

Peer Review Team Report

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

This report represents the findings of the Peer Review Team that conducted Team ISER Review on October 14, 2025, and a Focused Site Visit to Imperial Valley College from February 23-24, 2026. The Commission acted on the accredited status of the institution during its June 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Erika Endrijonas, Ph.D.
Team Chair

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Imperial Valley College
Peer Review Team Roster

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Purpose of Focused Site Visit and Summary Analysis

INSTITUTION: Imperial Valley College

DATES OF VISIT: February 23-24, 2026

TEAM CHAIR: Erika Endrijonas, Ph.D.

Purpose of the Focused Site Visit

This Peer Review Team Report is based on the findings of the peer review team which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In October 2025, the team conducted Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries which specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on August 20, 2025 to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

The peer review team conducted a Focused Site Visit to Imperial Valley College on February 23-24, 2026 for the purpose of completing its Peer Review Team Report and determination of whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 25 faculty, administrators, classified staff and students in formal meetings, group interviews, and individual interviews. The team held an Open Forum which was attended by 77 people which provided the Institution's community and others to share their thoughts with members of the peer review team. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Summary Analysis

Imperial Valley College was founded in 1962 and serves a large agricultural community on the U.S. Mexico border. Over 90% of the students are Hispanic or Latino and 66% are traditional-aged students under the age of 24.

IVC is a comprehensive community college that offers over 100 associate degrees and certificate programs. The 160-acre campus plays a vital role as an engine of economic change in a region where poverty and unemployment are ongoing challenges. IVC's efforts to increase college-going rates include expansion of high school articulation agreements, dual enrollment opportunities, and a concerted effort to help students navigate the application and enrollment processes.

As evidenced in the ISER and through comments made by local employers who spoke at the virtual college Open Forum on October 2, 2025, IVC works collaboratively with the surrounding business community to develop CTE programs that will lead to livable wage jobs after graduation that also serve to diversify the region's economy. While agriculture remains the major industry and source of jobs in the Imperial Valley, IVC has capitalized on growing interest in the renewable energy sector as evidenced by the development of the Lithium Industry Force Training (LIFT) program to expand the pool of clean energy skilled workers.

In 2023, Imperial Valley College was awarded the prestigious Aspen Prize for Community College Excellence in recognition of their student success efforts and outcomes for their largely first-generation and Hispanic student population. The team recognizes the college-wide dedication to enhancing student success and workforce development outcomes that were required to earn this prestigious honor. As well, the team was impressed with IVC's stated goal of helping to eradicate poverty in the Imperial Valley where the unemployment rate is 21%. The college President has set an ambitious goal of reaching 10,000 FTES by 2030 aligned with the Chancellor's Office Vision 2030 as an important way to address poverty in the region.

The team was impressed by the "culture of care" that was evident in every meeting and interaction with students, faculty, and staff at the college. The team was impressed with IVC's efforts to provide student employment opportunities, including paid internships, that help students complete their studies in a timely manner because they do not have to leave campus to work. The team also expressed appreciation for the pristine condition of the grounds and facilities of the campus.

Major Findings

Recommendations to Improve Institutional Effectiveness:

None.

Required Documentation:

The Institution submitted the required documentation per the Accreditation Standards.

Standard 1

Mission and Institutional Effectiveness

General Observations:

Imperial Valley College (IVC) clearly defines its mission with a commitment to equitable achievement for all students. The mission and values make clear that the college is well aligned with the needs of the student population and the community. IVC's Comprehensive Master Plan (CMP) establishes strategic goals for the institution and ensures that planning and resource allocation processes support its mission and strategic goals. Through regular program review, all instructional and service departments engage with disaggregated student outcomes and use that data to plan for and implement improvement and innovation.

Findings and Evidence:

IVC has established a clearly defined mission that appropriately reflects its character, values, structure, and student demographics. As the only community college in Imperial County, IVC serves a predominately Hispanic population with many first-generation students; the mission's emphasis on individual growth and educational attainment prepares students for regional and broader education and career paths. The college's core values of excellence, accessibility, diversity, and collaboration reflect its commitment to ensuring equitable educational opportunities and outcomes for all students. The college has a variety of programs such as the Lotus Living Project and the Dreamer Resource Program that are intentionally developed to meet the unique needs of IVC students. (1.1)

The college has meaningful goals for institutional improvement, innovation, and equitable student outcomes. IVC's Comprehensive Master Plan is in full alignment with the California Community College Chancellor's Office Vision 2030 initiative, and it publishes a high-quality annual report to track its progress in meeting those goals. The college's five strategic goals were developed through a collaborative process; its primary goals for student success are well aligned with those strategies. The college notes that during the development of the ISER, they realized that the goal-setting process could benefit from more engagement with participatory governance groups. The team noted that the college has successfully met and even exceeded many of its stretch goals and encourages the college to continue to set ambitious goals for student success. (1.2)

IVC has clear institution-set standards for student success and holds itself accountable for achieving its mission and goals by reviewing relevant, disaggregated data. The college has thoroughly mapped outcomes from CSLOs/SAOs through ILOs in its Nuventive software and has developed a clear, annual timeline to ensure processes are followed. Supported by the Program Review Committee and the Outcomes Assessment Committee, instructional and service programs go through program review or SWOT analysis on a three-year cycle; as part of the review process, the programs have robust engagement with disaggregated data and plan for student outcomes improvement. The college collects feedback from students on a regular

basis, and the results inform plans for improvement at all levels. IVC has developed a robust and open process to survey the effectiveness of its various committees. (1.3)

The college has clear and well-defined processes that connect planning and evaluation of programs to its resource allocation. All programs are evaluated on a three-year cycle (two updates and a comprehensive review). In the comprehensive review, programs look at disaggregated data and connect their resource requests to the college's strategic goals. For example, full-time faculty requests are made through program review; after a meeting between department chairs and deans, a prioritization tool is used to rank the positions and the list goes to the President's Cabinet for consideration. The institution has an integrated, multi-layer process by which staffing, equipment, facilities, and technology resources are vetted and ultimately funded. High-impact practices and basic needs supports have been funded through this process. (1.4)

The college regularly communicates progress toward achieving its mission and goals to internal and external stakeholders in a variety of ways. Internally, information is shared through the participatory governance structure, the website, and an annual State of the College address. Social media shares messaging both internally and externally; annual reports and data dashboards are shared with the public through the website. (1.5)

Conclusions:

The Institution meets Standard 1.1, 1.2, 1.3, 1.4, and 1.5.

Standard 2

Student Success

General Observations:

IVC demonstrates a commitment to equitable student success by offering academic programs, services, and support that align with its mission and by offering diverse pathways that meet the needs of its diverse student population. Strengths include a robust curriculum review process, multiple modalities of course delivery, comprehensive student services, and intentional use of disaggregated data to inform decision-making and promote equity. The college also supports engagement through cultural events, clubs, athletics, and governance opportunities, while fostering communication through multiple platforms and tools.

Findings and Evidence:

The college demonstrates a clear connection to its mission by offering a wide range of academic programs that address the diverse goals and needs of its students, as evidenced by career technical education (CTE). CTE programs show strong evidence of alignment with current workforce needs and industry expectations. Instruction is provided through multiple modalities, ensuring access and flexibility for students. The curriculum review process is cyclical, occurring every six years to ensure alignment with institutional and industry standards. The college ensures continuous improvement in its process of evaluating course and program learning outcomes. In distance education, the college promotes standards of quality and rigor through required DE certification and refresher courses for faculty. (2.1)

The college's curriculum review process is comprehensive, faculty-driven, and inclusive of multiple stakeholders, including administrators and advisory boards, ensuring that academic programs remain current, relevant, and responsive to student and community needs. Disaggregated data informs decision-making, reflecting a strong commitment to continuous improvement and equitable student outcomes. Programs demonstrate alignment with key state legislative mandates, such as AB 705, AB 1705, and the use of Open Educational Resources (OER), as well as with industry standards through participation in the Strong Workforce Program and regular CTE program reviews conducted every two years. Students access the information through public-facing information in syllabi, the catalog, and CurriQunet. (2.2)

The college's academic programs are structured within a Guided Pathways framework that emphasizes clear program mapping to support student success and goal completion. Through this approach, students can more easily identify and follow coherent pathways toward degrees, certificates, and transfer, reducing barriers and promoting timely completion. General

Education (GE) offerings provide students with a broad foundation of knowledge and skills, including critical thinking, communication, and cultural awareness, aligning with the institution's mission to foster lifelong learning and civic engagement. Programs map Program Outcomes to align with Institutional Learning Outcomes (ILOs), ensuring coherence across the curriculum and reinforcing the college's commitment to holistic student development. (2.3)

The college demonstrates a strong commitment to accessibility, communication, and student engagement through multiple channels and initiatives designed to ensure that all students can access the information and resources they need to succeed. The college website features the new "Recite Me" accessibility and translation tool, enhancing inclusivity for students from diverse linguistic and ability backgrounds. Students can access the student complaint process via the website and the recently deployed new software, Maxient. The team noted that the legacy system prior to the implementation of Maxient did not provide for appropriate tracking and suggests the college document the resolution(s) for any in-progress complaints. Students access information through a wide range of modalities, including email, social media, Starfish, and Canvas announcements, ensuring timely and equitable access to important updates. Outreach efforts, such as new student orientations, resource fairs, and workshops, strengthen students' connections to the college community. The public-facing catalog provides comprehensive information on degree and certificate options, Institutional Learning Outcomes, Admissions and Records, and student support services, promoting transparency and informed decision-making. A variety of programs serve special populations, including Disabled Students Programs and Services (DSPS), veterans, English as a Second Language (ESL), Educational Opportunity Programs and Services (EOP&S), TRiO, incarcerated students, student housing residents, and other underrepresented groups, reflecting the college's dedication to equity and inclusion. Faculty are encouraged to include Student Learning Outcomes (SLOs) through the Syllabus Template, reinforcing consistent communication of learning goals. In addition, annual student surveys administered by the Associated Student Government (ASG) gather feedback on course modalities, student challenges, and overall experiences, promoting improvement. (2.4)

Faculty and administrators collaborate closely to develop the class schedule using historical enrollment data, student outcomes, and program maps to ensure that course offerings align with student needs and promote completion. The college is currently exploring new enrollment management software to further enhance data-driven decision-making in scheduling. Scheduling processes also account for the unique needs of special populations, such as Dual Enrollment and incarcerated students, whose courses are planned on alternative timelines in coordination with partner institutions. The integration of Program Mapper and Guided Pathways has strengthened the connection between degrees, certificates, and career opportunities, providing students with clearer direction and more intentional course sequencing. The adoption of eight-week course formats has also contributed to improved retention and completion outcomes, even as overall success rates have remained stable. Strategic Enrollment Management (SEM) is fully integrated with the Guided Pathways framework, ensuring that resource allocation and scheduling decisions support equitable access and progress for students. (2.5)

The college demonstrates a strong commitment to continuous improvement and quality in all delivery modes and teaching methodologies through data-informed decision-making, professional development, and robust evaluation processes. Data dashboards are used to analyze the effectiveness of various course modalities, and programs engage in disaggregated data analysis to identify trends and address equity gaps. Conversations about modality effectiveness and instructional quality occur regularly within shared governance bodies such as the Academic Senate and the Integrated Consultation Council, ensuring broad stakeholder input. The Teaching and Learning Center (TLC) supports faculty through ongoing professional development focused on best practices in teaching and learning, including accessibility, student engagement, and equitable pedagogy. Faculty teaching online courses complete a comprehensive Distance Education (DE) Certification that emphasizes accessibility, Regular and Substantive Interaction (RSI), and course design aligned with the California Virtual Campus-Online Education Initiative (CVC-OEI) Rubric. A required DE Certification refresher course every three years includes a peer review process that promotes consistency and continuous improvement in course quality. These efforts are supported by the DE Handbook, which provides clear guidance on standards, processes, and best practices. The college also offers robust support for online students, including technology assistance and translation tools available in Spanish on the website and within Canvas. As a Local Peer Online Course Review (POCR) certified college, the institution demonstrates its commitment to maintaining high standards in online instruction. RSI requirements are embedded throughout multiple college processes, such as DE Approval, the DE Refresh cycle, peer course reviews, certification, and ongoing professional development, promoting consistent implementation and accountability. The team validated that Distance Education courses at the college meet the requirements for Regular and Substantive Interaction (RSI) through application of the Quality Continuum Rubric for Distance Education. (2.6)

The college provides equitable and comprehensive counseling and student support services designed to meet the personal, academic, and career needs of all students. Counseling services are personalized, offering individualized guidance through Student Educational Plans (SEPs) and targeted support for diverse goals and circumstances. The onboarding process, which includes welcome tables, orientations, and a dedicated Canvas space, assists new students in transitioning smoothly into the college community. A wide array of specialized programs, including EOPS/CARE/NEXTUP, CalWORKs, SSS-TRiO, MESA, Student Equity and Achievement, mental health counseling, veteran services, career services, and disability accommodations, reflects the college's holistic approach to student success. The Basic Needs Center supports students by addressing food, housing, and other essential needs. The Library provides vital academic resources, including textbooks, printing, computers, tutoring, and quiet study spaces. Tutoring is available by student request or through embedded tutors coordinated by faculty, offering flexible academic assistance. The college also maintains strong transfer partnerships with numerous universities and colleges, expanding pathways for continued education. The college evaluates and analyzes programs in a systematic way to make changes that promote

student success. The team suggests that the college further hone their program review framework with a clear focus on improving student outcomes and continue to refine the ways in which student outcomes are shared campus wide. (2.7)

The college fosters a vibrant campus culture and community connections through a wide range of clubs, activities, and engagement opportunities for students. Student clubs and organizations allow learners to explore their interests, develop leadership skills, and build relationships across diverse groups. This was punctuated by robust student engagement and discussion during the focused site visit. Cultural events and celebrations promote inclusion and belonging for both students and faculty, reflecting the college's commitment to equity and representation. The Associated Student Government (ASG) provides meaningful opportunities for students to participate in shared governance and contribute to institutional decision-making, while athletic programs promote school spirit and strengthen bonds between the college and the wider community. Orientation programs further support students integrating into campus life and developing a sense of connection to the college. Beyond the student body, the Community Services program engages the public through short, fee-based courses designed to extend learning and strengthen ties between the college and the community. (2.8)

The college maintains a structured and comprehensive process for assessing and improving learning and service outcomes across all programs. Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs) are evaluated on a three-year cycle, ensuring consistent reflection and accountability. Program Reviews are aligned with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success, the Comprehensive Master Plan Strategic Goals, and the college's ILOs, showing a clear connection between systematic assessment, planning, and institutional mission. Programs utilize the Nuventive platform to evaluate effectiveness using both quantitative and qualitative data, including disaggregated data that allows for equity-focused analysis. A "closing the loop" section within Nuventive provides space for documenting how findings lead to actionable improvements, and part-time faculty are compensated for their participation in SLO work, ensuring broad engagement in the process. (2.9)

Conclusions:

The Institution meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9.

Standard 3

Infrastructure and Resources

General Observations:

Imperial Valley College (IVC) provides support to educational programs, support services, and institutional support services through an appropriate infrastructure, qualified personnel, and stable fiscal policies, practices, and finances. The college achieves overall effectiveness through commitment to providing appropriate and qualified staffing, physical, technological, and financial resources; the college planning process is robust and assesses and addresses the need for and allocation of resources which support infrastructure improvements and contribute to the long-term health and stability of the college.

Findings and Evidence:

IVC utilizes the program review process, as shown in the Program Review Handbook, to identify and align resource requests to institutional goals and budget allocation, including recruitment and hiring of vacant and/or new positions. Participatory governance committees provide space and opportunities to prioritize staffing needs, and appropriate procedures to guide hiring processes. The college demonstrates that regular training is provided to those participating in the hiring process and regularly reviews the effectiveness of recruitment through data collected on applicant pools and hiring panel participants. IVC demonstrates a clear commitment to recruitment of diverse candidates and has recently improved public-facing communications. The college employs highly qualified individuals through structured processes that include identifying and prioritizing staffing needs, inclusive recruiting of diverse candidates, and analysis and benchmarking of hiring practices and policies. (3.1)

IVC utilizes long range plans aligned with their mission, such as the 2030 Vision Comprehensive Plan and the Professional Development Plan, to ensure that employees receive appropriate professional learning. The Professional Development Coordinator supports all development initiatives at IVC and ensures new training aligns with program and institutional goals. The college plans and offers robust training opportunities for all employee groups and reviews post-training surveys to assess effectiveness. Faculty training includes discussions of disaggregated student data and interventions to improve student outcomes; these training workshops are regularly evaluated via post-training surveys. (3.2)

IVC regularly and systematically evaluates employees based upon each position's professional responsibilities which are aligned with and in support of the mission and goals of the college. The college utilizes evaluation processes that are clearly defined in and unique to each bargaining unit agreement and employee group; criteria are based on each employee group's professional responsibilities. (3.3)

IVC maintains sufficient resources to support program needs and educational improvements and innovations. Financial aid resources include substantial federal and state grant funds which contribute to direct student support services having a positive impact on the student experience for those with greater need. The college documents the budget development process including a schedule and the alignment to resource requests in the program review process. Program review and resulting resource allocations align the college's budget and financial resources with the college's mission, goals, and achievement and success for students. Recent audit reports show the stability of the college with no material weaknesses identified in internal financial controls in accordance with federal and state standards. (3.4)

IVC implements budgeting and planning processes that are appropriately linked to the college's mission and goals. IVC utilizes their strategic plan with key institutional objectives to guide the budgeting process; the mission is clearly reflected in both the strategic plan and budgeting process. The college's shared governance and program review structures ensure that stakeholders are involved in decision-making and in budget planning and development, and appropriate information is disseminated. Committees such as the Fiscal and Facilities Planning Committee, Program Review Committee, Academic Senate, and the Integrated Consultation Council contribute to the process by providing feedback and recommendations. IVC ensures transparency through planning and prioritization meetings for resource allocations. The college broadly shares the annual budget, and employees have regular access to comprehensive financial reports. (3.5)

IVC employs appropriate practices to ensure integrity and responsible use of its financial resources; the college regularly evaluates fiscal outcomes and financial management practices in support of achieving its mission. IVC guides fiscal processes and provides internal control mechanisms as documented in appropriate Board Policies and Administrative Procedures. As evidence, IVC provided reports such as the Annual Financial and Budget Report (311Q) and several budget, financial and audit reports. Audit reports demonstrate that the college has accurate and credible fiscal practices and has had unmodified opinions and no management recommendations through regular annual audits. IVC communicates with the college community clearly and transparently regarding financial updates, annual budgets and audit findings; shared governance meetings, board of trustees' meetings campus communications, and town halls regularly include financial updates. IVC provides access to annual budgets, financial statements, and audit findings on the public college website. (3.6)

IVC ensures financial solvency and long-range financial priorities, and future obligations are considered when making short-range financial plans; these practices contribute to sustained fiscal stability. IVC utilizes past financial data to inform budget development and

future planning. The Board of Trustees and fiscal committees review budgets to ensure they are aligned with the mission and priorities. The college considers and monitors long-term liabilities and obligations during budget development and fiscal planning including scheduled maintenance plans, health benefits and insurance data, annual actuarial valuation for Other Post-Employment Benefits, and statements and performance updates for pensions. The college maintains and exceeds an appropriate reserve fund level. (3.7)

IVC constructs and maintains high-quality, safe, and effective physical resources that support and sustain student learning, instructional programs, and operational functions. The Comprehensive Master Plan shows how capital improvement projects, renovations, and facility upgrades are connected to planning and aligned with institutional goals. IVC maintains appropriate policies and procedures that support safety and promote the health and sustainability of the campus. The college utilizes an easily accessed online reporting form for students, faculty, and staff to report unsafe conditions. The college regularly plans and implements emergency preparedness and safety training to ensure the security of the learning environment. IVC regularly evaluates facilities and equipment to ensure that they are well maintained; the college reviews data on space utilization, equipment performance, and necessary maintenance. (3.8)

IVC implements, enhances, and secures technology resources in support of and sustaining educational services and operational functions. IVC maintains appropriate Board Policies and Administrative Procedures to define and guide the appropriate and secure use of technology resources. Administrative Procedure 3720 on acceptable use includes the process for users to report system deficiencies or security issues. The Technology Planning Committee regularly reviews resource needs and planning related to technology infrastructure. The college assesses effectiveness of technological resources and financial commitments to maintaining resources and infrastructure by monitoring the Multi-year Projection plan and external agency-led audits. (3.9)

IVC has appropriate strategies for managing risk and has appropriate policies and procedures to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances. The college sets appropriate and required district reserves of no less than 16% in Board Policy 6250; the college regularly exceeds the required reserves. IVC maintains appropriate risk insurance and trains employees regularly regarding insurance coverage. The college develops and implements the Incident Response Plan and protocols to mitigate any emergencies related to sensitive data systems or security of technological resources. (3.10)

Conclusions:

The Institution meet Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10

Standard 4

Governance and Decision-Making

General Observations:

Imperial Valley College's Board Policies (BP) and Administrative Procedures (AP) demonstrate that the college has processes in place that address governance and decision-making accreditation standards. The team confirms that they use processes appropriately in support of their mission in ways that allow for meaningful input from all stakeholders.

IVC values community engagement as well as that of internal stakeholders. Their governance structures are clearly defined and documented as are their outreach efforts to the local Imperial Valley community.

Findings and Evidence:

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry and actively demonstrates them in the fulfillment of its mission. AP 4030 provides a commitment to Academic Freedom that defines what it is, outlines protections for faculty inside and outside the classroom while grounding that freedom in the "scholarly obligations to base research and teaching on an honest search for knowledge." AP 5500 outlines student behavior and that students will develop critical judgement and be able to exercise their rights of free inquiry and speech. (4.1)

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives. IVC's evidence consists of Board Policies and Administrative Procedures which describe and define their structure for decision-making and includes opportunities for stakeholder participation. (4.2)

The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students. The evidence provided for the process for Distance Education Refresh, for example, was thorough and clearly demonstrates their process of data collection, implementation of their plan, and definition of a measurable outcome. (4.3)

Acting through policy, the Governing Board ensures the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health. As evidenced by the 2023-24 and 2024-25 budgets, the Governing Board regularly monitors progress towards its goals and fiscal health and makes modifications to planning, budgeting, and strategy when

needed. The adopted budgets show changes to programs based on cost-of-living adjustments (COLA) and the Student-Centered Funding Formula (SCFF). The team notes that the college has fallen behind in its regular BP/AP review cycle and encourages the college to complete reviews according to their established schedule. (4.4)

The Governing Board selects and evaluates the institution's chief executive officer (CEO). The Governing Board gives the CEO full authority to implement Board Policies and to ensure effective operations and fulfillment of the institution's mission. IVC's APs and BPs describe the Governing Board's responsibilities, and it appears the CEO was evaluated in May 2025. (4.5)

The Governing Board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The Governing Board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in Board governance. Board self-evaluations demonstrate that the Board considers its performance effective in supporting the institution in fulfilling its mission and utilizes self-evaluation and community feedback to effectively lead the institution. The Board's self-evaluations reference strategic initiatives leading to increased enrollment, the need for further professional development, and the importance of community input to the effectiveness of college programs. (4.6)

Conclusions:

The Institution meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

Verification of Required Documentation

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. Some required documentation may have been used in response to ACCJC Standards that address the same or similar subject matter. For each required item listed, the team must verify its review of the required documentation, and indicated its conclusion by choosing one of the options below and note any comment or concerns where needed:

Verified	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
Verified, with Recommendations for improvement	The team has reviewed the elements of this component and has found the institution meets the Commission’s requirements, but improvement is recommended.
Not met	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

<p>v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
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Standard 2: Student Success

Required Item	Conclusions
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

Required Item	Conclusions
iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: The team noted that the college’s Maxient system now meets all the requirements for tracking student complaints, while its legacy system had not. The team suggests that the college revisit the legacy system to ensure proper record keeping/resolution of any outstanding student complaint records. (to be verified during in-person site visit)
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: (to be verified during in-person site visit)
vii. Documentation of the institution’s policies and/or practices for the release of student records	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Required Item	Conclusions
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ix. Official college catalog contains required elements (ER 20)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

FOR TITLE IV PARTICIPANTS:	
<p>x. Documentation of institution’s implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p>See Policy on Institutional Compliance with Title IV</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: N/A</p>
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>xi. Documentation of institution’s:</p> <ul style="list-style-type: none"> • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy <p>See Policy on Distance Education and on Correspondence Education</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>
REQUIRED ONLY IF APPLICABLE	
<p>xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>
<p>xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>

<p>xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable</p>
<p>xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<p><input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable</p>

Standard 3: Infrastructure and Resources

Required Item	Conclusions
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<p><input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:</p>

v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	<input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input checked="" type="checkbox"/> Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: <input type="checkbox"/> Not Applicable

Standard 4: Governance and Decision-Making

Required Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Required Item	Documentation
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iii. Governing board policies/procedures/bylaws related to Board Ethics	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
iv. Governing board policies/procedures/bylaws related to conflict of interest	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:

Other Federal Regulations and Related Commission Policies

Required Item	Conclusions
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement:
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met Recommendation(s) for improvement: