particularly in the Allied Health disciplines, to address needed outcomes. Interviews and a review of advisory committee minutes provided evidence that faculty expertise is enhanced by input from committee members in considering course and program objectives.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The college partially meets this standard

Evidence that the college meets this standard was offered in the form of minutes and agendas of the Curriculum and Instruction Committee. Course outlines approved by this committee reflect attention to rigor and quality.

A majority of survey responders agreed that courses are offered in patterns that allow students to complete their programs of study. This view is supported by an analysis of class schedules and the college catalog.

The self study identifies difficulty in meeting this standard because of the large number of probationary faculty and the difficulty in the timely evaluation of faculty. This hinders the ability to use faculty evaluations as measurements of quality instruction. Of more concern is the Self Study Report's claim that "the process for collecting student evaluations is not clear." The planning agenda does suggest, and there is no evidence that the college has identified, ways that the administration and faculty will work toward developing processes to improve the evaluation process so that tenured and adjunct faculty are evaluated in a timely manner. It is suggested that the college seek methods establish a clear student evaluation of faculty procedure to ensure timely evaluation of all faculty.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

The college meets this standard.

The self study cites established learning services that are in place to help meet students' diverse learning needs and styles including courses offered to students for the purpose of

enhancing their success in the classroom. The self study acknowledges the need for more to be done at an institutional level to make faculty aware of the need for assessing student learning styles and how to address them towards enhancing student success. The Academic Senate is working with the office of the vice president for academic services to develop a plan to address this need.

Although the college is generally only beginning to consider student learning styles related to student success, the college is actively working to assess student success in online courses. As noted in the response to this standard and confirmed through interviews conducted with division chairs (faculty) the distance education team (ACCESO) is comparing success rates of on line students with student success in classes offered in traditional formats. The study is in its infancy, but over the long run may help the college community assess the best methods for course delivery and the support required to enhance student success in on line courses and courses offered in traditional formats.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The college partially meets this standard.

The college conducts program review and planning every three years using statistics related to demographics, grade distribution and retention, FTES, FTES to FTEF, unmet demand, and enrollment. New program development decisions are tied to the program review process. Student learning outcomes, however, are not part of the program review process. The planning agenda related to this standard notes that the academic senate will develop a plan to connect student learning outcomes to program review. Evidence of this connection is not included in the Self Study Report section on this standard. Currently, there is no evidence that student learning outcomes are incorporated in program review. The college partially meets this standard and it is recommended that the college include the evaluation of student learning outcomes in the program review process.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degree. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The college partially meets this standard.

In the self study the college stated its commitment to a three year program review and planning process. Program review and planning documents provided support of assessment of progress toward stated goals and objectives. The self study notes that Imperial Valley College “embraces the idea of supporting, assessing, and improving student learning.” However, no evidence is offered in support of student learning

outcomes being a part of this process. Program review documents reviewed by the team did not include student learning outcomes.

The self evaluation for this standard states that IVC meets this standard and “while IVC meets this standard, assessment of student achievement using accurate and timely data is essential to implement student learning outcomes in courses and programs.” The planning agenda, however states “under the leadership of the Academic Senate, all constituent groups will work with Information Systems to develop a plan to provide accurate data to assess student learning outcomes and to improve the effectiveness of programs, services, and the institution as a whole.” Based on the response, self evaluation, and planning agenda for this standard IVC appears to be in the awareness stage of student learning outcomes and, as a result, partially meets this standard.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

The college meets this standard.

The response to this standard satisfactorily describes which departments use departmental course and/or program examinations and how the results are validated. Common course final examinations in math and the use of licensure exams in the allied health programs are used to validate student success in those programs. The planning agenda for this standard states that a plan to incorporate student learning outcomes into programs and courses that use final exams to assess student progress. Though IVC meets this standard the description and planning agenda offer further evidence that the college is at the awareness level of student learning outcomes implementation.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The college partially meets this standard.

The self study response includes citations from California Education Code in support of the college meeting this standard. The description notes that the college will be conducting a review of course outlines in 2006-2007 to examine whether courses meet standards for units offered and whether courses outline learning outcomes for each course. Since the college has not developed student learning outcomes at the program review or course levels evidence the college meets or partially meets this standard.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a programs stated learning outcomes.

The college does not meet this standard.

The self study response to this standard notes that the Academic Senate is leading the college's efforts towards integrating student learning outcomes into programs. A plan for movement in this direction is outlined in the self study with a revision to approach outlined in the August 31, 2007 addendum to the self study, however, evidence in support of progress towards integrating student learning outcomes into programs is not offered. The planning agenda states that the senate will work with campus constituencies to develop a specific plan.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

The college partially meets this standard.

College catalog statements, Curriculum and Instruction Committee minutes and related correspondence provided evidence in support of the college's reliance on faculty to determine appropriateness of courses for inclusion in general education curriculum exists. However, the college does not have an effective method for reviewing course outlines on an on going basis. The Self Study Report does not offer any evidence that supports its claim that the curriculum committee is developing a plan for systematically reviewing course outlines on an ongoing basis. The college partially meets this standard.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major area of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

The college meets this standard.

The college, as evidenced by the catalog, has identified graduation requirements to include the major areas of knowledge. These requirements may be met through a variety of courses that reflect the required understanding of basic content.

In fall 2005 Imperial Valley College confirmed a commitment to graduation requirements for English, Reading and Composition, and Intermediate Algebra. Pilot programs were to be instituted in fall 2006 and spring 2007 to measure student learning outcomes in math and speech and to assess information literacy. The team found that the pilots are on schedule for completion in spring, 2007.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasons, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

The college meets this standard.

Graduation requirements include all areas required of this standard. Student learning outcomes, however, are not developed for programs or courses offered as representative for meeting this standard. The lack of program and course level student learning outcomes is consistent with what identified by program review documents and is represented throughout responses to Standard II and confirmed during the site visit and, as a result, should be addressed in response to the larger issue that the college is only at the awareness level of implementation of student learning outcomes.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen; qualities include and appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The college meets this standard.

Institutional level student learning outcomes include personal responsibility and global awareness. The college catalog identifies general education courses in Humanities, Social Sciences, and Critical Thinking which focus on all elements of this standard

Student learning outcomes have yet to be developed in this area. The college meets this standard, however, the lack of program and course level student learning outcomes is consistent with what is represented throughout responses to Standard II and should be addressed as part of the larger issue that the college is at the awareness level of implementation of student learning outcomes.

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

The college meets this standard.

Based on evidence offered in support of the response to this standard the college meets this standard. Graduation requirements include eighteen units of focused study in at least one area of inquiry or in an established interdisciplinary core.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

The college meets this standard.

Imperial Valley College offers over twenty-four vocational programs along with apprenticeship programs approved by the California Department of Industrial Relations. Technical programs include identified competencies and effectively measure student attainment of those competencies. The college should continue efforts to improve evaluation of student success in relation to professional and technical competencies. The college may want to review how such measurements could become part of an overall plan to develop and measure student learning outcomes at the course and program levels.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

The college meets this standard with the exception of those aspects that require specification of learning objectives.

The college meets this standard through publication of a catalog, requiring syllabi to be given to all students taking classes with copies reviewed by division chairs to confirm consistency across programs and courses. An Imperial Valley College Pocket Guide provided students and other interested parties with brief information about the campus. It appears that all publications are updated, at least, annually. The self evaluation for this standard notes that printed materials are current; however, the college lacks procedures for keeping its web site current. The college is working on processes to ensure accuracy and updating of the college web site through the Technology Council.

II.A.6.a. The institution makes available to the students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credit to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred course are comparable to the learning outcomes of its own course. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreement as appropriate to its mission.

The college partially meets this standard.

The college has in place well documented and clearly stated policies related to this standard, however, student learning outcomes at the program and course level that would

support transfer of credit policies are not developed. The lack of program and course level student learning outcomes is consistent with what is represented throughout responses to Standard II and should be addressed as part of the larger issue that the college is at the awareness level of implementation of student learning outcomes.

II.A.6.b. 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.

The college meets this standard.

The college has appropriate policies and procedures in place for making program decisions related to change or elimination. The college admits to not having a procedure for notifying the community of changes. Catalog rights are honored and the college makes efforts to communication with counselors and faculty to ensure students know of changes. A student petition process is used to help students make necessary adjustments to their education plans so that they can complete courses of study for changed or eliminated programs.

II.A.6.c. The institution presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies and procedures regarding publications to assure integrity in all representations about its mission, programs, and services.

The college meets this standard.

The college meets this standard by offering class schedules and catalogs that are reviewed by the curriculum and instruction committee and members of the instructional council, executive council, and the office of the vice president for academic services. In spring 2005 an enrollment management committee that included representatives from the college community studied the college's publications to assure accuracy. The college also offers a fact book that is updated annually with the college's mission, goals and information related to finances, demographics, transfer rates, and growth rates.

The self evaluation for this standard notes that college constituencies are developing a process to ensure the web site is also accurate and changed regularly to reflect changes.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic/freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

The college meets this standard.

Board Policy 4030 and Administrative Procedures 4030 on academic freedom outline the district's policies and procedures related to academic freedom. Policies and procedures are outlined in the college catalog as evidenced Board Policy 4030 and Administrative Procedure 4030.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The college meets this standard.

Board Policy and Administrative Procedures 4030 effectively demonstrates the institution's commitment to free pursuit and dissemination of knowledge. The college does not offer evidence of how this is measured or how faculty distinguish between personal convictions and professionally accepted views in a discipline. The college may want to examine how these could be measured through student learning outcomes development and assessment.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

The college meets this standard.

Board Policy and Administrative Procedures 5500 include clear and published policies related to academic honesty. The college has also made efforts to assist faculty in detecting plagiarism by investing in Turnitin web based software.

II.A.7.c. The institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statement in the catalog and/or appropriate faculty or student handbooks.

The college does not require a specific set of beliefs or worldview.

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

General Observations

The institution is actively recruiting and admitting diverse students who are able to benefit from programs offered at IVC. The college has multiple programs that address underprepared students and those that are in need of financial assistance in order to attend college. Additionally there are learning support services available at most sites to support the student's learning environment. Even though the college's admissions policy reflects an open door philosophy, the college provides adequate assessment to ensure accurate placement into courses in support of student success.

There appears to be a genuine focus on increasing access to services for students both for those taking face to face courses and those who are taking advantage of the distant education modalities. The college invested in CCCapply and launched an online admissions process for all students. Student services representatives at all extended sites assist students who are limited English or non-English speaking in completing the online admissions form. Banner was implemented to provide all students with access to online registration, payment, an up-to-date class schedule, and the ability to view unofficial transcripts. Student Service programs offer assessment and orientation at the local high schools in both English and Spanish. The move to using *Accuplacer* has positioned the college to develop an assessment process for online students that will not require students to travel to the main campus in order to participate.

However several issues surfaced in light of the implementation of Banner, budget cuts, and the launching of online instruction. The process of identifying and providing effective intervention to all probationary and disqualified students needs to be re-implemented, as does the Early Alert process. Both of these processes have a direct effect on student success, retention, and persistence. As the online assessment and counseling services are implemented data on their effectiveness will need to be analyzed and revisions made related to students' access, learning success, retention, and persistence.

Student Services programs participate in a comprehensive program review process and systematically assess their progress on their objectives, which tie into meeting

institutional goals that support the mission of the college. The program review provides data regarding students' demographics and selected statistics that assist in measuring access, as well as data on student success, persistence and retention rates. However, it is not available on a program level for review on an annual basis. It appears that this broad data is used to drive each program and services direction to improve the effectiveness of serving the students. However, there are some programs whose data, goals and objectives are solely linked to their independent categorical program reporting and not linked to the college's strategic goals or mission. Student Satisfaction Surveys were not part of this process. Overall, the program review process serves to continually refine and improve program practices resulting in appropriate improvements in serving students, supporting student achievement and learning. Student Learning Outcomes are at the awareness level and are being developed and introduced into the three year cycle of program review. In this case some student services programs are more advanced than other elements of the college in creating student learning outcomes. Within Student Services, four specific areas are engaging in creating student learning outcomes and defining strategies to assess them as appropriate to the intended program outcome.

Findings and Evidence

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

The college meets this standard.

Student Services program reviews the quality and effectiveness in delivering services to students on a systematic, regular basis. Through the implementation of online admissions using CCCApply and implementing Banner web, services have been enhanced and made more accessible to students regardless of their location. To assist in providing access to the online services on the Imperial Valley Campus, the Associated Student Government provides 18 computer stations in a dedicated space of the college cafeteria referred to as the "Casbah". These computer stations are dedicated to online registration during peak times and for general use otherwise. The Project ACCESO Title V grant was used to provide computer labs to the extended sites in El Centro and Calexico for student use. Each site has a bank of dedicated computers for the admissions and registration process.

In response to moving to a 16 week academic calendar, with adding Saturdays and a winter session there is evidence that supports that counseling planned for the impact and the possible added hours needed to serve the students during these respective periods. After providing these services for a period of time, and reviewing the use of them, the outcome was there was limited actual need for the Saturday hours offered at Imperial Valley and for the additional evening hours at the extended sites. These services were then adjusted to fit the demand and to use the college's fiscal resources in a more productive manner. Another effort to ensure that services provided are supporting student learning is the participation of counseling faculty being assigned to an academic

Division as the counseling liaison to assist in increasing program enrollment and the development of transfer curriculum.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution Course, Program, and Degree Offerings

Academic Calendar and Program Length

Academic Freedom Statement

Available Student Financial Aid

Available Learning Resources

Names and Degrees of Administrators and Faculty

Names of Governing Board Members

b. Requirements

Admissions

Student Fees and Other Financial Obligations

Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

Academic Regulations, including Academic Honesty

Nondiscrimination

Acceptance of Transfer Credits

Grievance and Complaint Procedures

Sexual Harassment

Refund of Fees

d. Locations or Publications Where Other Policies May be Found

The college partially meets this standard.

It appears that the college general information was current and complete at the time of print. However it was not clear as to where the student financial aid information, which is found under 'Financial Assistance' section, was located.

Information concerning requirements is found to be current, complete, clear and easy to understand.

Information about major policies affecting students is incomplete. There is evidence of a statement regarding nondiscrimination; however the catalog does not reference the college's sexual harassment policy. While the catalog includes information about the acceptance of transfer credit embedded under section II regarding graduation requirements, the placement made it difficult to locate.

Evidence supports that the catalog is reviewed and revised systematically before each printing, and that the catalog itself it made accessible in various formats for students. It is

unclear as to how policies that are not included in the catalog are made available to students, prospective students, and the public.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The college meets this standard.

There is evidence that the institution determines the support needs of its students through the analysis of enrollment data, student success and retention data, and through enrollment projections. They also determine the level and type of services provided through addressing the instructional offerings provided and in what modality instruction is delivered.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The college meets this standard.

There is evidence that the college is committed to providing quality assessment, advisement and placement services to students and that these services are key to each student's success. Most services are scheduled throughout the week both at the main campus and at the Extended Sites. Evening students are provided these services at the main campus through out the week, and on specific evenings at the extended sites. The decision to limit the evening services was determined by analyzing the usage and adjusting hours accordingly.

There is evidence that services provided to students at the extended sites are evaluated within the appropriate Program Review for the respective area and the external site. The implementation of these online services increases access to these services to students from all sites. Evidence supports that access to computers has been addressed for those students who don't have computers in their home. However there is no evidence of any student satisfaction surveys that would substantiate the effectiveness of this.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

The college meets this standard.

The college provides several programs in Student Services that encourage a similar theme, which is the development of students as socially responsible citizens. Each program approaches this in their unique way; however the overarching goal is to provide a learning environment that encourages personal and civic responsibility. This is evidenced by the various campus events provided students through the TRIO programs that promote awareness of their responsibility to the community. The Associated Student Government promotes student participation on shared governance and the opportunity to participate in a variety of clubs which encourage civic responsibility through blood drives, food drives, and holiday gift drives. There are other clubs and organizations available to students that are geared toward intellectual development such as the Students for Political Awareness (SPA) Club, English Club, French Club, or the Amnesty International Club to name a few.

There is also evidence that the college offers personal growth opportunities to students through their community education and non-credit offerings.

II.B.3.c. The institution designs, maintains, and evaluates counseling, and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

The college meets this standard.

The Counseling Department participates in a comprehensive program review process and systematically assesses its progress on objectives, which tie into meeting institutional goals that support the mission of the college. It appears that the data reviewed in this process drives the counseling program and services' direction to improve the effectiveness of serving the students and ensure compliance in regards to any legislative updates. However, there is no evidence of Student Satisfaction Surveys having been done, so the 'student voice' is missing from the process.

All counselors meet with the Vice President of Student Services on a regular basis where administrative information and updates relating to articulation agreements are shared. There is evidence that the Transfer Center, which supervises articulation for the college, provides up to date information regarding local curriculum and program changes.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The college meets this standard.

The college reflects the communities it serves, which is one of strong Hispanic heritage. In light of this, there is evidence of efforts to minimize barriers to limited English and non-English speaking students. This is done through providing the schedule, assessment, and orientation material in both English and Spanish.

The college staff at extended sites is 100% bilingual. The college also recognized the need to develop their community education and non-credit offerings to serve the needs of both their senior citizens and the ESL population. Surveys were used to define the most effective time to calendar the offerings and to identify the educational needs of potential students. From the analysis of this data a successful community education and non-credit program is provided at the Extended Site in El Centro.

Student Activities are provided throughout the year that brings awareness of diverse cultures to all students. Evidence of these multicultural events includes various guest speakers and music programs in celebration of Black History month, Cinco de Mayo, Disability Awareness Fair, and Veterans Day.

While the college provides for the above activities and services to enhance and embrace the diversity of their community there is no evidence of assessment to determine their effectiveness.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The college meets this standard.

There is evidence that placement instruments are validated according to law to check for reliability and bias. Currently, the CELSA is undergoing additional scrutiny due to placement scores appearing to be suspect overall. This is evidence that the placement data is being scrutinized, as is the success rate of the students in comparison to the cut off scores. As a result of this analysis, there was concern that students were not being adequately placed. Therefore, the college is revalidating the cut off scores.

The admissions instrument being used is CCCApply, which collects required information and MIS elements that are submitted to the System Office.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

The college meets this standard.

There is substantial evidence that the college maintains student records permanently, securely, and confidentially with adequate backup. The college is in transition archiving documents into an imaging system that will increase the security of its archived documents.

Evidence of the college's policy that complies with the Family Education Rights and Privacy Act (FERPA) can be found in the college catalog and the schedule of classes.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The college partially meets this standard.

All student services programs participate in the defined program review process. This process evaluates the adequacy of the services that the specific program is designed to provide to ensure its accessibility and effectiveness as it relates to the achievement of the student's learning.

In regards to student learning outcomes, the 2005-2008 Program Review for each Student Services area stated, "The Imperial Valley College Academic Senate will provide leadership to the campus community to initiate and sustain an on-going dialogue to develop and assess institutional student learning outcomes. This process will not only address institutional student learning outcomes, but it will provide a model for academic divisions and programs as they develop and assess program-level student learning outcomes tied to the institutional outcomes. The period covered by this institutional master plan should see initial progress toward the development and assessment of institutional student learning outcomes."

There is evidence that student services related learning outcomes are being developed for the 2009-2012 review cycle. Draft documents show that Student Services is in the process of establishing appropriate outcomes and assessment strategies which places their level of implementation at the development stage. According to the evidence provided, student learning outcomes are not planned for state categorical programs and TRiO programs due to their mandatory compliance reviews and annual accountability reporting and plans. While it is recognized that the compliance reviews touch on similar student data and program achievements compare to the program review process, those required reports do not address what student learning outcomes are being achieved. In order to

sustain continuous quality improvement all areas will need to be included regardless of funding and/or other program reporting requirement.

Standard II.C. Library and Learning Support Services

The library and other learning support services for students are sufficient to support the institution's instructional programs and activities. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

General Observations

The self study was very comprehensive and complete. There were several goals that the College set for itself; some have been met, others are in progress and others incomplete. The goals to have additional library faculty and a director have not progressed. The recent budget crisis reduced the library purchasing budget by one third. This budget crisis showed that the planning and budget processes are not working well. Recently, there also have been major staffing changes. The director position has been combined to become the Dean of Technology and Learning Services.

The Tutorial Center provides adequate resources for students. Students have access to computers and online tutorial programs. There is training for the tutors to insure high quality. The survey responses showed a high rate of satisfaction for the service. Tutorial services to off campus sites are scheduled on demand.

There are three other labs under the Learning Services. The Reading, Writing and Language labs are run independently with their own support staff. They have computer based tutorials and programs in the labs. Computers and software have been upgraded.

Media Services provide support to faculty for classroom needs. They are available for troubleshooting technical equipment problems. All the classrooms are "smart" classrooms or in the planning stages to become one.

Findings and Evidence

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services to facilitate educational offerings, regardless of location or means of delivery.

The college partially meets this standard.

Overall the Library and Learning Services provide good quality access, resources and services. The staff is student service oriented. The Library has provided greater access to resources by expanding its e-book collection. The updated software and hardware in the

learning labs has increased support for student learning. There has been a modernization of computers throughout learning services. The library has increased the number of public stations and expanded the number of computers in the teaching lab. The Tutorial Center has increased the number of students it serves and uses a computerized program to record use for noncredit FTES. They have set service and performance outcomes for their services. They are in the planning stages for student learning outcomes. Media has also upgraded classrooms and equipment. The Reading and Writing labs have upgrades in hardware and software.

During the budget crisis, the budget was cut by one third and the directorship was reorganized to combine the position with technical services. This has made it difficult for Learning Services to experience leadership that focuses on program needs and facilitates support of the college's instructional programs. The organization of administrative support for the library and leaning support services should be evaluated as part of an assessment process.

Student learning outcomes for library and learning support services need to be developed especially for information literacy. The college is at the awareness level in developing learning outcomes for library and learning resources.

II.C.1.a.The institution selects and maintains educational equipment and materials to support student learning and support the mission of the institution.

The college meets this standard.

The institution has a good sized collection of materials for its students. There are online resources that include e-books as well as databases which can be accessed remotely as well as on campus. There is adequate seating in the library and the tutorial center. There is reciprocal borrowing with other local libraries. The institution has updated its labs and increased the number of stations in the library and the teaching classroom. There are plans for 24/7 reference service provided through a cooperative external program. There is an online Spanish translated database to support bilingual students. The Media Center supports classroom delivery of computer generated instruction by providing and supporting a variety of audiovisual and computer projection equipment. The Learning Services areas have increase and upgraded the number of computers in their areas.

II.C.1.b.The institution provides ongoing instruction to ensure students develop the necessary skills in information competency.

The college meets this standard.

The librarians provide instruction to many different classes on library resources and information literacy. These instructional sessions support the institutional goal of information competency. There are no online instructional sessions or program/tutorials for information literacy. The assessment of the instruction needs to be systematic.

The library faculty was discussing with the Math and Speech departments integration of information literacy into the course but due to staffing changes this has not been followed through.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The college meets this standard.

The Learning Resources, including the library, tutorial, reading and writing and language labs, are accessed through the web. The library provides online access to databases and the collection as well as general information. The increase in e-books has given more access to resources off campus. Library hours have been expanded to include more weekend hours. There is off campus access to reading and writing tutorials through web access. Tutorial services to off campus sites are scheduled on demand. The other labs have web pages with information about the services and contacts.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

The college meets this standard.

The self study reported security problems related to the library. However, evidence indicates that these problems have been addressed since the publication of the self study. Interviews with staff indicate a need for consideration of non-daytime staffing levels as it relates to security.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, and are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provide either directly or through contractual arrangement.

The college partially meets this standard.

The Library purchases its online resources through a cooperative buying plan that ensures better use of monies. They are involved in several local library organizations for collection development and improvement. The Learning Services department has applied for a state grant to renovate the learning center. This is still in the development stages. The labs have updated licenses for their software and its support service.

II.C.2. The institution regularly evaluates library and other learning support services to ensure adequacy in meeting identified student needs and learning outcomes.

The latest survey of library use showed a decrease in the number of users. Evaluation of survey comments on hours and computers resulted in improvements in those areas. For example the library extended operating hours and expanded access to student computers. The library has updated its computers to include word processing and internet access for students since other computer labs are unavailable at certain times.

The Tutorial Center continues to provide a certification program for tutors. This enables trained tutors to provide services to all sites and to students attending other colleges. The tutorial and labs have high ratings for their services as demonstrated in their user survey.

There is no evidence that the Library and Learning Support Services is engaged in the development and evaluation of learning outcomes beyond the awareness level. As a result this standard is partially met.

Recommendations for Standard II

2. The team recommends that college develop student learning outcomes by describing how student learning outcomes will be extended throughout the institution, developing a specific timeline for development that includes establishment of authentic assessment strategies for assessing student learning outcomes in courses, programs, and degrees, how resource allocation will be tied to student learning outcomes, and a plan for how faculty and staff will become fully engaged in student learning outcomes development. The institution must also demonstrate its effectiveness by providing evidence of achievement in student learning outcomes and evidence of institutional and program performance.

(II.A, IVA, IB, II.B.4, I.B.5, II.C, III.A.1.c)

3. The team recommends that college publications, including the general college catalog, be reviewed to ensure that information important to students is readily available. The college's Sexual Harassment Policy needs to be explicitly noted, the policy for accepting transfer credit and the description of the availability of financial aid both need to be located so as to be more visible to current and prospective students. (II.B.2.a; II.B.2.c)

4. The team recommends that the college identify and assess Student Learning Outcomes and Assessment Outcomes for all Student Services Areas to include categorically funded state and federal programs. (II.B.4)

Standard III Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

General Observations

The Imperial Valley College faculty, staff, and administrators are hard-working and dedicated members of the college community and demonstrate integrity and diligence. Despite the 2005 fiscal crisis, the college managed to restore trust and morale and has shown a high degree of enthusiasm and optimism.

In recent years college leadership has been provided by interim administrators. With the significant exception of the current interim Superintendent/President this made it difficult for the college to maintain a consistent focus on institutional issues. The difficulties have been most notable in the Chief Business Officer's office. The college has successfully identified permanent individuals for all administrative positions with the exception of Superintendent/President. The college is actively involved in a collegial process to identify a permanent Superintendent/President. The college personnel appear ready to meet the challenges ahead as they wait the hiring of a permanent President who will hopefully establish continuity and long-term stability to the institution.

Findings and Evidence

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The college meets this standard.

A review of employment records and qualifications provided evidence that college personnel are qualified.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The college meets this standard.

The college has a well defined hiring process to ensure qualified personnel with training and experience to provide and support its programs and services. The procedures are delineated in the Board Policies and Procedures manual and new job openings are advertised on the college's web site. Requesting a faculty position first begins with the Division Chair with input from faculty. The request then goes to the Curriculum & Instruction Committee, a subcommittee of the Academic Senate, where prioritized recommendations are made. The Academic Senate, after review, makes a recommendation to the President. It is unclear if program review and annual updates are utilized in the decision making process for new hires (faculty & staff). Previous hiring committees had difficulty obtaining sufficient committee members and unnecessarily prolonged the process. For new classified positions, the Classification/Reclassification Committee is involved in determining job descriptions and salary.

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

The college partially meets this standard.

Faculty and staff evaluation procedures are contractual (Faculty—IVC CCA/CTA/NEA 2007-2010 and Staff—IVC chapter of CSEA 2001-2004). Permanent classified staff are evaluated every two years, between February and April. The faculty tenure review process is clearly delineated and involves a three-member Tenure Review Committee and incorporates an evaluation of classroom performance, student evaluations, and a self-assessment at least once in each academic year. Tenured faculty members are evaluated every three years by the Vice President of Academic Services. The college, in concert

with the Academic Senate and Distance Education program staff, is urged to formalize evaluation procedures for faculty teaching online courses. Adjunct faculty members are evaluated by Vice President of Academic Services, the Division Chairperson, or a designated full-time tenured faculty member from the same or related discipline of the evaluatee. The frequency of the part-time faculty evaluations, however, could not be determined and the college is urged to delineate the timeline. Classified Managers and Confidential Employees are evaluated in the month of their second anniversary date and bi-annually thereafter.

Although the tenure-track evaluations are completed in a timely manner, the implementation of tenured faculty and regular staff evaluations has been sporadic and inconsistent. Faculty (full & part-time) evaluations are not done consistently as scheduled perhaps due to turnover in administrative and support staff in Academic Services office. The college is urged to systematically complete evaluation of all personnel according to the procedures and at stated intervals as outlined in faculty and staff contracts and policies. The Human Resources Office is planning to utilize the Banner system to create reports indicating those faculty still needing evaluations and will assist in monitoring the process. The job description of the recently approved Dean of Instruction position includes faculty evaluations and should assist the Vice President with the backlog of evaluations.

Formal evaluations for all administrative personnel are conducted by their immediate supervisors with an informal faculty appraisal every two years. The Superintendent/President is evaluated by the Board with faculty appraisals.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The college does not meet this standard.

The Academic Senate and District decided not to link individual faculty evaluations to student learning outcomes. The college is urged to consider ways in which student learning outcomes can become part of the evaluation process.

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

The college meets this standard.

A code of Faculty Code of Ethics was developed by Academic Senate through Resolution No. 0607-02 in February of 2007 (Board approved, March 2007). Subsequently, the College Council used the Faculty Code of Ethics as a basis to form a College Wide Institutional Code of Ethics that was adopted by Board in September 2007 (Resolution No. 13937).

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

The college meets this standard.

High turnover in administration has been a challenge in terms of consistency and stability. There were many unstable administrative positions since the last team visit. Interim administrative positions included the Chief Executive Officer, Chief Instructional Officer, Chief Business Officer, and Associate Dean of Human Resources. These positions were filled on a permanent basis last spring, except for the college president who recently resigned. A new Dean of Instruction was approved by Board in October. From numerous interviews, the faculty and staff are now hopeful for improvement, stability, and continuity once a permanent President is hired.

Faculty positions dropped from 165 to 155 during period from fall 2005 to fall 2006 (6.1% decline due to a hiring freeze). Support staff was also reduced and additional support staff may still be needed in critical areas. The college should follow through with its planning agenda to develop a long-term plan to better determine the specific support staff needs. Since the hiring freeze was lifted earlier this year, a total of ten full-time tenure-track replacement faculty positions and additional new classified positions were approved for this fall 2007 in an effort to meet students' educational needs.

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

The college meets these standards.

The college adheres to its personnel policies and procedures which are available to the general college population. A Board Policies and Procedures Task Force, a working group of representatives from college stakeholders, was organized to review and revise current administrative policies and procedures. Using the CCLC template for policies and procedures, an updated District Board Policy manual was approved by the Board in August of 2004. Within the manual are policies for Nondiscrimination, Equal Employment Opportunity, Prohibition of Discrimination and Harassment, and Recruitment and Selection. Completion of a separate Procedures Manual for Board approval is anticipated by the end of the year. The procedures will be updated every six months as the college receives CCLC reports of legislative changes.

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

The college meets this standard.

Personnel records are stored in a locked, metal cabinet in the Human Resources Office. An internal audit will be conducted this December to ensure that all files are complete. Upon request, college personnel can view their files and obtain photocopies.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.b The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

The College meets these standards.

The college is currently reviewing its Commitment to Diversity (AP 7100) in the Administrative Procedures Handbook and includes the composition and functions of an Equal Employment Opportunity Committee. One of the committee's functions is to revise and monitor implementation of the college's Faculty and Staff Diversity Plan (1995).

According to the college's latest EEO report submitted to the Chancellor's Office, the new hires during 2006-2007 totaled 24 with a Hispanic majority (79%). In fall 2005, the Hispanic student population represented 86% of the student body while Imperial County's Hispanic demographic data showed 77%. A tracking form listing ethnicity and gender for all 499 applicants was also completed.

Sexual harassment workshops and student complaints are handled by the Title IX Coordinator. Three sexual harassments workshops, with a total of 76 attendees, were conducted this year with two more scheduled this semester. The District has policies and procedures for the handling of complaints of unlawful discrimination and sexual harassment.

The college has made efforts to establish fair and equitable compensation for campus constituent groups. An as example, classified salaries have been bumped up to median levels with cooperation from CSEA.

The college is to be commended on the current collegial atmosphere of trust and high morale that was jeopardized during the last financial crisis. A high level of integrity was demonstrated through collaborative working groups and committees.

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The college partially meets these standards.

There is no flex program at the college as a result of compressed calendar in 2005. In addition, a formal staff development program is non-existent with no funding from the District. As a result, the number of staff development activities has been limited and funds for conference attendance have been reduced. Professional growth applications are available for classified personnel. Results from a 2006 Accreditation Survey indicated that only 38% of the 68 respondents felt that personnel are provided with appropriate opportunities for continued professional development. A total of 40% disagreed. In the college's Self-Study, a planning agenda stated that the District will reinstate a Staff Development program by fall 2007. This did not happen. Instead, the Human Resources Office has taken on the professional development leadership. Under their leadership, a workshop on office safety was conducted last spring and a workshop on supervisory skills is planned by the end of this year. Several innovative programs instituted by Human Resources include GLEAM (Gaining Leadership Expertise, Aptitude, and Mentoring) and GEM (Great Employee Moments). The GLEAM Program focuses on leadership training and prepares employees for high-level management positions that may become vacant. There are 12 active participants that make up the GLEAM team and include both faculty and staff. GEM is an employee recognition program that involves validation of work excellence among peers through paper awards and culminates with GEM prizes. Despite current efforts being made in professional development, the college is urged to formalize the process with adequate funding and once implemented, evaluate the program to improve effectiveness.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

The college partially meets this standard.

Based upon the Planning and Budget Committee minutes, not all departments included staffing needs and prioritizations in their plans. Although the Academic Senate, through the Curriculum and Instruction Committee, establishes a priority list for faculty positions, there is no process in place to prioritize classified staffing. Although some program reviews identify staffing needs there is no consistent connection between planning for

staffing needs and budgeting. The college is urged to reexamine and assess current human resource planning processes in order to improve effectiveness.

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

General Observations

Overall the College meets the Standard III.B. Physical Resources. The facilities are adequate to provide the programs and services at the main campus and the three-offsite locations in Brawley, El Centro, and Calexico. Facilities are not ideal although major improvements will occur over the next four years with the construction of two new buildings, remodel of others, and increased efforts at scheduled maintenance. The main campus is well kept, comfortable, and provides a safe and clean environment for student learning. The offsite locations are safe, clean, and located in areas that serve IVC students.

The college has a well maintained physical plant that consists of thirty-four buildings on a one hundred and sixty acre campus. In recognition of a need for modernized and new facilities the community passes a local bond dedicated to facility improvement. As a result the physical plant will experience significant change over the next several years. The Self-study appears complete and it reflects the valiant effort has been going on at the college to first deal with program review from the past accreditation visit and then a financial crisis in 2005.

Findings and evidence

III.B. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

The college meets this standard.

The facilities while not always ideal are adequate to provide the student learning programs and services effectively. Additional resources through measure L will only improve the facilities. Physical resources are integrated with institutional planning through the Visioning Process that was done. Increased effort to integrating the facilities with program reviews and Educational Master Plan would complete the process more effectively.

III. B. 1. The institution provides safe sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

The College meets the standard through continued monitoring and improvement of the physical resources for safety and supports the programs and services.

The College provides for safety oversight and review through the Environmental Health and Safety Committee. The three offsite locations are adequate to meet the programs and services offered at the locations except in the case of El Centro where plans to expand are in negotiation. The locations demonstrate the College's commitment to serving the students needs, particularly those students with challenges with English, transportation, and childcare.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

The College meets the standard as it receives input from the various campus constituencies that provides services and programs to the students.

The College was able to cite several examples of evidence including a campus survey supporting its adherence to this standard through facility changes that enhanced effective facility utilization.

III. B. 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The College meets the standard after trying to regain ground after the fiscal crisis of 2005.

The College suspended their normal planning processes and was unable to continue the replacement of equipment. The College continues to evaluate it facilities and equipment on a regular basis and is regaining ground after the financial crisis. Some budgets have been restored to provide better maintenance of the physical facilities.

III. B. 2. a. Long range capital plans support institutional improvement goals and reflects projection of the total cost of ownership of new facilities and equipment.

The college partially meets this standard.

The Facilities Plan is linked to the "Visioning" process and the campus community agrees that the facilities planning are linked to the college planning process. The college

has not included the Educational master Plan in the facilities planning process, and that is of concern to the team.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation of the basis of improvement.

The college partially meets this standard.

Institutional planning is not fully integrated with physical resource planning although planning for facilities has been linked to the Visioning process, which provides documented guidance for input into facilities planning. The Visioning process provided identification of community desires. However some facility decisions based on these desires were not validated by documentable data. The Science building, the Career Tech building and the remodel of the library will provide important enhancements to the College.

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

General Observations

The college responded honestly and completely to this standard in their self study. They recognized the impact of budget constraints and staffing on their progress in making improvements. They have made improvements as cited below and recognize there are still challenges. However there are some basic systemic processes that are not in place. The Technology Plan uses data and has linked to mission goals and institutional student learning outcomes. The Technology Council has broad constituent representation. However to move to the proficiency level, the college must close the loop cycle by incorporating evaluation and overall institutional effectiveness of technology in conjunction with the program review process. The planning process for technology has not incorporated the necessary support for staffing and ongoing cost through the Budget and Planning process. The structure and combination of staff and administrative configurations should be reviewed and evaluated to ensure that technology and learning services can fulfill their respective roles. The college needs to continue direct assessment for student learning outcomes in the area of technology.

The use of technology is a permeating factor in an educational institution and planning for any change must consider all the components and ramifications including staff training. The college must address these issues which have fiscal and operations consequences.

There are several areas in technology that the college needs to continue to improve. The inability to use and access data through the Banner system as reflected in the Banner User Minutes is a result of lack of coordinated staff training. This has resulted in poor access to data to

support overall planning and reporting. The Accreditation Survey showed staff dissatisfaction with technology trainings. The connection between technology planning to budgeting and program review are still areas that need progress.

Findings and Evidence

III.C. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The college partially meets this standard.

In this area the college has moved from the awareness of institutional planning to the developmental stage. As a result there is a continuing need to integrate technology planning with the development of student learning outcomes and to assess the impact of technology on learning. Interviews with faculty and staff indicated that there is very little communication regarding any consideration of learning programs and services in the identification of technology plans. There is no evidence of an assessment process of how technology improves the education of students or the college's mission.

The college needs to continue planning for the institutionalization of its online programs both in budgeting and planning. The vision and direction for online programs have been developed to respond to the college mission but need to have their own clear standards and student learning objectives.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

The college meets this standard.

The college has made progress in meeting the recommendation of the last accreditation report. They have updated much of the hardware and software on the campus. Even with the budget crisis, their progress for implementing technology planning is an accomplishment. They are in the process of rewiring the campus for upgraded cabling to support networking. They are ready to launch a newly designed web site. They have improved the campus voice communications.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

The college partially meets this standard.

Technology Services have responded to the Middaugh consulting study which identified key technology problems. The college has made strides in updating their infrastructure as recommended in the Middaugh study.

In order to facilitate access to resources, new computers in the library, tutorial and reading/writing labs have been updated. This enables students to use the computers for access to library resources as well as word processing. The computers for staff and faculty have been updated. Updating infrastructure is an ongoing project.

The campus servers have been updated. There are still issues about the college computer system-Banner. Although updates have been completed, there has not been training on the new modules and data is still difficult to extract. The Technology services are most effective in hardware and software but have limited impact on the effectiveness of the institution due to limited training support. An open position of Technical Services Director position, when filled, will address Windows, networking and upgrading the phone systems. Staffing changes in the department have delayed some of the implementation. It continues to be difficult to fill vacancies and currently there are 2 positions vacant. The Technology Plan does not indicate how continuing needs will be assessed.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

The college partially meets this standard.

The college has made strides in training staff and faculty in software applications through the Technology Center. There are scheduled trainings for software applications. They have expanded staffing and provide ongoing training.

However, there is no training plan and interviews provided evidence that there are continuing training needs related to the primary administrative software program (BANNER). The initial installation and training that was provided is not sufficient for the efficient use of ongoing updates and new modules. The training of staff to use current administrative software has been remiss to the point of affecting work flow (Minutes of the Banner Users Group). As a result there are components of BANNER which are not used effectively.

The college received a grant to develop online classes as an effort to relieve the impact on classroom space and provide greater student access for those that have clear goals and time constraints. Through the grant, several training opportunities have been available to faculty. There have been summer training camps and individual trainings resulting in over 50 trained faculty. There are 21 courses with 87 sections that are being offered online.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The college meets this standard.

The technology infrastructure has been improved. The Technology Plan allows for a systematic updating of facilities. The Technology Council established with representation from all of the constituencies. This group develops the technology plan and recommends technological needs. An inventory of all computers has been completed (minutes of Technology Council 3/18/07). There is an ongoing need to central purchasing of software to minimize costs. The institution has developed a replacement policy as part of the Technology Plan.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

The college meets this standard.

The institution has made strides in addressing this section. The new upgrades of hardware have enabled the tutorial centers to upgrade software programs. The new computers in the Library and Tutorial Center provide better student access and updated software. There still are issues about online access to some programs.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

The college does not meet this standard.

There is evidence of short term planning for the use of technology throughout the college. Student access to work stations has been increased. The campus infrastructure is being improved. A technology grant has made the introduction of online classes and technical support for those classes possible.

At the same time there is strong evidence of a need for long range technology planning that is integrated with college wide planning, program reviews, budgeting and learning outcomes. The technology committee minutes and committee member interviews highlighted the need for plans related to staffing support for new lab and software functions. Training, also identified as a need, is not planned. A new web site, identified by the college community as essential, has designed but not implemented. These examples point to a lack of integration and indicated that the college does not meet this standard.

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

General Observations

The college partially meets Standard III. D. Financial Resources. The college maintained fiscal stability even during a time when there was a fiscal crisis. Through working with staff, faculty and management the college President and Board managed to bring the college to fiscal solvency and have begun restoring raises and operating budgets.

The college has some important work related to linking of program review and educational master planning to planning and budgeting for all programs, support services, and educational services. The college has important pieces in place although not linked.

Effort has gone into the program review process. Also, as addressed in the addendum a Planning and Budget Committee has begun working together to provide oversight and input into the budget planning process. The College appears to have made significant progress in recovering from a financial crisis. Overall the study has been honest as it reflects the issues and does not try to cover up that some areas have not been addressed completely.

The College has sufficient resources to support student learning programs as evidenced by the state financial report (CCFS 311), budgets, and visible services to students. The college is consistently expends fifty-eight percent of its general funds on classroom activities. While this may be an indicator of spending funds on educational programs, for a small College this may indicate not spending enough on support services. The audits and the Community Colleges Fiscal Services 311 form indicate financial integrity in handling the finances of the College. The College has been able to recoup from a 2005 budget crisis and has maintained fiscal stability with financial reserves exceeding 15% for the past three years.

Overall the College is financially sound and rebounded from what could have been a budget crises that would have affected students without the campus pulling together to reduce expenditures in the budget. The College has worked very hard the last couple of years together to gain financial stability while also building a culture of trust, openness and collegiality.

The biggest issue in this effort has been the lack of integration with planning and budgeting and how budgeting connects to the educational master planning and program review.

Findings and Evidence

III.D.1. The Institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

The college does not meet these standards.

There is little evidence of a process linking mission and goals to the financial planning during the past few years while the College was reaching out into the community to build a strong community vision. The lack of stability in the administrative area appears to not allow the continuity that is essential to linking financial planning to goals. The Planning and Budget Committee indicated in interview they have been more of a regulatory committee that was the place where expenditures were either approved or not allowed. The Self-study clearly states that the “processes must be developed and followed to use realistic projection for planning and budget development”. New leadership in the business services area appears to be creating the energy around long term financial planning.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The college meets this standard.

Even though there is a lack of consistency in leadership for the college in the financial area the College has continued to assess and develop continued financial resources through Title V, and a HUD grant that serve the students of the Imperial Valley.

III.D.1.c. When making short-term financial plans the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liability and future obligations.

The college meets this standard.

Administrative leadership has been very unstable, leading to developing long-range financial priorities. Short-term decisions have appeared to create some of the financial issues created in 2005. The new leadership has already shown their ability to plan for payment of liabilities and future obligations by correctly putting payment for the COPS and modular units into the general fund rather than paying from the bond funds. Minutes

from the Planning and Budget Committee and the Citizens Oversight Committee Meeting provide evidence of a change for planning for long-range financial priorities and payment of liability and future obligations.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The college partially meets this standard.

The college constituencies have had appropriate opportunities to participate in developing the institutional budget as evidenced by the Planning and Budget Committee. There is a lack of planning and integration of planning with budgeting, with no clear mechanism for getting priorities from the program review process to the budget planning process, or the educational master planning process. Minutes and interviews verify the participation of constituent groups in institutional budgets. Planning processes are not really institutionalized in the organization yet, although the college is working on it with the new leadership in place.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit finding are comprehensive, timely, and communicated appropriately.

The college meets these standards.

As evidenced by CCFS 311 and audits the College has followed appropriate processes and control mechanisms to provide support to the student learning programs and services. As evidenced by the most recent audit and past audits the College has responded in a timely and appropriate manner to almost all audit issues.

The College has disseminated information regarding financial decision making recently under the newer leadership, which is well received.

III.D.2.b. Appropriate financial information is provided throughout the institution.

The college meets this standard.

During the instability of leadership in the business services area, communication appears to have been minimal. During the visioning process, and more recently, efforts to communicate financial information to the college community were more prevalent.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

The college meets this standard.

As indicated in the self study and verified by interviews with staff, faculty and administration as well as Planning and Budget Committee members the College has been able to maintain financial stability. The College has maintained adequate reserves to cover liabilities and emergencies as evidenced by the CCFS 311's for the past five years and the financial audits.

III.D.2.d. The institution practices effective oversight of finances, including the management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The college meets this standard.

The College and Foundation audits provide evidence of effective oversight of finances. Audits include an analysis of financial aid, grants, externally funded programs, contractual relationships, auxiliary organization and foundations. The College uses County services for payroll and as the fiscal agent, which provides additional checks and balances for the College. The staffing in the fiscal area is experienced and properly staffed providing adequate services for oversight and acceptable accounting practices.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

The college meets this standard.

As indicated in the self study and not contradicted by audits it appears as if all financial resources have been handled with integrity and for the purposes designated by the revenue sources. Additional linkages for expenditures to the mission and goals of the institution is in the process but not accomplished.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies and contract appropriate provisions to maintain the integrity of the institution.

The college meets this standard.

The fiscal services area has conducted a program review with several outcomes to improve the area to provide oversight and checks and balances to maintain institutional integrity.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

The college partially meets this standard.

Although the Planning and Budget Committee and the Academic Senate review the budget there is not a systematic evaluation process for improving financial management. It is apparent through discussions with constituent groups and the addendum that the new leadership at the College is implementing more systematic approaches to evaluating and improving processes.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

The college meets this standard.

The College assesses the effective use of financial resources through the Planning and Budget Committee, College Council, Academic Senate and Division Chairs, as well as the CBO and Director of Fiscal Services. The College Planning and Budget Committee has currently been undergoing an evaluation and assessment of how they assess the effective use of the financial resources and dialoging about how to improve the process. The College overall under the new leadership for the past one to one and half years has been transforming its processes through working together.

Recommendation for Standard III

5. The team recommends the college develop a process to assess, review and modify the Technology Plan as the educational needs and programs develop in order to support a college master plan. It is also recommended that the plan be aligned with college budgeting processes and staffing. (III.C.2)(III.C.1)(III.C.1.a)(III.C.1.2)(III.D.1.a)(II.B.)(1.B.3)

Standard IV Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Roles and Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

General Observations

The self study is comprehensive in its discussion of the Leadership and Governance at the college. Since suffering through a substantial financial crisis in 2005-2006, the college made critical changes in the decision making process. By addressing this crisis collegially the college has improved communication and increased effective governance.

Much effort has been devoted to collecting information and feedback from both internal and external stakeholders. Discussions have ranged widely across the campus with the self study reporting more that 200 staff participating in the discussions. (*Imperial Valley College: Accreditation Self Study 2007*, page 206). An additional “hundreds of community members” also joined the discussion through focus groups held between September and December of 2003 in 18 surrounding communities. Those discussions yielded several hundred suggestions, some of which found their way into the goals set for the college.

Many of the problems are addressed well as a result of the information gathered. However, the college now needs to develop the processes necessary to assure implementation of the recommended changes. Information flows very well from constituents to the leadership of the college; the next step should be clearly delineated processes to implement those changes where appropriate. One change cited in the study involved the addition of a science building, largely as a result of discussion coming from those constituents. The desire for the building was well documented from the discussions; the need for the building was not apparent from cited data.

The college has undergone a number of administrative changes over the last several years and has had to deal with the serious financial challenges of 2005-2006. Clearly, the administrator changes, interim administrators, and the conditions brought about by the budget crisis have posed significant challenges for the college. Despite these challenges, it appears that the college has made a good faith effort to address the recommendations

made regarding the board and administration and is in a stronger position today despite the lack of administrative continuity.

In particular the Vision 2006 Goals and Objectives that began in 2004 with broad participation and input from all college constituency groups and the community at large has provided for a clear agenda for the college to move forward in a productive manner.

Findings and Evidence

The college meets this standard.

The college has moved to replace interim leaders and employ permanent leaders. The college has also moved forward in indentifying institutional goals through an extensive visioning process.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institutional-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

The college meets this standard.

The college has instituted a wide variety of efforts to learn of both campus and community concerns and desires. The study cites, and evidence verifies, two master plans, self-studies, program reviews and accreditation work completed in the previous six years.

One of the primary vehicles for input is the College Council. The College Council's purpose is "to ensure faculty, staff, students, and administrators have the opportunity to express their opinions and ideas at the campus level and to ensure that these opinions and ideas are given every reasonable consideration" (Standing Rules of the College Council, p. 3). Staff also utilizes a User Group as a way of communicating informally.

Staff and students are aware of these processes and feel their views are heard and represented. Solving problems with parking and the naming of an art gallery recently went through these processes, originating in the Campus Operations Committee, through the College Council and Academic Senate, with a recommendation made to the President/Superintendent and finally to the Board. An issue for students was giving athletes a per diem rate equivalent to that received by coaches, and this, too, was brought through appropriate channels to the Board.

Yet some lack of clarity or a practice of not following these processes exists, as in the decision-making process of the Planning and Budget Committee. Their stated process is

to establish budget priorities and make recommendations to the Superintendent/President, though as stated in interviews, members of the Committee indicate that in practice proposals come from administration. The “arena budgeting” used in the past did not work. The new process involves division chairs meeting and ranking their areas’ needs and bringing ideas to the Vice-President of their respective areas, and then back through the division chairs and to the Planning and Budget Committee, though it does not appear that this new process is clearly communicated or understood.

Community involvement was also increased to be sure the goals set were representative of the college and the community it serves. The construction of a new Science and Technology building provides an example of responsiveness to community input.

The college focused its goals discussion on campus needs but also allowed stakeholders to “dream” of what they wanted their college to be. The Stakeholders Summit in January 2004 and the Vision 2006 Task Force Meeting were the primary vehicles for these efforts. These and a series of other forums, in addition to the more routine discussions, formed the basis for the development of the vision that drove the establishment of the goals adopted by the Board of Trustees.

As noted earlier, a science building was added with the college having noted that its current facility was seriously outdated. The process driving the discussion of the new building certainly shows that the college is sensitive to and aware of the desires of its campus and community patrons, but it does not demonstrate the need for the building.

Other areas were also deemed important by the college as a result of the information gathering process. Distance learning, expanded career and technical programs, scheduling changes, preference in registration for local people, improved community relation and improved retention all came under the purview of planning.

The institution is making very good progress in its development of systems and procedures for decision-making. For an institution of this size and with current resources, the college receives input from a wide variety of people. The process would be strengthened considerably with the inclusion of data that support the needs (desires) expressed by these constituents.

For example, the college envisions additional career and technical offerings. As would be expected, the Curriculum Committee ascertains whether these offerings should be approved. In the plan-implement-evaluate-improve approach, the Curriculum Committee would be better served with cogent needs analyses providing support of need to supplement desire of these offerings.

Each of these examples of participation took place in its own right, without “bridges” that would tie the insights from the various efforts together into a coherent whole. Though communication has improved, it is difficult to say if it is “effective” as it does not seem to have been evaluated.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.'

The college partially meets this standard.

The team did not find evidence of a written policy or consistent written policies regarding participation in decision-making processes. The self study cites a variety of processes by which faculty, staff and students participate in governance of the institution. Students and faculty participate on policy discussion through representation on the Board of Trustees, College Council, Budget and Planning Committee, Curriculum and Instruction Committee and the President's Administrative Council.

Information appears to flow into the system widely and well. How that information is used and to what extent it drives actual decisions is less clear. The college notes that during the budget crisis of 2005-2006 many constituents questioned the efficacy of governance. The college is working on improving communication to its personnel and encouraging its participation. From the venues described, the college appears to have made strides in providing opportunities for communication. What appears to be lacking is campus understanding that the information moved forward actually results in changes being made as a result of that information.

Understanding may be aided by the new flow chart from the Self-Study Addendum which shows the relation among the standing committees and how information flows. Staff indicate the flow chart greatly improved their understanding of the relationships among committees and reporting structures, though some are unclear about the committee roles.

Many of these committee roles are available and defined in writing, although there are inconsistencies. For example, the document referred to in the Self-Study, the Standing Committee Purpose /Composition/ Reporting /Meetings (Doc. 4.a.21) offers a description of purpose for the Planning and Budget Council which varies from the descriptions provided on the website or in the minutes of the Planning and Budget Council which indicate a Board resolution (#11228) dated March 11, 1998. Information in this document about the Curriculum and Instruction Committee is not included.

The purpose of the Academic Senate is posted, but has not been updated to include its role as a Steering Committee for the Student Learning Outcomes.

Additionally, the campus community believes that constituents are actually being heard and changes are made on the basis of their concerns. This belief may drive increased participation. The practices for collecting data for decisions appear to be in place. Whether faculty and staff are actually using them is less clear. The self study cited a need

in its Planning Agenda for “clarification of the roles of the College Council and the Academic Senate in the shared governance process.” What may actually be lacking is a belief among those on those deliberative bodies that their counsel leads to change.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

The college meets this standard.

The governance structure is regularly reviewed to identify weaknesses and recommend improvements. These reviews appear to be comprehensive and widespread. The 2003 community opinion survey identified institutional weaknesses and the planning agenda continues to review, identify and strengthen the roles in the shared governance process.

A review of minutes and staff interviews provided evidence that information primarily flows through two major bodies, the Academic Senate and the College Council. The Academic Senate has representatives from all divisions, including some division chairs, and brings ideas and feedback from the divisions forward. Communication for most committees is transparent, with agendas and minutes posted on the website.

The College Council has equal representation from administration, faculty, staff, and students, and hears reports from all of the standing committees. The Technology Council and Planning and Budget Committee also have equal representation from each group. Prior to Board meetings, the Superintendent/President reviews the agendas with the President’s cabinet.

The student learning outcome work started in the Academic Senate. After broad participation in campus wide workshops during spring 2007, division chairs were identified as the Student Learning Outcome team, with the Academic Senate serving as a steering committee. The chairs are working with faculty to make progress on the goal of integrating student learning outcomes across the curriculum. Faculty in some departments have worked together to respond to the templates—identifying a gatekeeper course, agreeing upon evidence of learning and determining appropriate evaluation methods. Progress to date is noted in nursing, CIS, and business; however, it is not clear how information will be shared broadly and integrated across the college. Progress in transfer courses is much less developed.

Campus morale is positive and has improved over the last year-and-a-half following the budget crisis. The Customer Service Committee was developed to “improve the culture of the Imperial Valley College campus community by making it communicative, interactive, and supportive.” It started with staff development activities to increase morale and to encourage sensitivity to diversity; its activities have expanded to include an employee of the month, staff appreciation socials and barbecues, and holiday food and

toy drives. Administrators have created community among the administration and faculty by meeting for lunch off campus and gathering for socials on Friday nights.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendation made by the Commission.

The college meets this standard.

The college faithfully addresses recommendations for improvement made by the Accrediting Commission and complies with public disclosure requirements. The college also complies with federal and state regulations in an expeditious manner.

IV.A.5. The roles of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the result of these evaluations and uses them as the basis for improvement.

The college meets this standard.

Organizational structures were clarified in the flow chart addenda to the self study in August 2007. The effort was to make clear for the campus community the structural relationships at the college. Since this clarification of the structures has not yet been evaluated, the college does not have data to be used for improvement.

The assessment of the old organizational structures has been informal but effective, with participants coming together to discuss ways to improve, for example in the merging of the separate technology committees into one Technology Council. Development of continuity in organizational structure has also been hampered by a lack of continuity in administrative leadership. Although staff working in interim positions has done a good job, the college suffers from a paucity of longer term, permanent leadership.

Other evidence of assessment of organizational structures and processes is assessment within a particular committee, such as the current assessment of the Curriculum and Instruction Committee by the Academic Senate. Members are researching various California community college websites to look at the roles and membership of curriculum committees from other institutions to stimulate the discussion. However, assessment is anecdotal, based on perceptions, but without collecting surveys or other data to be used as a solid basis for analysis and improvement.

Standard IV.B. Board and Administrative Organizations

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the districts/system and the colleges.

The college meets this standard.

Imperial Valley College is part of a single college district. By policy the governing board establishes policy and delegates the operation of the institution to its chief executive officer.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The college meets this standard.

The Board of Trustees has adopted several policies consistent with Standard IV.B.1. Policy BP 2000, Setting Policy, articulates the belief that a major role of the Board of Trustees is to set policy for the district. Policy BP 2000 also indicates a commitment to participatory governance and memorializes the agreement with the Academic Senate pursuant to Title 5 regulations.

The college has established the Board Policy Review Committee to review board policies and procedures in relation to the recommendations of the California Community College League. The committee makes recommendations to the College Superintendent/President regarding the implementation of policies and procedures. The site visit team verified that the committee meets twice a month, and that it is currently working its way through the procedures and updating them.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The college meets this standard.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. The board demonstrated its independence when it enacted policy extending health care coverage to domestic partners.

Further evidence of Board independence was not provided, nor was there a clear indication of changes in operations effected as a result of the yearly self evaluation. The college has a Board of Trustees with a clearly delineated role for the Board. Policies have recently been updated and separated from the procedures.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The policies and procedures emphasize the quality, integrity and effectiveness of student learning programs and services. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources needed to support them.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The college meets this standard.

A review of Board Policies, Board minutes, and interviews with board members, faculty, staff and administrators at the college indicate that the Board has ultimate authority for educational quality, legal matters, and financial integrity.

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

The college meets this standard.

There are board policies and procedures specifying the board's size, duties, responsibilities, structure, and operating procedures. Board Policy BP 2100, Board Elections, identifies the term of office, staggering of terms, and trustee areas. Administrative Procedure AP 2100, Board Elections, identifies the trustee areas one through seven and the Unified School District lying within those areas. Other procedures such as setting of agendas, public participation at board meetings, minutes, recording of meetings, and other policy and procedure issues are also covered in the Board Policy, and Administrative Procedures manuals.

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The college meets this standard.

A review of Board minutes and indicates that in general the Board acts in a manner consistent with its policies. However, interviews with a variety of college faculty members drew mixed reviews regarding the board and its actions in relation to its role, and function, as the maker of policy. There was a sense that the Board sometimes has difficulty differentiating between policy issues and operational issues.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Board members are systematically provided development opportunities and they serve staggered terms. New Board members also received development programming with members reporting attendance at the Community College League new board member training. However, as the institution notes, new Board members do not provide feedback on the efficacy of that orientation. Such data collection would be helpful to the administration and the Board as they work to develop programs for the Board.

Additionally, Board Policy 2740 states that “newly elected and continuing trustees attend at least one conference per year.” The 2005 Composite Report (in the Board Self Evaluation) notes not “all (trustees) take advantage of the opportunity” for trustee education and development through participation in approved functions.”

IV.b.1.g The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

The college meets this standard.

Board policy BP 2745 establishes the policy and process for the Board’s annual Self-Evaluation. A copy of the Self-Evaluation for the Board of Trustees was provided as evidence of the process used for board evaluation. It was also verified that this instrument is used during the board retreat to discuss board performance. According to BP 2745, a summary of the evaluations is used to review the accomplishments of the past year and to set goals for the following year. However, the team was not able to determine how, or if, the board evaluations are used to modify and improve board performance.

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The college partially meets this standard.

A college council subcommittee approved a draft Code of Ethics on February 26, 2006 after much deliberation, inclusion, and review by a variety of college constituencies. A recommendation was made to the president to send the code to the Board of Trustees for

review and approval. The Board adopted policy BP 2715, Code of Ethics/Standards of Practice. The college also presented the Community College League of California's Trustee Handbook as additional evidence, and within that handbook is a section regarding ethical behavior, and some general guidelines to deal with suspect behaviors. However, the team was not able to find a policy that describes how the board deals with violation of its ethics policy.

IV.B.1.i The governing board is informed about and involved in the accreditation process.

The college meets this standard.

The Academic Senate President and the Vice President of Academic Services provided in-service training on the accreditation standards for the Board in February 2006. Members of the Board were also introduced to student learning outcomes and passed the Faculty Senate resolutions regarding student learning outcomes, hence Board actions appear to reflect a commitment to supporting and improving student learning outcomes.

The Board appears to have had extensive training with regard to accreditation, but it does not appear to have been involved in the actual self-study. This is reflected in the fact that no Board members served on any of the steering committees.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

The college meets this standard.

The Board has a written policy governing the search and selection of the chief executive. In order to keep the Board at the policy level rather than becoming involved in operations the Board has written policy. Board policy delegates appropriate authority to the chief executive of the college both through policy and within the president's contract.

The Board has adopted policy BP 2431 which states that "In the case of a Superintendent/President vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations". There was no evidence that there are any procedures to further identify the process that will be used in the advertising, interviewing, and hiring of the Superintendent/President. Faculty members who were interviewed confirmed that the board makes these decisions

and is not confined by written procedures. One specific example provided was that the campus had requested that a member of the Foundation be allowed to serve on the search committee, but the Board rejected that request.

The team recognizes that the Board of Trustees guided the college through a very difficult financial crisis. During that time the Board undoubtedly had to immerse itself in the operational details of college programs in order to guide the college through that period. During this time, the college also experienced a number of administrative personnel changes resulting in sometimes serial interim appointments. With these issues in the past, the team strongly suggests that the Board make use of board self evaluation and professional development opportunities to re-focus its attention and energies on college policy and stability in its administrative team, that it provide long term guidance and strategic outlook for the college.

IV.B.2 The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The college substantially meets this standard.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The college meets this standard.

Board policy BP 2430 identifies the "Delegation of Authority to Superintendent/President." This policy provides clear direction and authority to the Superintendent/President. The policy also provides general expectations for the performance of the duties of Superintendent/President. This delegation of authority is also covered in Administrative Procedure AP 2430. However, procedure AP2430 is essentially a restatement of Policy BP 2430 and adds no further direction or information.

The president operates with a sufficient range of administrative structure. The president leads with the consultation of a wide variety of campus groups. The CEO surveys the wider community pulse and is very visible in the community. The board appears to have delegated the "face" of the college to the president. When financial difficulties emerged in 2004-2005, the president took the lead in resolution of the crisis.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**

- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

The college meets this standard.

There is clear evidence that the Superintendent/President has engaged in a collegial process for setting values, goals, and priorities. One significant example is the Vision 2006 process which engaged broad participation by the college community but also engaged the communities served by the college in the process.

In 2004, under the direction of the president, the college began the Vision 2006 process which included a series of town hall meeting. Meetings were held in each of the communities served by the college. Larger communities had two to three meetings while smaller communities had a single meeting. These meetings resulted in creation of a series of goals and objectives to lead the college over the coming years. While there is some question as to how wide the community support was for some of the goals it is generally viewed as a very positive step in gathering input from the community and using it to drive planning and implementation at the college.

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

The college meets this standard.

Board Policy BP 2430, and Administrative Procedure AP 2430 empowers the Superintendent/President to implement statues, regulations, and governing board policies, and assures that institutional practices are consistent with institutional mission and policies. The evidence supports that the President operates in a manner consistent with these policies and procedures. The team recognizes that this is situational to the extent that each Superintendent/President brings a distinct style, and therefore, the evaluation process plays a pivotal role in sustaining compliance in this area.

IV.B.2.d The president effectively controls budget and expenditures.

The college meets this standard.

The team found evidence that the current and immediate past Superintendents/Presidents have effectively controlled the budget and expenditures. In fact they have had to deal with a financial crisis they did not create, and the subsequent recovery plan to return the campus to fiscal stability. The budget crisis came about when, using faulty data, the president moved to strengthen instruction with the addition of 25 new faculty positions in 2004-2005. The president and his staff recognized the error of this move as enrollment

data mistakes were discovered. The CEO led the effort to communicate this error and to solicit solutions to the crisis across the college community.

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

The president participates effectively with the community on behalf of the college. This is evidenced by the president's involvement in the community visioning process. Another example of the president communicating with the communities served by the college is when the president started attending board meetings of the surrounding high school districts. This was viewed as very positive by the high school districts.

Recommendation for Standard IV

6. To enhance the effectiveness of the governance and decision-making processes, the team recommends that the college define in writing the roles of the committees and the decision making structures and processes; that the college develop a process to evaluate them and use the results of evaluation for improvement. (IV.A.2, IV.A.5)