



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

Submitted by

Palo Verde Community College District
1 College Drive
Blythe, CA 92225

to

Accrediting Commission for Community and Junior Colleges

August 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Edward Knudson
Palo Verde Community College District
One College Drive, Blythe, CA 92225

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

Signatures:



Ed Knudson (Jul 16, 2026 16:18:36 PDT)

Edward Knudson, Interim Superintendent/President

07/16/2026

Date



Gloria Copple (Jul 20, 2026 14:30:41 PDT)

Gloria Copple, President Board of Trustees

07/20/2026

Date



Jennifer Faux-Campbell, President, Academic Senate

07/20/2026

Date



grace wehrli (Jul 20, 2026 10:57:34 PDT)

Grace Wehrli, Student Trustee, Board of Trustees

07/20/2026

Date



Sam Robinson (Jul 19, 2026 12:31:25 PDT)

Sandra Robinson, Interim Vice President of Instruction and Student Services/Accreditation Liaison Officer

07/18/2026

Date

Forward to the Institutional Self-Evaluation Report.....	1
A. Introduction: Institutional Context	1
Brief History of Palo Verde College	1
Palo Verde Community College District Service Area	3
Certification of Continued Institutional Compliance with Commission Policies	10
Authority.....	10
Institutional Disclosure and Advertising and Recruitment Materials.....	10
B. Institutional Self-Evaluation of Alignment with Accreditation Standards	10
Standard 1: Institutional Mission and Effectiveness	11
Standard 2: Student Success	25
Standard 3: Infrastructure and Resources	43
Standard 4: Governance and Decision-Making.....	62
C. Required Documentation.....	74
Standard 1: Mission and Institutional Effectiveness	74
Standard 2: Student Success	76
Standard 3: Infrastructure and Resources	78
Standard 4: Governance and Decision-Making.....	79
Other Federal Regulations and Related Commission Policies.....	79
D. Appendix 1: Verification of Catalog Requirements (ER 20).....	80
E. Appendix 2: Organizational Structure	81
F. Appendix 3: Approved Locations	86



Forward to the Institutional Self-Evaluation Report

Palo Verde Community College District (PVCCD) completed this Institutional Self-Evaluation Report (ISER) through a collaborative process of reviewing processes and reflecting on growth since the Midterm Report. This report reflects the evaluation of evidence collected from across the College in alignment with ACCJC Standards.

Institutional effectiveness is supported through integrated and participatory planning and governance processes aligned with the College's mission. This ISER confirms that some previous challenges identified in the systematic use of outcomes assessment and in the effectiveness of program review remain unresolved. However, it doesn't negate the forward momentum established since the midterm review.

This cycle represents a deliberate effort to increase the effectiveness of existing processes. The College has made progress in program review, scheduling, and zero-based budgeting since the last review. Institutional Set Standards have been implemented, and the College is working to revamp the assessment of student learning outcomes. While these efforts are still in the early stages, they do represent a commitment to improving evaluation processes.

The development of this self-evaluation took place during a period of institutional leadership transition. While this affected institutional continuity in select areas, the core functions, including planning structures, have remained in place, providing a level of operational stability.

PVCCD presents these reports with the full understanding that they reflect both the strengths of the institutional structures, as well as the limitations of its current effectiveness. The College is not asserting that the previously identified challenges have been fully resolved, but this evaluation clearly articulates the progress made and the work that remains.

A. Introduction: Institutional Context

Brief History of Palo Verde College

Palo Verde College is located on the bank of the Colorado River in the Palo Verde Valley of southeastern California. Palo Verde Community College District (PVCCD) covers approximately

6,500 square miles and serves parts of Riverside, San Bernardino, and Imperial Counties in California. The College enrolls approximately 7,000 individual full- and part-time students each year.

Palo Verde College was established in 1947 as part of the Palo Verde Unified School District and received its initial accreditation in 1952. In 1973, the College ended its relationship with the Palo Verde Unified School District and became the Palo Verde Community College District. In 1999, the district expanded to include the eastern part of San Bernardino County and the City of Needles. In 2009, the Palo Verde College Needles Center, located in the historic Claypool Building, received educational center status from the California Community College Chancellor's Office.

In 2001, the main campus moved to its current location, a 200-acre campus on the mesa overlooking the City of Blythe. That same year, the College began a partnership with Chuckawalla and Ironwood State prisons, located approximately 20 miles west of the Blythe campus, to offer correspondence education courses to the incarcerated students. Over the past two decades, the correspondence program expanded statewide to include students at 25 California Department of Corrections facilities, maintaining educational opportunities for inmates transferred from Blythe to prisons in other locations.

Over the past two decades, Palo Verde College has continued to expand the Blythe campus, opening the Technology Building in fall 2007, the Physical Education Complex in 2008, and the Fine and Performing Arts Center in 2012. In 2019, the College welcomed an intercollegiate athletics program, opened the Veterans Support Center, and established a Student Success Center.

In 2021, Palo Verde College was designated a Hispanic Serving Institution (HSI). In 2022 and 2023, PVCCD was awarded two Title V Developing Hispanic-Serving Institutions (DHSI) grants from the U.S. Department of Education. These grants help PVCCD expand the educational opportunities for Latinx students, provide additional support services to justice-involved students and emerging nursing programs, and enhance collegewide Institutional Research.

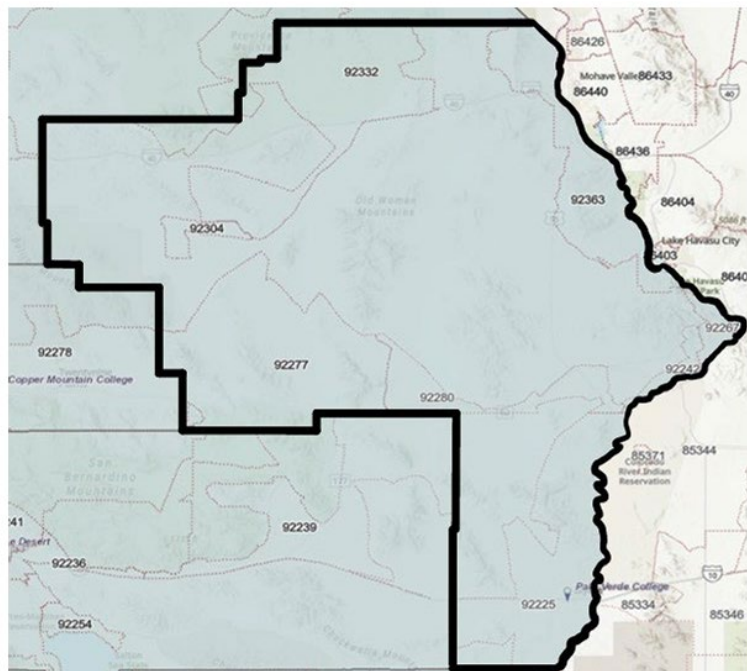
The College offers credit and non-credit educational pathways, including transfer, career and technical education, and basic skills. The College offers 27 associate degrees and 23 certificates of

achievement. PVCCD is a leader in the statewide Rising Scholars network, providing quality educational opportunities for justice-involved students. These students participate in PVCCD's Rising Scholars program, designed to support student success through clear educational pathways and wrap-around student support services. The College also offers a wide range of student services to support students as they work toward their educational goals. The College is proud to serve the Palo Verde Valley and to provide opportunities for personal and professional growth to our diverse community of learners.

Palo Verde Community College District Service Area

Palo Verde College primarily serves the California communities of the Mohave Desert west of the Colorado River, including Blythe and Needles. Community college district boundaries do not follow zip code lines; therefore, districts often share portions of certain zip codes with neighboring districts. The ZIP codes for PVCCD Service Area include: 92225, 92242, 92280, 92332, 92363, 92267, 92304, and 92277.

Palo Verde Community College District



Service Area Population Trends

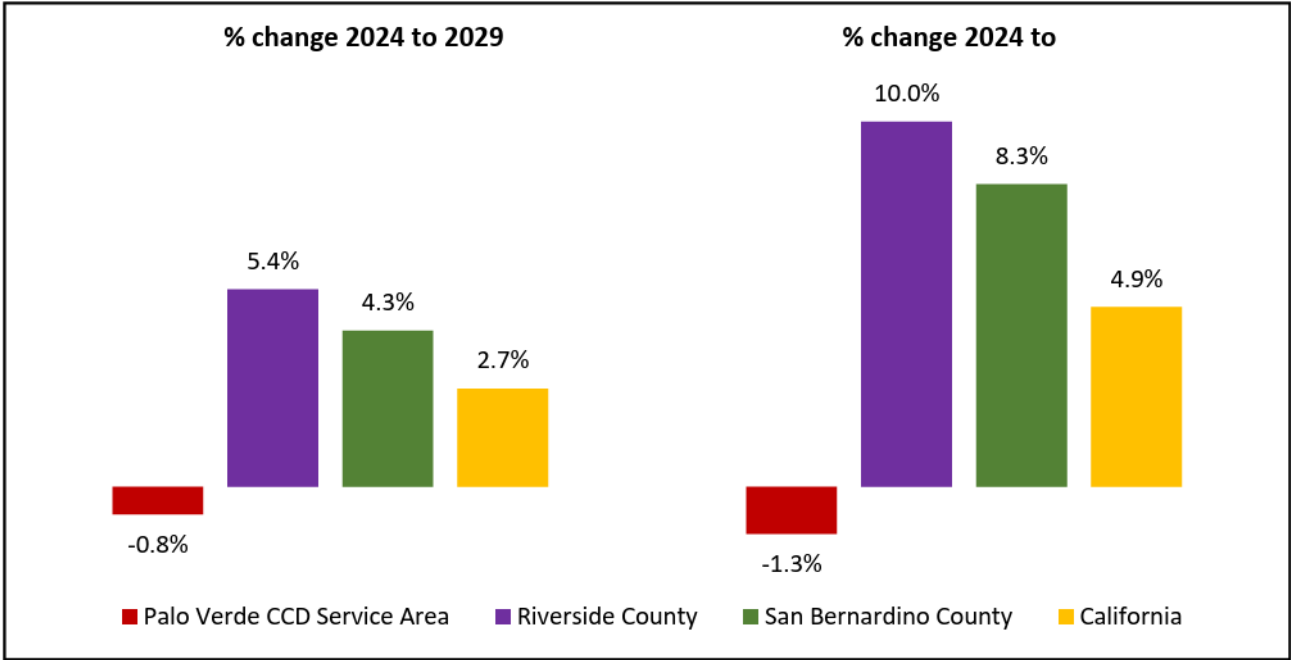
The service area is expected to lose 1% of its population over the next five years and 1.3% over the next ten years. Regionally, Riverside and San Bernardino Counties are projected to increase their populations by 5% over the next 5 years and by 8-10% by 2034. Statewide, California is expected to grow 3% and 5%, respectively. There is also a projected population loss among children under age 14 (–9.5%). The age band with the highest growth is projected to be the 45-49-year-olds.

**Palo Verde Community College District
Comparison of Community Population
2024, 2029 and 2034**

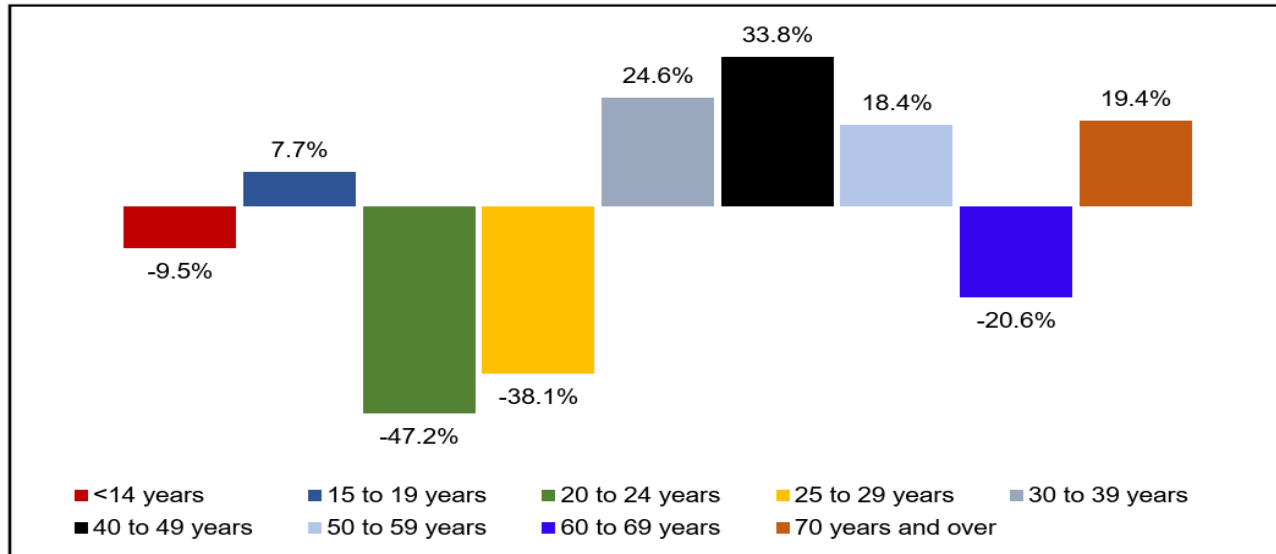
Area	2024	Projected		% Change 2024 to 2029	% Change 2024 to 2034
		2029	2034		
Palo Verde CCD Service Area	59,397	58,949	58,634	-0.8%	-1.3%
Riverside County	2,564,271	2,702,520	2,819,818	5.4%	10.0%
San Bernardino County	2,253,485	2,349,477	2,439,613	4.3%	8.3%
California	40,574,215	41,660,700	42,565,496	2.7%	4.9%

Sources: PVC Service Area Population projection is from Lightcast Q3 October 2024: Demographic data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department. County and state population projections are from the [California Department of Finance](#).

Comparison of Community Population



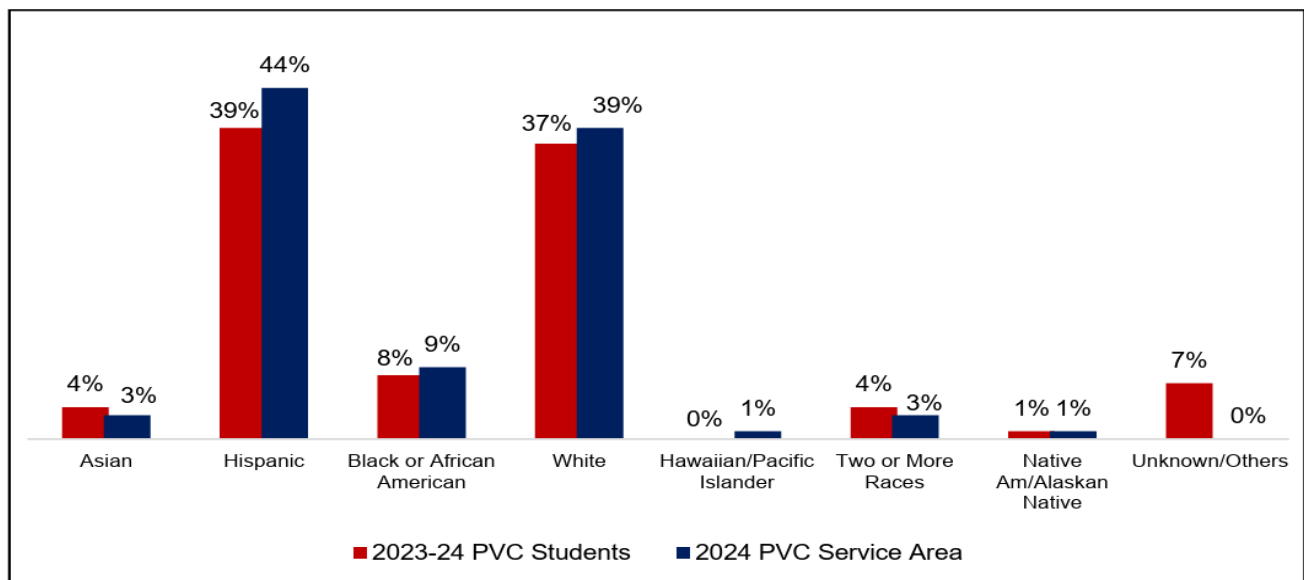
**Service Area Population by Age
% Change 2024 to 2034**



Race / Ethnicity Analysis

In 2024, Hispanic/Latino represented 44% (26,39 of 59,397) of the Palo Verde CCD Service Area population, which is higher than the 39% Hispanic/Latino student population served by Palo Verde College in 2023-2024. White Non-Hispanic, the second largest ethnic group within the Palo Verde CCD Service Area, accounted for 39% of the service-area population, which was slightly higher than the 37% representation at the College.

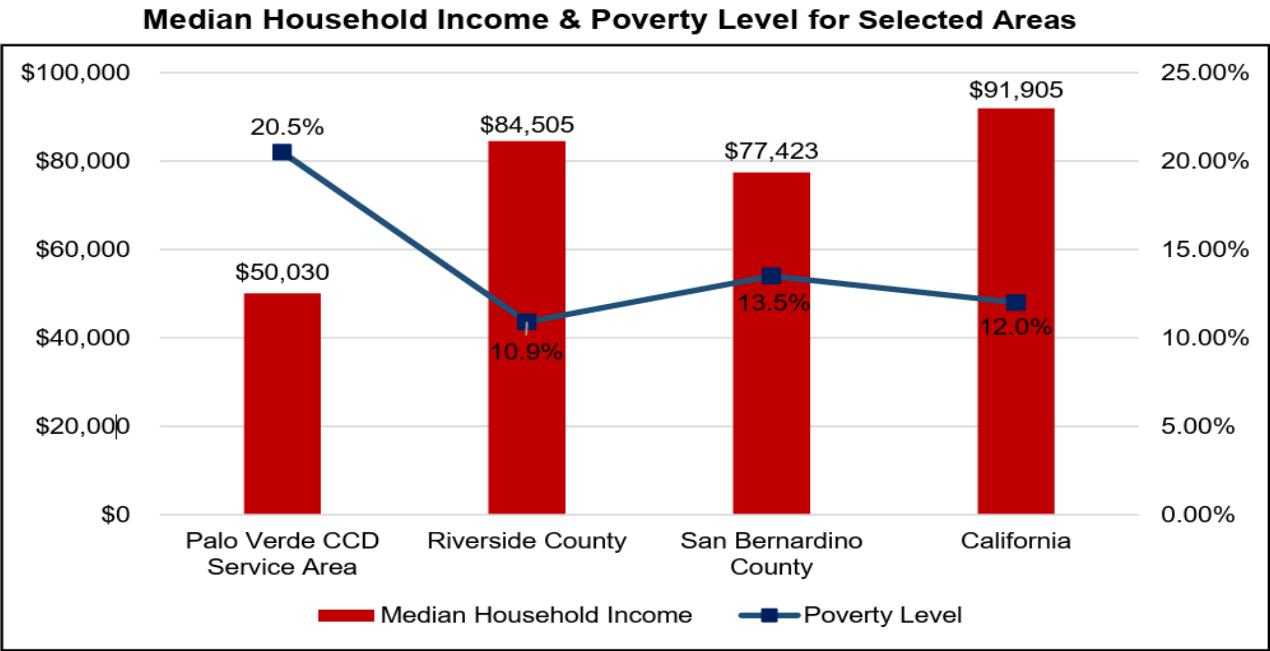
Service Area Race/Ethnicity vs. PVC College Student Race/Ethnicity



Median Household Income & Poverty Level

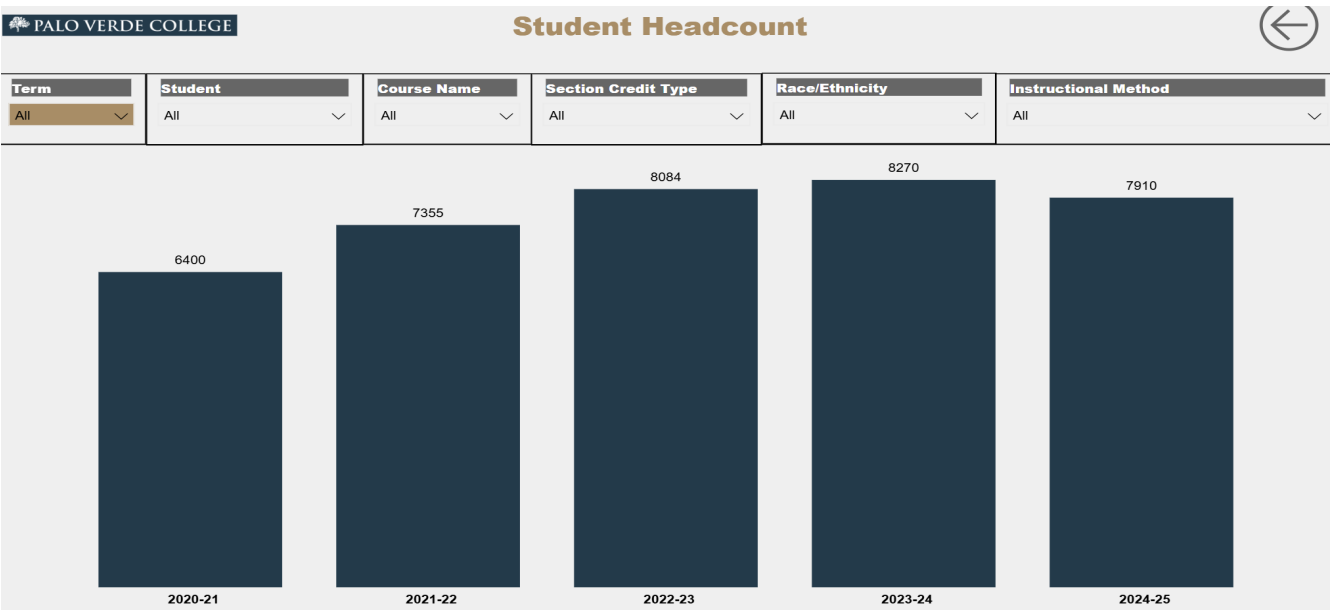
Median household income for Palo Verde CCD Service Area (\$50,050) is considerably lower than that of Riverside County (\$84,505), San Bernardino County (\$77,423), and California (\$91,905). The

poverty level in PVCCD's Service Area (20.5%) corresponds to the low median household income in this area and is nearly double that of Riverside County (10.9%). San Bernardino County (13.5%) and California overall (12.0%) have slightly higher poverty rates than Riverside County.



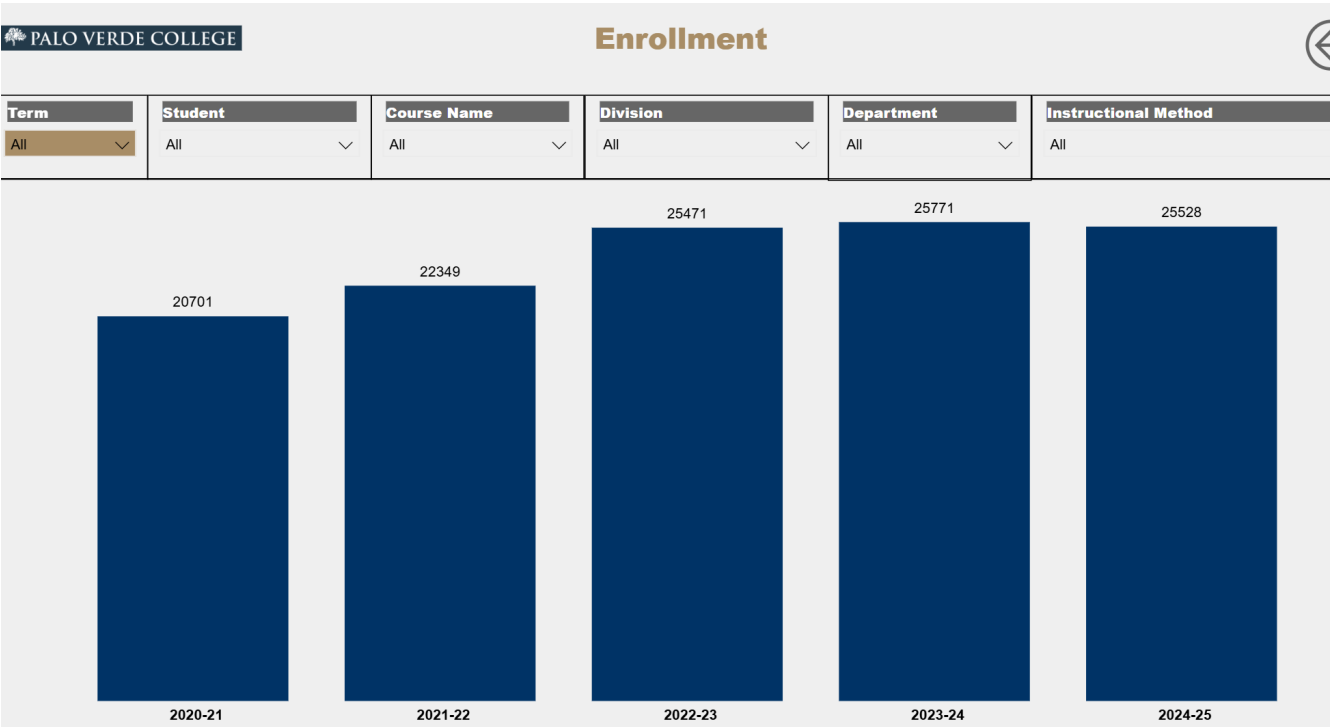
Palo Verde College Headcount, Enrollment, and Demographics

Student headcount declined during the pandemic, reaching approximately 6,400 in 2020-2021, then steadily recovered through 2023-2024, when headcount exceeded 8,200. Last year's data indicate a slight decline with headcount stabilizing just below 8,000 in 2024-2025.

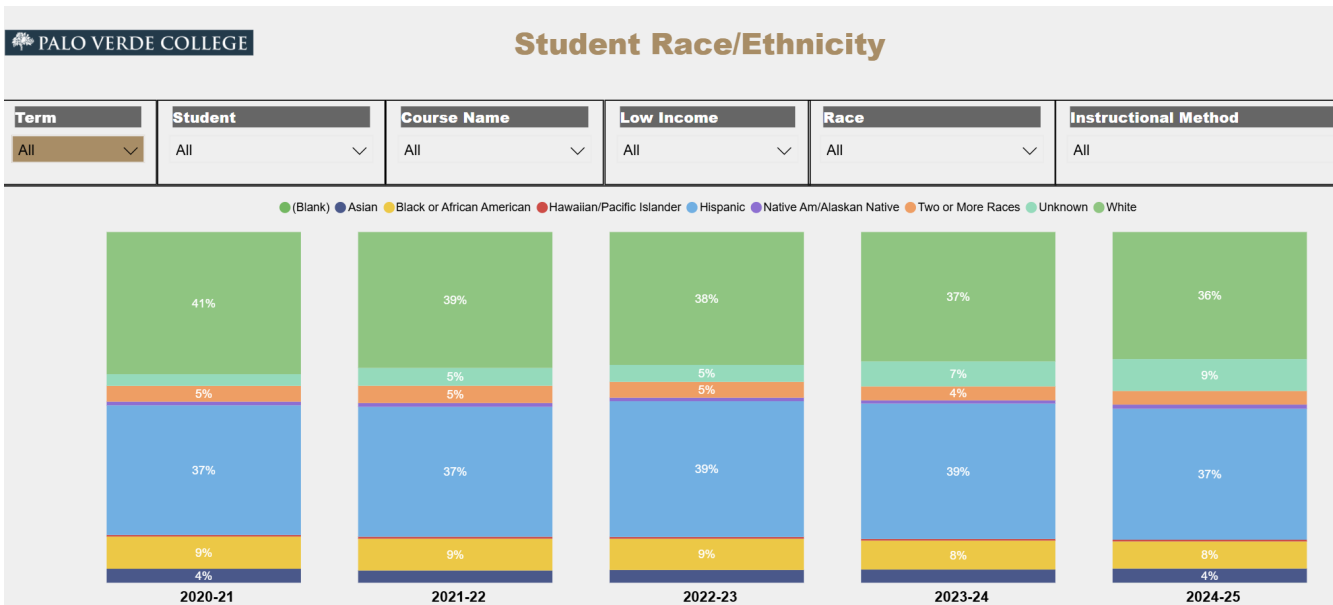


Enrollment trends follow a similar pattern, increasing from approximately 20,700 in 2020-2021 to

over 25,700 by 2023-2024. Enrollment has stabilized since then, with a slight downward shift in 2024-2025.

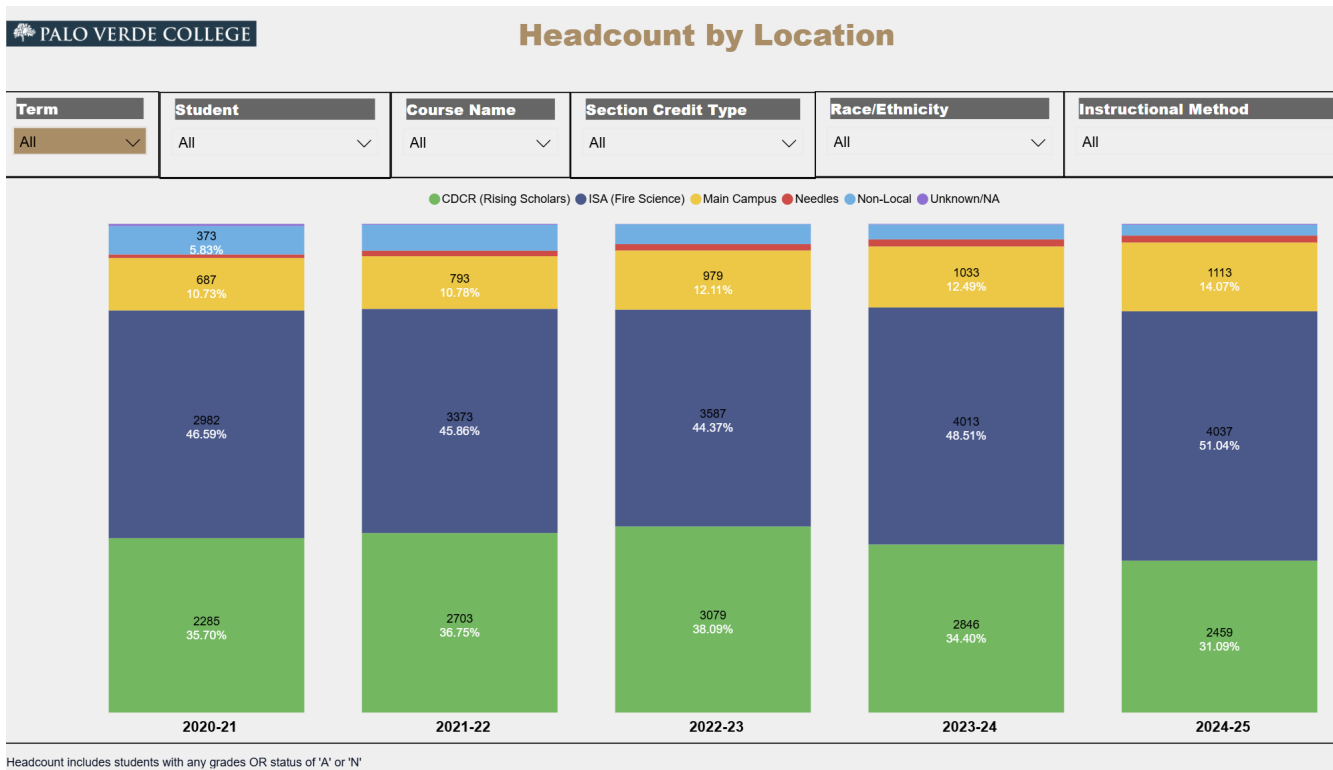


The racial and ethnic composition of the student population has remained stable over the past five years. Hispanic students are the largest group, accounting for approximately 37- 39% of enrolled students. The College affirms its commitment to this demographic group by maintaining its status as an officially designated Hispanic-Serving Institution (HSI). White students represent the second-largest student group, though their proportion has declined from 41% to 36% in the last five years. Other groups, including Black or African American and Asian students, show minimal variation over the period.



California Department of Corrections and Rehabilitation students, internally referred to as Rising Scholars, represent a substantial portion of the College's overall enrollment and headcount. In recent years, there have been closures of state prisons such as Chuckawalla State Prison, reducing the number of facilities Palo Verde was offering courses to five in 2026. Despite these challenges, this population has remained a strong component of the enrollment mix. To better support these students, the College transitioned from paper correspondence education to Canvas correspondence and began scaling in-person instruction at Ironwood State Prison.

A large portion of the College's enrollment and headcount is also derived from In-Service, Fire Science enrollment. PVCCD partners with the Industrial Emergency Council to offer Fire Science courses to firefighting professionals working in the field throughout the state of California. Approximately 45-50% of the headcount is represented by these In-Service Fire-Science students.



Palo Verde Community College operates in a complex institutional environment. It serves a geographically large, rural district with low median incomes but also rich with diversity. The student population reflects this context, consistent with the College's designation as a Hispanic-Serving Institution.

Enrollment is largely influenced by factors beyond local demand, such as program-specific populations, including CDCR (Rising Scholars) and In-Service Fire Science students. The result of these enrollment factors is an overall stable enrollment pattern.

This Self-Evaluation also takes place during a period of administrative and leadership transition at the College. While these transitions have affected institutional continuity in specific areas, the College's core functions have remained in place.

In full context, the College operates within an environment of constrained population growth, program-dependent enrollment patterns, and administrative leadership transition. This context frames the ongoing efforts in planning, resource allocation, and program development to support a diverse student population.

Certification of Continued Institutional Compliance with Commission Policies

Palo Verde College certifies that it continues to be in compliance with the federal regulations noted below, Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Authority

Palo Verde Community College District conforms to the statutes under the California Education Code, the California Code of Regulations Title 5 Education Division 6, and the California Community Colleges. It further subscribes to the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. Palo Verde Community College District derives its authority to operate, as a degree-granting institution, from statute (California Education Code 70902). The college meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, and Subchapter 1.

Institutional Disclosure and Advertising and Recruitment Materials

The College makes known publicly its accreditation status and provides essential information about its educational programs and support services through the website and the College Catalog.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards



Standard 1: Institutional Mission and Effectiveness

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

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

Palo Verde Community College District's (PVCCD) mission is clearly defined and reflects the institutional context of a rural, Hispanic-Serving community college serving a mostly nontraditional-aged student population.

The mission reads:

Palo Verde College provides opportunities for personal and professional growth to a unique

community of learners in an academic environment committed to student success, diversity, equity, and inclusion by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals. ([PVCCD Mission and Vision.pdf](#))

The mission reflects the College's commitment to access, equity, and student achievement. The mission is supported by the vision and institutional values that define the character of the College. The vision emphasizes excellence in educational, social, economic, and cultural dimensions. The values of the institution reinforce the institutional priorities, including learning, diversity, integrity, creativity, and civic responsibility.

The College's values include the following:

Excellence: Palo Verde College is committed to excellence. The College expects quality instruction and services, and applauds the achievement of its students, faculty and staff.

Learning: Palo Verde College facilitates lifelong learning and encourages scholastic achievement. The College believes that knowledge, understanding, and their application are keys to a better future.

Integrity and Ethics: Palo Verde College maintains the highest standards of ethics and integrity. The College consistently demands respect, honesty and fairness in its educational programs, professional interactions and community relations.

Diversity: Palo Verde College celebrates diversity in its students, in its faculty and staff, and in its community. Diversity enriches us all and strengthens our community.

Creativity: Palo Verde College supports and encourages creativity and innovation.

Civic Responsibility: Palo Verde College supports the continuous development of civic responsibility.

The Mission, vision, and values align the institutional purpose with practice. The integrated planning processes translate the mission, vision, and values into goals that reflect the College's role

in serving a diverse student population and supporting student success across all educational pathways.

[Comprehensive Education Plan & Periodic Review of the Mission Statement](#)

As part of the Comprehensive Educational Planning (CEP) process, the mission is reviewed and refined. PVCCD last engaged in CEP planning in the fall of 2024. As part of these efforts, the Office of Reporting and Institutional Effectiveness (RPIE) surveyed faculty, staff, students, administrators, and trustees. The results, which included over 100 respondents, showed strong agreement that the existing mission statement reflected the College's identity and the students it serves, and that it was committed to equitable outcomes for all students [[Mission Statement Review Survey Results.pdf](#)]

The CEP establishes strategic goals, such as enrollment, program development, and equity initiatives, aligned with the reaffirmed mission. Through the CEP process, priorities emerged, including the needs of the College's geographically vast service area, its Hispanic student population, justice-impacted learners, and working adults. Strategic goals addressing these priorities included improving access, implementing guided pathways, ensuring culturally responsive instruction, and aligning the workforce [[Palo Verde College CEP 2025 2033 Final DRAFT.pdf](#)]

[Reaffirmation of the Mission Statement](#)

In March 2025, the Board of Trustees, in the context of the CEP process, reaffirmed the Mission Statement. [Board of Trustees Reaffirmation of the Mission.pdf](#) [[Board of Trustees Meeting 3-4-25.pdf](#)]. This comprehensive approach ensures that the mission remains stable and responsive to student and community needs.

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

Palo Verde Community College District establishes meaningful and ambitious goals for institutional improvement through an integrated planning structure that connects long-term institutional direction with program and service area planning. The Comprehensive Educational Plan, Institution

Set Standards, Program and Service Area Review requirements, governance committee goals, and the Student Equity Plan form the framework for developing and monitoring mission-aligned, data-informed goals. These processes support shared understanding of institutional priorities and ensure that planning activities across the College are collaborative and evidence-based.

Comprehensive Education Plan Development

The Comprehensive Educational Plan (CEP) is the institution's primary long-term planning document. Through broad engagement with faculty classified professionals, students, administrators, and the community, the College developed the CEP. The CEP outlines districtwide goals related to access, student success, communication, workforce alignment, transfer, and integrated planning. It is grounded in an extensive analysis of environmental scans, quantitative student outcome data, community feedback, and statewide priorities. The plan documents the work of the CEP Task Force and describes the collaborative development process that included focus groups, governance review, and Board approval [[Palo Verde College CEP 2025 2033 Final.pdf](#)]. The CEP provides direction for departmental and operational goal setting by clarifying institutional priorities and aligning them with the College's mission.

PVCCD also sets institution-level performance expectations through its Institution Set Standards (ISS). In 2024, the College implemented a revised methodology to establish minimum standards at 95% of multiyear averages and aspirational goals between 103% and 105% for metrics including course retention, course success, persistence, degrees and certificates, transfer, and licensure exam pass rates [[Palo Verde College Institution Set Standards 2025 v02.pdf](#)]. The ISS is reviewed annually by the Academic Senate, which receives presentations on performance results and discusses the institutional implications, thereby integrating faculty into institutional goal setting and evaluation [[Institution Set Standards Academic Senate Minutes.pdf](#)].

Board Policy (BP) and Administrative Procedure (AP) serve as the policy basis for goal-setting in program and service areas. BP 4020 establishes that all instructional and non-instructional programs complete program review every four years, with approval through shared governance and the Board of Trustees [[BP 4020 Program Review.pdf](#)]. AP 4020 requires that instructional programs participate in a structured program review cycle and that the Assessment and Accreditation

Committee and the Board approve these reviews [[AP 4020 Program Review.pdf](#)]. Together, BP and AP 4020 ensure that programs conduct regular, evidence-based reviews and articulate goals that support institutional priorities.

[Instructional and Service Area Planning](#)

Instructional and service area planning worksheets provide further structure for collaborative goal development. The Service Department Planning Worksheet requires units such as Counseling to articulate mission statements, develop strategic goals, and identify objectives [[Counseling Department Mission Goals and Objectives SAO 2025.pdf](#)]. The Instructional Program Planning Worksheet template provides a parallel structure for instructional departments and guides faculty in developing mission statements, strategic goals, objectives, and outcomes [[Instructional Planning Sheet.pdf](#)]. In the Instructional area planning process, the areas explicitly align their new goals with the mission, and future versions of the Service Area Planning sheet will incorporate this improvement.

Committee-level planning also contributes to alignment of institutional and operational goals. The Full Administrative Council Planning Worksheet documents the Council's mission and strategic goals, which focus on improving policy oversight, shared governance, communication, and student-centered culture. The Council identifies measurable objectives, including developing a policy review cycle, creating a centralized policy repository, improving transparency through open forums and public posting of materials, developing a shared governance handbook, and launching initiatives that support student experience and institutional culture. These goals and activities demonstrate that administrative leaders participate in structured, mission-aligned planning that supports institutional priorities [[Full Admin Goals and Objectives.pdf](#)].

[Student Equity Plan](#)

In practice, the College approaches race-conscious, equity-focused planning and goal setting through the Student Equity and Achievement Plan. The 2025 to 2028 Student Equity Plan (SEP) was developed through stakeholder participation, including faculty, classified professionals, administrators, and students, through the Student Equity and Planning Institute and race-conscious

Lunch and Learn discussions. These activities evaluated data across disproportionately impacted groups and explored structural and systemic barriers [[SEPI Lunch and Learn Meeting Notes.pdf](#)]. The resulting SEP shows that PVCCD established institution-level equity goals across multiple success metrics. The equity goals include both minimum thresholds for achievement and aspirational ones. Goal setting in the SEP prioritizes Rising Scholar students and minority student groups. The connection between the SEP, CEP, and Institutional Set Standards is apparent in that goals are set for enrollment, persistence, completion, and transfer for priority groups such as Rising Scholars, Local Learners, and Non-Traditional students. The CEP establishes institutional priorities, and the SEP lays plans for achieving equity within those priorities; therefore, the equity goals are embedded in the institutional direction, not layered on afterward [[2025-2028 Student Equity Plan.pdf](#)] [[2025-2028 Student Equity Plan Goals.pdf](#)].

These structures form a cohesive planning framework that the College has been building toward over the past several cycles. The fully integrated goal setting cycles establish priorities first, then they are translated into operational planning and action. This approach is working well because goal setting remains intentional and connected to the mission.

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

Palo Verde Community College District (PVCCD) holds itself accountable for achieving its mission and goals through regular, systematic review of institutional data. The College evaluates meaningfully disaggregated data across instructional, student services, and operational areas and uses the results to guide planning, resource allocation, and improvements aligned with institutional and statewide priorities. Evaluation results are increasingly being used to inform decision-making as processes continue to be refined.

[Institutional Set Standards](#)

Institutional accountability begins with the annual review of Institution Set Standards (ISS), which establish minimum and aspirational performance levels for retention, course success, persistence, degrees and certificates, transfer, and licensure pass rates [[Palo Verde College Institution Set](#)

[Standards 2025.pdf](#)]. The ISS report provides disaggregated results by gender, race and ethnicity, age, special populations, and instructional modality, ensuring that the College has a clear understanding of performance across student groups. The Academic Senate receives annual ISS presentations, discusses data implications, and clarifies measures such as CTE employment outcomes, demonstrating faculty engagement in institutional assessment and shared responsibility for student achievement [[Institution Set Standards Academic Senate Minutes.pdf.](#)]

President's Goals

Leadership accountability is documented through the Superintendent/ President Goals and Objectives for 2024 through 2027, which establish measurable benchmarks for enrollment growth, Guided Pathways implementation, improved course success, organizational effectiveness, and community engagement [[Superintendent President Goals and Objectives.pdf](#)]. The Cabinet reviews metrics related to Superintendent/President goals to monitor institutional progress and guide decision-making.

Program Deactivation

PVCCD also demonstrates accountability through participatory governance processes that review and act on evaluation findings. The Academic Senate minutes document how faculty use program data, labor market information, student enrollment patterns, and other evaluative evidence to make recommendations regarding program viability [[Academic Senate Program Deactivation.pdf](#)]. Senate approval of program discontinuance confirms that faculty exercise their authority in reviewing evaluation results, interpreting evidence, and making decisions that support mission alignment and educational quality. This process also demonstrates that evaluation results lead to necessary institutional decisions when programs no longer meet student or labor market needs.

The Board of Trustees further reinforces institutional accountability by directly reviewing data. During a study session on April 22, 2025, Trustees received an extensive analysis of the Student-Centered Funding Formula, FTES trends, Pell and AB 540 counts, CTE unit completion, transfer-level English and math outcomes, and comparisons with peer institutions. The Board discussed the implications of low early momentum in math and English, high unit accumulation among incarcerated students, and related scheduling and support strategies [[PVCCD BOT Meeting Minutes 4.22.25.pdf](#)]. The College subsequently adjusted the registration sequencing, expanded degree

auditing for Rising Scholar students, and prioritized guided academic planning for high-unit students. This direct review of data and actions shows how Board-level oversight directly informs institutional accountability.

Evaluation also occurs through comprehensive Program and Service Area Reviews. Administrative Procedure 4020 requires instructional programs to complete program review every four years. It mandates two-year updates for CTE programs to evaluate labor market demand, employment, and completion outcomes [[AP 4020 Program Review.pdf](#)]. The Program Review Matrix sets the schedule for each unit across a ten-year cycle and ensures consistent review timelines [[Program Review Matrix 2016-2026.pdf](#)].

Programs hold themselves accountable for achieving the mission and goals by evaluating meaningfully disaggregated data and planning for continuous improvement. As part of the new program review process, program leadership meets biweekly with the RPIE office to review program data and plan for improvements. An example of deeply disaggregated data is the Program Review Dashboards, which break down enrollment, retention, and course success metrics by race, ethnicity, gender, veteran status, and justice-impacted students [[Program Review Dashboard Course Level.pdf](#)] [[Program Review Dashboard Student Level.pdf](#)]. Programs, together with RPIE, review this publicly available data within the context of the Institutional Set Standards, comparing their course-level disaggregated data to the institution as a whole [[2025 Sociology Program Review ISS.pdf](#)]. The Sociology Program noted students' overall success. However, it highlighted that MAT 106 (Statistics) has lower success rates and may serve as a bottleneck to student success in the overall program. The program connects this to an institutional-level improvement initiative that the College identified and addressed through professional development and expanded tutoring services. The Sociology program also responded to the demographically disaggregated data, noting the increase in female program enrollment but also citing their lower retention and success rates, particularly among the local learners [[2025 SOC Program Review Program Data.pdf](#)].

The SEA Annual Report documents progress towards the equity goals outlined in the Student Equity Plan (SEP) established under Standard 1.2. It documents progress on each metric, identifies progress towards targets, describes interventions implemented, and notes areas needing continued attention. The College adjusts its practice based on disaggregated data in the SEA Annual Report.

The report notes that targets for American Indian and Alaska Native students were not met due to small cohort sizes and describes expanded outreach through community events and tribal connections. It also documents improvements in successful enrollment and degree attainment for Black and African American students, supported by Umoja programming and culturally relevant activities. For Hispanic students, the report highlights gains in transfer-level English and math completion alongside continued needs for tutoring, embedded support, and NetTutor access [[2023 24 SEA Annual Report.pdf](#)].

Regular institutional surveys administered through RPIE gather student perspectives on their educational experiences. The Fall 2024 Student Satisfaction Survey collected information on the student experience, including sense of belonging, availability of courses, instructional quality, service utilization, barriers to enrollment, and preferences for instructional modalities [[2024 PVC Student Satisfaction Survey.pdf](#)]. Students reported strong agreement that PVCCD supports diverse students and provides an environment in which they can meet their educational goals. The survey also identified challenges related to transportation, work schedules, childcare, and access to technology. RPIE shared these findings with governance committees and integrated alongside ISS, program review, and SEA data to inform planning processes [[College Council Meeting Minutes Discussing Mission Survey Data.pdf](#)]

Collectively, these structures demonstrate that PVCCD evaluates institutional performance through leadership goals, governance decisions, program reviews, equity plans, student feedback, and Board oversight. Evaluation results inform decisions, resource allocation, and planning, and provide a consistent framework for assessing progress toward institutional and equity goals. At this stage, several of these systems are still maturing, but they already provide a clearer structure for accountability than in past cycles.

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

Budget Enhancement Requests

Palo Verde Community College District allocates resources in alignment with its mission through

structured processes that connect institutional planning, evaluation, and budgeting. These processes guide the prioritization of financial decisions and ensures that resource use supports equitable access and continuous improvement. The Budget Enhancement Request Form (BERF) serves as the primary mechanism for departments to request discretionary general fund support. The BERF requires each request to explain how it aligns with the College's mission and whether it is grounded in a current program or service area review [[Budget Enhancement Request Form.pdf](#)]. The Budget and Planning Committee reviews BERF submissions annually. Voting records show consistent evaluation of justification, mission alignment, and institutional need when ranking requests [[BERF Voting.pdf](#)].

Program Review Identification of Needs

Program review requires and assists each program in explicitly connecting its resource requests to program-level goals, Student Learning Outcomes (SLOs), or outcomes aligned with institutional standards. The 2025 Math and Science program review demonstrates the connection between budget requests and student outcomes. Math and Science identified that MAT 106 had low retention and success rates; this is the same observation that emerged in the Sociology program review. The program proposes that embedded tutors provide in-class, course-specific academic support. The program cited research that consistently shows embedded tutors to increase pass rates and reduce withdrawals in gateway STEM courses. The request targets specific SLOs for improvement, such as "Calculate and interpret measures of central tendency and variability (including standard deviation)". PVCCD acknowledges that specific SLO data are an area for ongoing improvement; this program review illustrates the mechanism for tying SLO performance to budget requests [[Program Review Resource and Budget Request.pdf](#)].

Advisory Boards, Articulation Committees, and Employers

Resources requested through program review may also tie to industry advisory boards, outside articulation committees, and employers. The Math and Science program review also identified the need to improve retention and success rates in CHE 109. The program requested an additional position for a laboratory support staff. The position would increase laboratory capacity and expand course access to improve lab experiences. The request follows the recommendation from nursing/allied health programs to improve access, transferability, and outcomes for underserved populations, including incarcerated learners [[Program Review Resource and Budget Request.pdf](#)].

Categorical Funding

Categorical resources also play a central role in mission-aligned resource allocation. The Student Equity and Achievement Program funds activities designed to reduce equity gaps and increase student access, persistence, and completion. The 2025 through 2028 Student Equity Plan identifies disproportionately impacted groups and outlines strategies to improve successful enrollment, transfer, retention, and completion. SEA funds support tutoring, peer mentoring, dual enrollment outreach, basic needs services, technology access, and professional learning focused on equity [[2025–2028 Student Equity Plan \(SEP\).pdf](#)]. The 2023 through 2024 SEA Annual Report documents how the College allocated resources, including expanded outreach to tribal communities, support for Umoja programming, and increased tutoring and academic support for Hispanic students [[2023 24 SEA Annual Report.pdf](#)]. The SEA Annual Report demonstrates the link between mission, equity planning, and categorical resource use by showing how identified equity strategies are connected to programming to improve those outcomes.

Zero-Based Budgeting and Process Improvements

PVCCD is strengthening integration between program review and the BERF process by transitioning to a Zero-Based Budgeting model. In February 2026, the Budget and Planning committee met with members of the Accreditation and Assessment committee to begin designing the rubric for evaluating resource requests. Meeting minutes indicate agreement that the revised rubric should align with the mission and the Comprehensive Educational Plan. The workgroup also determined that academic and operational requests should follow parallel but separate rubrics. Also, to support consistent implementation, the rubric should embed measurable outcomes within the scoring criteria [[Zero Base Budget 020926 Minutes.pdf](#)]. PVCCD's revisions reflect self-examination of existing processes and the ability to shift toward stronger alignment between evaluation, planning, and funding decisions.

In preparing the Institutional Self Evaluation Report, PVCCD identified the need to improve the connection between Program Review and Budget. The artifacts presented here represent the first iteration of the revised program review process, which emphasizes data analysis and need identification in support of resource requests. The mission remains the consistent basis for goal formation and resource requests to fulfill those goals. Recent improvements to the process

demonstrate the College's ability to adapt and innovate to meet students' needs.

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

Palo Verde Community College District (PVCCD) regularly communicates institutional performance, progress toward mission-aligned goals, and key planning updates across internal and external audiences. These communication practices reinforce transparency, support evidence-based decision-making, and promote a shared understanding of institutional strengths, priorities, and areas for improvement.

Institutional Data

Institutional data is a central component of PVCCD's communications. The Office of Reporting and Institutional Effectiveness (RPIE) maintains publicly accessible dashboards that include trends in student demographics, course retention and success, persistence, completions, and other achievement metrics. These dashboards disaggregate results by race and ethnicity, instructional modality, gender, age group, and special populations, including DSPS, Veterans, Foster Youth, and Rising Scholar students [[Research and Data Dashboards.pdf](#)] [[Program Review Dashboards Course Level.pdf](#)] [[Program Review Dashboards Student Level.pdf](#)]. In the current cycle, faculty and staff use these dashboards during program review, planning discussions, advisory meetings, and governance presentations. They also provide external stakeholders with transparent access to institutional performance data.

All Staff Meetings

All staff meetings are a primary forum for communication and updates from administration. For example, the Dean of Instruction explained guaranteed sections, cancellation timelines, and communication protocols for low-enrolled courses. The presentation showed how enrollment data, modality considerations, time blocks, and transfer requirements all shape student-centered scheduling decisions [[All Staff Scheduling Practices Presentation.pdf](#)]. These updates help ensure that faculty, staff, and administrators share a common understanding of enrollment trends and scheduling priorities.

CTE Advisory Groups

CTE advisory groups also meet, where internal and external stakeholders discuss progress towards goal achievement and emerging industry trends. In March 2025, the CTE advisory group assembled 30 members representing students, faculty, staff, administrators, business owners, employers, and local officials. Attending areas include Child Development, Alcohol and Drug Studies, Automotive trades, Building and Construction Trades, Nursing, Welding, Business, and Computer Information Systems. Program areas shared information, including the Child Development Center, which reported a 227% increase in enrollment. The Alcohol and Drug Studies program provided an update on its accreditation status and the program restructuring to align with state standards. Building and Construction Trades highlighted challenges in their area, such as the need to modernize program equipment and the difficulty of finding employees due to the remote location and weather [[Strong WorkForce Advisory Meeting.pdf](#)].

Communication flowed both ways in the CTE Advisory meeting as local employers also shared their insights. For example, the Metropolitan Water District (MWD) recommended classes that the College should add to its curriculum. MWD also noted that they are looking for employees with plumbing knowledge, specifically in special coatings and insulation, as well as carpentry. Similarly, the Nursing Advisory group emphasized the importance of soft skills, such as voice modulation, eye contact, and emotional control [[Strong WorkForce Advisory Meeting.pdf](#)].

Educational Master Plan

The development of the Educational Master Plan, of which the CEP is a part, demanded coordinated communication across internal and external constituencies. The Board of Trustees engaged early in the EMP process, approving the contracts to develop the document [[CEP Initial Presentation - Board.pdf](#)]. The EMP Development Proposal explicitly states that the EMP Task Force "will serve as the primary communication body to the college and greater community," showing intentional communication by design rather than an ad hoc approach [EMP Development Proposal.pdf]. The College established a website to share information, both internally and externally, about the development of the EMP [[Comprehensive Educational Plan Website.pdf](#)]. The Task Force shared monthly updates, including project timelines, meeting agendas, and PowerPoint presentations [[CEP monthly update Nov Dec 2024 Final.pdf](#)]. External scans of the community sentiment evaluated the

demographics and socioeconomics of the service area, and internal student surveys measured satisfaction and engagement with various services [[CEP Update Powerpoint 11.24 External Scans.pdf](#)]. By the end of the project, the Task Force hosted 26 internal stakeholder sessions, attended by over 119 participants. It also hosted seven externally focused community groups and forums, including at the Needles Center, totaling 41 participants [[EMP Task Force Presentation January 2025.pdf](#)]. These regular meetings, presentations, and opportunities for input helped align stakeholders behind the priorities of guided pathways, equity, enrollment growth, and workforce alignment. The Task Force submitted the draft to the College Council, where internal stakeholders could provide input and clarify priorities [[College Council May 20, 2025 CEP review.pdf](#)]. Following approval, the Board of Trustees, over two meetings, reviewed and approved the CEP [[Board of Trustees CEP Overview.pdf](#)] [[Board of Trustees CEP Final Approval.pdf](#)].

Superintendent/President's Goals

The Superintendent/President's Goals and Objectives are publicly posted and organized around the institutional goal areas aligned with the CEP, and include key performance indicators for enrollment growth, Guided Pathways implementation, course success, organizational effectiveness, and equity [[President's Goals & Objectives 2024 - 2027 website.pdf](#)]. The goals function as a public communication tool for internal and external stakeholders to see what the College is prioritizing and where improvement is expected. Each goal includes specific indicators such as enrollment growth and maintenance of fiscal reserves, which clarify how progress is quantified.



Standard 2: Student Success

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

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

Program Design

Palo Verde Community College District (PVCCD) intentionally designs programs as integrated structures rather than collections of courses. Degrees are constructed to balance general education requirements with appropriate depth in the major. For example, the Associate of Arts in Liberal

Arts, Arts and Humanities Emphasis requires students to complete the CalGETC general education pattern and 18 units within the emphasis. Further, the degree requires two courses from a single discipline to ensure disciplinary depth [[Associate of Arts in Liberal Arts, Emphasis in Arts and Humanities Catalog.pdf](#)].

Consistent with the College's mission of providing personal and professional growth for a unique community of students, including those in certificate programs, PVCCD also applies intentional structure to its workforce programs. An example is the Alcohol and Drug Studies Certificate, which offers a breadth of study in pharmacology, counseling, law/ethics, and case management. The program is aligned externally with the California Association for Alcohol/Drug Educators, requiring a minimum of 39 semester credit units and 300 hours of required fieldwork [[ADS Cert POR Report.pdf](#)].

Each program is also designed and required around program learning outcomes consistent with the program goals and objectives. For example, the AA-T Sociology requires students to demonstrate the ability to interpret and communicate the sociological perspective and the diverse intersections of social categories. This program's learning outcome is consistent with the program's goal of introducing students to sociological content [[AA-T in Sociology for Transfer POR Report.pdf](#)].

General education is grounded in a clear set of expectations described in the College's General Education Philosophy and reinforced through the California General Education Transfer Curriculum (CalGETC). The General Education Philosophy identifies communication, critical thinking, quantitative reasoning, and understanding of the arts, humanities, social sciences, and natural sciences as foundational learning outcomes for all degree completers [[General Education Philosophy.pdf](#)]. CalGETC provides the statewide structure for lower division general education transfer requirements and identifies the PVCCD courses that meet each GE area, supporting consistency and clarity for students preparing to transfer [[CalGETC General Education Courses Requirements.pdf](#)].

Course Outlines of Record provide the structure for documenting appropriate breadth, depth, and learning outcomes for individual courses. For example, MAT 110 is a 4-unit UC and CSU transferable course that meets CalGETC Area 2 and includes 216 student learning hours aligned with College

policy, with outcomes addressing advanced algebraic concepts [[MAT110 COR Report.pdf](#)].

ENGL C1000, approved for CalGETC Area 1A, develops academic reading and writing proficiency through outcomes requiring analytical reading and mastery of drafting and revision strategies [[ENG 1000C COR Report.pdf](#)]. ENG 1000C also demonstrates that across all locations and modalities, the course is 4 credit hours, with 216 student learning hours (72 in class and 144 out of class), is fully transferable to UC and CSU, and is pending approval for CalGETC Area 1A. The curriculum process illustrates intentional design to maintain appropriate rigor and workload across all sections [ENG1000C COR Report].

ART 110, which meets CalGETC Area 3A, introduces students to major movements in Western art and includes outcomes that require comparing styles and understanding cultural context [[ART110 Catalog.pdf](#)]. Together, these examples show that courses are designed with clearly articulated learning outcomes and maintain disciplinary rigor across the curriculum.

In workforce-centric courses, the College enforces control and rigor regardless of location or modality. In Alcohol and Drug Studies 101 (ADS 101), a course approved for face-to-face, distance, and correspondence education, the units, hours, workload, and duration apply to all sections. Furthermore, expected learning outcomes do not vary by location or modality; only instructional methods change [[ADS 101 COR Report.pdf](#)].

The College's programs exemplify the intentional design required to achieve its mission of providing opportunities for personal and professional growth to the unique student community it serves. Curriculum processes serve as effective guardrails against curricular forks leading to disparate experiences across locations and modalities.

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

Curriculum Creation and Review

Faculty leadership and shared governance guide the design and revision of academic programs at

Palo Verde Community College District (PVCCD). The Curriculum Committee operates as a subcommittee of the Academic Senate and reviews all new and revised courses and programs. This subcommittee is charged with ensuring new courses and programs uphold academic rigor and align with the College's mission [[Curriculum Committee Purpose.pdf](#)]. The Curriculum Handbook outlines requirements for developing associate degrees. The requirements include documenting program learning outcomes and identifying required and elective coursework [[Curriculum Handbook Program Creation.pdf](#)]. New program creation follows a prescribed sequence. To create a new program, discipline faculty collaborate with a dean, assemble appropriate documentation, and complete a new program narrative. Only then do proposals go through Curriculum Committee review, Academic Senate resolution, Board approval, and, when required, Chancellor's Office submission [[New Program Steps at PVC 2023.pdf](#)].

Program examples illustrate how discipline standards and industry expectations inform program design. The Science Core for the Nursing Certificate of Achievement, developed by Math and Science faculty, helps students complete the common science requirements needed for nursing and allied health programs. The Academic Senate considered student demand and alignment with institutional goals related to access and equity before approval [[AS Science Core for Nursing Certificate of Achievement.pdf](#)].

Programs at PVCCD respond to external policy shifts and industry standards, especially in highly regulated workforce fields. In 2023, changes in the California Department of Corrections and Rehabilitation (CDCR) affected the College's ability to offer the Alcohol and Drug Studies program within state prisons. The changes aimed to align degree programs so they are transferable to all state universities. The ADS program is one of the College's largest offerings, and these changes introduced uncertainty for Palo Verde students. Faculty evaluated what changes were needed and how to maintain relevant pathways for CDCR and local students [[ADS External Issues in Program Review.pdf](#)] [[ADS Program Changes.pdf](#)].

The Academic Senate and faculty responded to the changes by designing an Associate of Arts in Alcohol and Drug Studies that met the updated requirements. In designing the new program, faculty examined the transfer requirements, workforce demand, and certification expectations. The Academic Senate considered labor market data indicating a workforce supply gap and a 17%

projected growth in related occupations within the region. The Senate also confirmed that the new degree followed the CalGETC pattern and obtained recognition by the relevant external certification bodies, including CAADE, CCAPP, ACCBC, and CADTP

[\[Senate Associate of Arts Degree in Alcohol and Drug Studies Resolution.pdf\]](#).

Faculty further refined the program in 2024 using the program review and curriculum processes. The review reflects enhancements to practicum courses through a memorandum of understanding with community partners and the development of alternative processes for Rising Scholars to demonstrate competencies. The review also reflects curricular refinements underway, including the addition of ADS 111, Law and Ethics, and improvements to course sequencing to establish stackable certificates [\[Senate Associate of Arts Degree in Alcohol and Drug Studies Resolution.pdf\]](#) [\[ADS Certificate Curriculum Committee Minutes 2.25.pdf\]](#).

Faculty are also responsive to changing transfer standards and statewide recommendations. Starting with students graduating in 2024-2025, California State Universities require students to complete a three-unit ethnic studies course. The California Community Colleges Chancellor's Office released guidance on how community colleges should implement changes related to the new legislation [\[ADS Program Changes.pdf\]](#). The California Academic Senate's Ethnic Studies competencies further articulate expectations for course content. The new Ethnic Studies competencies include critical analysis of race and racism, examination of structural power, and study of resistance and social movements [\[CA Academic Senate Competencies for ETHN.pdf\]](#). In response, faculty designed and developed ETH 101 to conform to the recommendations and expectations of the statewide bodies. The course learning outcomes address the analysis of race and ethnicity in the United States, the examination of systemic oppression, and the understanding of intersectional identities and social movements [\[ETH 101 Course Outline of Record Report.pdf\]](#).

Faculty define and maintain course and program learning outcomes through the robust curriculum design processes. Each course and program is grounded in disciplinary, industry, and statewide expectations. Faculty responsibility centers on establishing clear academic expectations through curriculum design and revision.

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

General Education Philosophy

The general education framework at Palo Verde Community College District (PVCCD) is grounded in the College's Philosophy of Education as outlined in Board Policy 4025. The policy clearly defines general education as "more than an accumulation of units." It emphasizes learning experiences intended to develop the students' ability to think and communicate clearly, apply mathematics, understand modes of inquiry, engage with cultures across time, and develop self-understanding [[BP 4025 General Education Philosophy.pdf](#)]. Administrative Procedure 4025 operationalizes the Philosophy of Education, which establishes criteria and processes for applying the expectations of BP 4025 to general education coursework [[AP 4025 Philosophy and Criteria for Associate Degree and Gen Ed.pdf](#)].

Faculty maintain responsibility for the integrity and coherence of general education through leadership on the Curriculum Committee. During the curriculum review, the Committee evaluates proposed and revised courses. Criteria for evaluation include whether courses meet general education criteria for breadth, disciplinary inquiry, and contribution to college-wide learning expectations. Curriculum Committee minutes document faculty discussion of the role of general education within new and revised programs and the importance of appropriately integrating GE requirements into degree pathways [[Curriculum Committee Discussion of GenEd in New Program.pdf](#)].

General education requirements align with the California General Education Transfer Curriculum (CalGETC), which has been adopted statewide for transfer preparation. CalGETC defines the scope of general education across arts and humanities, social and behavioral sciences, physical and biological sciences, communication, and quantitative reasoning [[CalGETC General Education Courses Requirements.pdf](#)]. Alignment with CalGETC ensures that degree requirements meet intersegmental standards and provide students with a broad foundation of knowledge that supports transfer preparation and career readiness.

Expected Learning Outcomes

Representative general education courses illustrate the breadth and level of learning expected of students. ART 110, *Survey of Western Art from Prehistoric through the Middle Ages*, introduces students to major artistic movements, styles, and cultural contexts and includes outcomes requiring the comparison of works, the evaluation of methods of art-historical interpretation, and an understanding of the environments in which artworks are produced [[ART 110 - Survey of Western Art from Prehistoric through the Middle Ages.pdf](#)]. SOC 111, *Marriage and the Family*, engages students in sociological inquiry by examining family structures, gender dynamics, and the influence of political and economic systems on family life [[SOC 111 - Marriage and the Family.pdf](#)]. Together, these courses demonstrate how the general education curriculum exposes students to diverse disciplinary perspectives while strengthening critical and analytical skills.

Representative general education courses demonstrate how students develop the skills outlined in the Philosophy of Education. For example, POLSC1000, *American Government and Politics*, requires students to think about complex political issues and to apply the methods of inquiry used in political science. Through research-based writing, students examine questions of governance within the United States and California [[POLSC1000 American Government and Politics COR Report.pdf](#)].

Institutional Learning Outcomes

Institutional Learning Outcomes, published in the College Catalog, operationalizes the general education philosophy. These include Critical and Creative Thinking, Communication, Community and Global Awareness, Personal and Professional Development, Information Competency, and Technological Competency [[Institutional Learning Outcomes.pdf](#)]. Outcomes are structured strategically as follows: Course Learning Outcomes map to Program Learning Outcomes, and Program Learning Outcomes map to Institutional Learning Outcomes. Documentation from the Math and Science division provides an example of this structure by showing how course-level outcomes align with broader program competencies and institutional goals [[Math and Science ISLO Mappings.pdf](#)].

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

College Website

The College website serves as a central source of information about academic programs, transfer pathways, and student support services. The Transfer and Career Center webpage provides information and tools for university preparation and scheduling counseling appointments [[Transfer Page Website.pdf](#)]. The Counseling department provides General transfer information, including a step-by-step guide for transferring to a CSU-UC institution. Students can access relevant information about transfer eligibility, requirements, and timelines for state institutions through the catalog [[General Transfer for CSU-UC.pdf](#)].

Catalog Amendments

The College amends the catalog as needed during the academic year to ensure that information remains accurate and up to date. The College catalog communicates degree and certificate requirements, program descriptions, policies, and student learning opportunities [[2025-2026 PVC Catalog Addendum.pdf](#)]. The Associate of Arts in Liberal Arts program webpage presents degree requirements, learning expectations, and pathways [[Associate of Arts in Liberal Arts, Emphasis in Arts and Humanities.pdf](#)]. Additional catalog sections describe available student services and outline the College's commitment to academic and personal support [[Catalog Listing Support Services.pdf](#)].

Course Search

The College further supports student planning through multiple other pathways. Students use the online course search and schedule platform to view available courses and sections by term, subject, and location [[College Website Search for Courses Online.pdf](#)]. For incarcerated students engaged in correspondence education, the printed CDCR Schedule of Classes provides the same course listing, deadlines, and expectations [[CDCR Schedule SPRING 2025.pdf](#)]. In tandem, these tools provide students with clear, accurate, and accessible information in all settings.

Student Support Services

PVCCD disseminates information about student support services through multiple web-based and published resources. The Pirate Care Center webpage consolidates information related to tutoring, referrals, emergency assistance, and academic support services [[Pirate Care Center Webpage.pdf](#)].

Technical assistance is communicated through a dedicated technology support webpage that guides students to Canvas, the student help desk, and resources for accessing online learning platforms [[Technical Support Webpage.pdf](#)]. Library and NetTutor webpages provide information about research resources, online tutoring, and digital learning tools that support student learning across instructional modalities [[Library NetTutor Website.pdf](#)].

Student support services disseminate health and wellness information through digital and print formats. The mental health resources webpage provides information about counseling services and community hotlines [[Mental Health Resources.pdf](#)]. In addition, the Mental Health Resources booklet offers specific guidance on emotional well-being and self-care strategies [[Mental Health Resources booklet.pdf](#)]. The Umoja events flyer further illustrates how the College communicates enrichment and engagement opportunities that promote cultural connection and student belonging [[Umoja Events Flyer.pdf](#)].

Canvas

Communication extends beyond the website through instructional and messaging platforms. The online learning management system, Canvas, also serves as a conduit for enrollment deadlines, events, and support resources [[Canvas Announcements-Student Communication.pdf](#)]. Ocelot, the College's chatbot and text messaging platform, provides automated responses to common questions, sends reminders about registration, deadlines, and financial aid processes, and offers 24-hour access to information [[Ocelot Text Message.pdf](#)]. The College also communicates with students about registration periods, events, and collegewide announcements, such as all campus emails promoting athletic events [[All Campus Email Basketball.pdf](#)].

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

Guaranteed Sections

A central component of the scheduling approach is the guarantee that the College will offer essential general education courses regardless of their enrollment numbers. For Fall 2025, the College identified key transferable disciplines, including English, communication, mathematics,

social sciences, and sciences. These courses fulfill CalGETC requirements and are not canceled due to low enrollment [[Fall 25 Guaranteed Sections.pdf](#)]. The College established the Guaranteed Section and Course Cancellation Framework to balance the College's long-term planning needs with students' scheduling needs. The framework defines criteria for guaranteed sections, including meeting CalGETC requirements and mitigating completion bottlenecks. The process works by having the divisions submit written justifications for guaranteed sections, which are reviewed by the Dean of Instruction in consultation with faculty leads and approved before schedule publication [[Guaranteed Section and Course Cancellation Frameworks.pdf](#)]. The framework also outlines a review process for evaluating low-enrolled sections before cancellation. Enrollment and fill rate data are reviewed yearly by the administration. This data is considered alongside the guaranteed-section framework to balance enrollment efficiency with student access to required courses [[Face to Face Enrollment Trends.pdf](#)] [[Fill Rates by year.pdf](#)].

Scheduling Improvements

Historically, scheduling decisions relied on close coordination among counselors and instructional leadership. Counselors tracked student course needs through spreadsheets. While this approach allowed for responsiveness to individual student pathways, reliance on decentralized processes limited shared visibility and consistency across divisions. To support more systematic scheduling practices, the College is implementing the AdAstra scheduling platform. The goal of this new software is to create a more student-centered scheduling process that leverages data to identify student needs and scheduling efficiencies [[Registration Instructions.pdf](#)] [[Proposed Schedule Development Process - Palo Verde- Vs. 1 Ad Astra.pdf](#)].

Pathway-based Scheduling

The Strategic Enrollment Management Plan (SEMP) establishes expectations for pathway-based scheduling. The SEM, in alignment with Guided Pathways principles, includes developing two-year course sequences and reducing unnecessary schedule changes. The plan calls for aligning courses within program maps to support on-time completion [[SEMP Scheduling.pdf](#)]. The Comprehensive Educational Plan also identifies scheduling as a critical component of student success. It calls for a consistent rotation of high-demand courses and equitable access across all modalities and locations [[Palo Verde College CEP 2025 2033.pdf](#)].

Structured onboarding practices and communication support student navigation of the schedule. Counseling provides step-by-step guidance on applications, registrations, and interpreting academic calendars [[Registration Instructions.pdf](#)]. Counselors use these tools, along with program requirements, to develop individualized Student Education Plans that support enrollment in appropriate courses.

Pathway transparency is being strengthened through the implementation of the Program Pathways Mapper (PPM). During the 2024–2025 academic year, faculty leads and division chairs completed the initial program maps and established a cross divisional review process. The maps were reviewed across divisions to ensure accuracy, prerequisites, and sequencing. The reviewed maps provide a shared single source of truth for expected degree progression and further support course scheduling decision making [[Program Mapper Institutionalization Plan.pdf](#)].

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

Delivery Modes in Course Development

Palo Verde Community College District (PVCCD) leverages face-to-face, online, and correspondence education to meet the needs of students across its large service area and those in correctional facilities. All courses are developed using a common Course Outline of Record that includes specific areas to account for distance education. For example, each new course taught in Distance Education must explain how it ensures students can achieve the outcomes in a distance education mode. Furthermore, in compliance with Title 5, each course explains how regular and effective contact between the instructor and students is maintained and how the course is accessible to students with disabilities. Academic integrity protections go further in requiring courses to verify that the individual submitting classwork is the student enrolled in the course section for distance education [[FST 081 Course Outline of Record Report.pdf](#)]. The Curriculum Committee, a subcommittee of the Academic Senate, reviews each submission and verifies that the content, quality, and evaluation remain comparable across modalities [[FST 081 Curriculum Committee Minutes.pdf](#)].

Modality in Program Review

Student success metrics are disaggregated and regularly reviewed by modality to set standards and

aspirational goals. The office of Reporting and Institutional Effectiveness (RPIE) publishes student success dashboards that disaggregate based on course and modality [[Program Review Dashboard showing Modality.pdf](#)]. Each program reviews this disaggregated course-level data during its program review cycle to identify equity gaps that may have emerged across offerings. For example, in the 2025 Sociology Program Review, faculty compared the success rates of local learners with Rising Scholars, who learn through correspondence education, and further disaggregated those results by gender and race/ethnicity [[Sociology Program Review 2025 ISS.pdf](#)]. The programs compare student success against the Institutional Set Standards report, with an eye toward whether the teaching modality is affecting the results. Although Sociology did not find a large disparity between local learners and Rising Scholars, there was an achievement gap for Black/African American Students in the program. To address this, they have proposed creating a more representative curriculum that draws on broader perspectives to encourage greater student participation [[Sociology Program Review 2025 ISS.pdf](#)] [[Institutional Set Standards by Modality.pdf](#)].

Online Course Professional Development

Faculty improve online offerings and instruction through professional development. Each faculty member who teaches online completes the @One Online Teaching and Design Certificate or receives equivalency before assignment to any online course. The certification verifies faculty preparation in online course design, expectations for regular and effective interaction, course accessibility, and equitable assessment practices [[@One Training Email.pdf](#)]. To further strengthen instructional design and peer review, the College has begun implementing Peer Online Course Review (POCR) training as part of a broader framework for high-quality online course development, with certification pending in Spring 2026 ([POCR Timeline.pdf](#)).

Canvas Correspondence Transition

To improve correspondence education, particularly among Rising Scholars, the College's largest student group, the College is transitioning from paper correspondence to online through Canvas. The transition will improve the consistency and speed of communication between Rising Scholars and instructors, as well as enhance instructor feedback and embedded links. As of Fall 2025, approximately 40 percent of correspondence courses have transitioned to Canvas [[VPISS Board Report - 10.14.25 \(Canvas Transition\).pdf](#)].

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

Counseling

The Counseling Department provides core academic and personal counseling services, including Student Education Plans and transfer support. In recent years, the department has engaged in a campaign to increase the percentage of students on education plans. The Service Area Outcomes (SAOs) from the department program review emphasize the efforts [[Counseling Program Review.pdf](#)]. Service area review data shows an increase in new student SEP completion from 53 percent to 76 percent over the past three years. Progress towards universal education planning resulted from improved staffing, technology integration, and enhanced virtual access.

EOPS (CARE)

To deliver services and Basic Needs equitably and effectively, EOPS collects data from students to identify needs and measure satisfaction. EOPS administers the annual Incentives and Transportation Survey to ascertain enrollment patterns, preferred incentives, and transportation barriers for students in the program [[EOPS Survey on Incentives.pdf](#)]. Basic Needs are identified through an intake form that assesses food, housing, childcare, hygiene, technology, and transportation needs [[Basic Needs Intake Form.pdf](#)]. The office of Reporting and Institutional Effectiveness (RPIE) surveys students yearly about their satisfaction levels with various college services. In the 2024 Student Satisfaction Survey, among students who used the EOPS/CARE services, most of them rated the services as excellent or good [[Student Satisfaction Services.pdf](#)].

Pirate Care Center

The Pirate Care Center functions as the hub for food distribution, hygiene items, technology support, and emergency financial assistance. The Pirate Care Center administers gas card assistance through an application that verifies enrollment and insurance coverage before distributing the cards [[Pirate Care Center Gas Card Request.pdf](#)]. The center also makes rental and utility assistance available through a financial aid process with eligibility criteria [[Rental Assistance Form.pdf](#)]. Students without reliable internet access may borrow a Wifi hotspot under an agreement outlining

responsibilities for use and return [[Student Hotspot request contract.pdf](#)]. EOPS maintains a tracking log for basic needs distribution, allowing the College to monitor usage by student group [[EOPS Basic Needs Tracking.pdf](#)].

Library

The Library and Learning Resources programs strengthen the academic learning support services portfolio. The Library provides access to research databases and tutoring for students on campus, online, and via correspondence. The Library Program Review documents multi-year data on Rising Scholars research requests across correctional facilities, usage patterns for digital resources. Analysis of these data identifies both strengths and challenges, including sustained demand for research support among Rising Scholars and declining engagement with some electronic databases and tutoring platforms. In response, the Library has documented planned actions, including expanded workshops and the development of asynchronous research tutorials [[Library Program Review 2024.pdf](#)].

Personal Wellness and Campus Safety

Personal wellness and campus safety services complement academic and basic needs support. TimelyCare provides students with access to 24/7 tele-mental health services, wellness coaching, and self-care modules [[TimelyCare.pdf](#)]. The Behavioral Intervention Team offers a multidisciplinary process for identifying, assessing, and responding to student behavioral concerns through a confidential referral system [[Behavioral Intervention Team \(BIT\).pdf](#)]. Title IX services ensure access to nondiscriminatory learning environments through clearly identified coordinators, reporting pathways, and links to federal and state resources [[Title IX.pdf](#)].

Student Services Newsletter

Student Services uses multiple channels to inform students, including service webpages, targeted email messaging, and the monthly Student Services Newsletter. The newsletter provides updates on events, deadlines, workshops, and available resource programs and helps reduce informational barriers for students in rural communities, incarcerated settings, and online or correspondence modalities [[Student Services Newsletter.pdf](#)].

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

Cultural and Identity-Affirming Events

Cultural and identity-affirming events provide meaningful opportunities for connection and community building. The Women's History Month Lunch and Paint program brought students together for a shared meal and a guided art activity [[Women's History Lunch and Paint 2025 Flyer.pdf](#)]. An example of a cultural event was the Día de los Muertos celebration. This event featured cultural activities, food, and a shared altar space [[Dia De Los Muertos Flyer 2024.pdf](#)]. The Hispanic Heritage Month celebration further engaged students, programs, and departments in a collaborative event highlighting cultural traditions and opportunities for social interaction [[Hispanic Heritage Month Flyer.pdf](#)].

Student Clubs

Student clubs and organizations support belonging by offering both structured and informal events. An example of student club events is when the Pride Club hosted a community bird-watching event for LGBTQ+ students and allies to interact and build community. Taking place during Finals Week, this event fostered community among LGBTQ+ people and introduced a new social hobby [[Pride Club May 2025 Social FLyer.pdf](#)]. A final example is an affinity-based program, Umoja, which also hosts Black History Month events, conferences, and celebrations linked to African Diaspora identity. Umoja events host activities focused on scholarships and leadership identity while fostering a shared identity [[Umoja Events.pdf](#)].

Self-Care and Mental Health Events

Self-care and mental health events develop personal skills and create connections. For example, the College hosted "You Matter Mondays," during which students engaged in mental self-care and stress-management practices to build resilience [[Mental Health Mondays Flyer.pdf](#)]. Student Services regularly publishes a newsletter to inform students of upcoming opportunities for belonging and engagement through the year [[Student Services Newsletter.pdf](#)].

Incoming Student Onboarding

The College pays particular attention to creating a sense of belonging and connection for incoming students. During the Week of Welcome, the College hosts five consecutive days of activities, including resource fairs, club introductions, games, and shared meals [[Week of Welcome Flyer 2024 2025.pdf](#)]. To support recent high school graduates transitioning to College, the Summer Bridge program introduces them to campus resources and peer networks before the start of the Fall term [[Summer Bridge Flyer Blythe 2025.pdf](#)].

Rising Scholars

Although Rising Scholars are restricted from many other forms of inclusion, the College also engages in practices to include them. In Fall 2025, more than 80 College-branded backpacks were distributed to students at a CDCR partner institution as part of an outreach initiative intended to support academic readiness and connection. While CDCR security requirements limit direct engagement opportunities for incarcerated students, we recognize the importance of belonging for these students and intentionally pursue allowable methods of outreach and connection, regardless of location.

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

Program Review Policy and Schedule

Palo Verde Community College District (PVCCD) maintains a defined program review cycle for instructional, student services, and administrative programs. Administrative Procedure 4020 establishes that all instructional, academic, and vocational programs complete a comprehensive program review every four years. Career technical education programs complete an additional two-year update to document labor market demand, non-duplication, and program effectiveness. The same four-year review cycle applies to non-instructional programs [[AP 4020.pdf](#)]. A published Program Review Schedule identifies the review year for each program and demonstrates that programs are completing reviews according to this established cycle [[Program Review Schedule.pdf](#)]. The Accreditation and Assessment Committee receive completed reviews and serves as a forum for discussing findings and identified needs.

Program reviews provide a structure for evaluating program and course-level data to drive improvement.

The 2025 Arts and Humanities Program Review shows how faculty across the program evaluated disaggregated enrollment, retention, and success. They note the enrollment growth driven by a shift towards in-person offerings following the pandemic. At the same time, the faculty reflect on uneven retention and success patterns across courses, most prominently in English. They identified underlying factors influencing the results, including legislation affecting placement and faculty turnover in high-enrollment areas [[Arts and Humanities 2025 Program Review.pdf](#)].

Student Learning Outcomes

The 2025 Math and Science program review highlights difficulties in assessing student learning outcomes (SLO); however, within these constraints, the faculty drew on program-level completion trends and disaggregated success data to identify challenges. The program identified lower completion rates in transfer-level mathematics courses, declining in-person success rates, and an equity gap affecting female students and students learning through correspondence. The review proposes actions such as expanded tutoring and revised sequencing. These are currently proposals because the College launched a revamped program review in 2025 to drive these data-informed connections between program needs and proposed improvements [[Math Science Program Review 2025.pdf](#)].

Learning outcomes assessment remains an area requiring significant redevelopment. Course Learning Outcomes are assessed on a four-year cycle, with results reported through Program Review prompts that ask faculty to describe CLO performance and planned course-level revisions [[CLO Evaluation in New Program Review.pdf](#)]. Because many CLOs are assessed only once during the cycle, trend analysis is limited, and the institution cannot determine whether instructional changes lead to improved learning over time [[Arts and Humanities PLO Results.pdf](#)]. Program Learning Outcomes rely on mapping of CLOs to program-level outcomes in eLumen, but mapping practices vary by discipline. As a result, PLO reports show inconsistent results, including wide year-to-year fluctuations, as documented in the Arts and Humanities emphasis.

The aggregation of PLO generates Institutional Student Learning Outcomes data. While ISLO reports have been produced, including program-level mappings documented in Child Development, the institution does not yet have a defined structure for analyzing ISLO results or using them to inform planning, resource allocation, or cross-program improvement efforts [[ISLO Results with Disaggregation.pdf](#)] [[PLO Mappings - eLumen.pdf](#)].

Service Area Reviews

Student Services conducts service area reviews to analyze usage patterns and access considerations to improve student support. The 2024 Library service area review shows that the Library evaluated longitudinal

service usage data to understand how students are engaging with library services. The review highlighted the sustained need for research support for Rising Scholars, as shown by the tracked reference requests from correctional facilities. The program responded to the data through goal-setting and proposing actions such as reorganizing the space, expanding workshops, and improving digital navigation. The Library Program review shows how student support services use program review data to inform improvements [[Library Program Review 2024.pdf](#)].



Standard 3: Infrastructure and Resources

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

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. (ER 8, ER 14)

Hiring Procedures

PVCCD ensures the consistent and equitable hiring of qualified faculty, staff, and administrators.

Board Policy 7120 establishes the District's commitment to Diversity, Equity, and Inclusion in hiring practices and its operation under an Equal Employment Opportunity framework [[BP7120](#)

[Recruitment and Hiring.pdf](#)] [[PVC-EEO-Plan-2023-2026.pdf](#)]. Board Policy 7210 defines who is an academic employee and who affirms the minimum qualifications adopted by the Board of Governors for the California Community Colleges [[BP 7210 Academic Employees.pdf](#)].

Administrative Procedures implement Board policies by requiring open, broad advertising and standardized application reviews. Following Administrative Procedure 7210-0, screening committees for permanent academic positions are composed of administrators, faculty, classified professionals, and students. The screening committee examines all applications as established by the Superintendent/President in conjunction with the Board of Trustees. The committee then establishes a schedule and a set of common interview questions. Human Resources completes a background and reference check, and then the appropriate Vice President receives recommendations for at least two final candidates. That Vice President makes the recommendation to the Superintendent President, who will interview candidates and submit a final recommendation to the Board for approval, [AP 7210 Permanent Academic Employees Recruitment and Hiring.pdf](#).

Fair Hiring Training

As required by the EEO plan, HR provides mandatory training on fair hiring. The training is grounded in federal law, including FEHA and Title 5. The training addresses disparate impact, job-related criteria, and the avoidance of prohibited inquiries. The training functions as the District's guardrail against inconsistent screening, illegal criteria, and biased questioning [[EEO Training Cultural](#)

[Competence.pdf](#)].

Job Announcements

Job announcements clearly outline the expectations for each position. Common expectations include required and preferred qualifications, as well as sensitivity to diversity. Instructional and non-instructional job bulletins communicate minimum qualifications, desired competencies, and responsibilities. The Job Bulletins are posted broadly, including on the College website, Community College Careers websites [[Job Bulletin Instructional.pdf](#)] [[Job Bulletin Non-Instructional.pdf](#)].

Integrated Planning and Staffing Needs

Program review and the Integrated Planning process provide the foundation for determining staffing needs. The Integrated Planning Manual describes how instructional and service program reviews drive resource requests. The Cabinet then considers the resource requests [[PVC 2021 Integrated Planning Manual.pdf](#)]. When requesting new positions, data from program review forms the backbone of the request. The Request to Hire form requires justification and alignment with planning priorities [[Request to Hire Form- Fillable.pdf](#)].

Program review informed staffing decisions are evident in recent personnel actions. Increased enrollment and service needs associated with the expansion of the Registered Nursing (ADN) program led to the hiring of an additional Educational Advisor. Enrollment evidence at the Needles Center also demonstrated the need for local access to laboratory courses; BIO and CHEM enrollment reports documented increased student participation following the establishment of the mezzanine wet lab, which informed staffing, scheduling, and instructional planning decisions [[Needles BIOCHEM Enrollment.pdf](#)].

Classified Personnel Hiring

The District hires classified personnel by following a similar administrative procedure to ensure consistent and fair employment practices in non-academic positions. The initial screening is conducted by the Human Resources Manager using criteria established by the Superintendent/President in conjunction with the Board of Trustees. The HR Manager recommends candidates for the committee to interview. The committee is comprised of a minimum of one administrator or classified manager, and at least one representative of the classified staff. The

chairperson of the committee is the originator of the request to fill the position. The Screening/Interview committee meets to establish a schedule and the common interview questions based on job-related criteria. Human resources conducts the background and references check. Lastly, the Human Resources manager or the Screening Committee Chairperson makes the employment offer verbally [[AP 7230 Classified Employees Recruitment and Hiring.pdf](#)].

The Programmer Analyst position, filled in 2025, illustrates the process put forward in AP 7230-0. The Programmer screening rubric outlines minimum and preferred qualifications, and standardized scoring procedures [[Programmer Screening.pdf](#)]. The hiring committee interviewed the prescreened candidates using the questions it had committed to beforehand. In programmer position interviews, the questions assess technical competencies, communication, and problem-solving [[Programmer Interview Questions.pdf](#)]. These tools demonstrate consistent application of job-related criteria and alignment with equitable hiring practices.

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

Professional Development Policy

Professional development at Palo Verde College is guided by Board Policy and Administrative Procedure 7160, which affirms the Board's intent to provide professional development for all employees. The College provides professional development to improve teaching and support innovations in instructional and administrative practice [[BP7160.pdf](#)] [[AP7160.pdf](#)].

Professional Development Funding

These commitments are realized through the College's integrated planning and budget processes, in which the Budget and Planning Committee ensures alignment between professional development investments and mission, goals, and state budget conditions [[Budget and Planning Agenda February 2025.pdf](#)] [[Budget and Planning Agenda November 2024.pdf](#)] [[Adopted Budget 24-25.pdf](#)] [[2025 Joint Analysis Enacted Budget.pdf](#)].

Institute and Flex Days

Professional development broadly occurs during professional learning events, including Institute Day and Flex Day. For example, Institute Day specifically addressed themes such as accreditation and governance [[Institute Day Agenda 2024.pdf](#)]. Flex Day targeted training on Zero Cost Textbooks and Open Educational Resources, as well as AB 1705 [[FlexDay Fall 24 Schedule 5 13 24.pdf](#)] [[Flex Day Spring 2025.pdf](#)]. Campuswide communications reinforce institutional priorities and support ongoing development [[The Captain's Log Issue #3.pdf](#)].

Compliance and Safety Training

PVCCD ensures that all employees complete required compliance and safety training through the Keenan Vector platform. The system documents the annual completion of mandated trainings, including cybersecurity awareness, FERPA, and sexual harassment prevention. Human Resources monitors compliance, issues follow-up notices and ensures that all personnel meet state and federal training requirements [[Keenan Trainings.pdf](#)]. Targeted professional development opportunities align with the College's priorities. As one example, faculty and staff complete CPR/AED certification to support campus safety practices [[CPR Invoice.pdf](#)].

Incarcerated Student and Distance Education

The College also provides targeted Rising Scholars onboarding and training for faculty who teach justice-impacted students. The workshops included carceral pedagogy, safety expectations [[Rising Scholar training agenda.pdf](#)] [[TEC and PVC Contract Expansion and Extension \(002\).pdf](#)]. These professional development activities are reviewed in the Rising Scholars Annual Reports and the Faculty Lead Reports. This professional development has led to improvements in instructional design and student engagement across [[Rising Scholars Annual Report 2023-24 Final.pdf](#)] [[Rising Scholars Faculty Report 24-25.pdf](#)].

We reinforce professional development for online and distance education through required training. AP 4105 mandates that all online faculty complete @ONE or equivalent preparation and maintain current online teaching credentials [[AP4105 Distance and Correspondence Education.pdf](#)]. To realize this mandate, the College offers and tracks the completion of online certification for all faculty teaching online before they are assigned a course [[PVC Online Certification.pdf](#)] [[@ONE Certification Email.pdf](#)]. The College has further invested in the quality of online courses through a

structured Peer Online Course Review (POCR) initiative. The initiative establishes training requirements and peer review responsibilities for faculty reviewers supported through formal agreements with the faculty association [[CTA MOU - Extra Duty Assignment Peer Online Course Review \(POCR\).pdf](#)] [[MOU POCR Faculty Training.pdf](#)]. The POCR initiative is a multi-year program of development work and reviewer training aimed at the College obtaining CVC Local POCR certification [[POCR Timeline.pdf](#)].

In response to the need for improved coordination, documentation, and evaluation of faculty professional learning, the College and the Academic Senate established a Faculty Hub through a formal Memorandum of Agreement. The Hub provides a centralized platform where faculty can access professional development materials, instructional updates, and forms to document their professional development. When fully implemented, faculty will be able to log completed trainings, upload reflections, and describe how professional development informs changes in instructional practice [[MOA Senate Hub Designer.pdf](#)].

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

Faculty Evaluation

Tenured faculty are evaluated every three years, and probationary (contract) faculty are evaluated annually through a process detailed in the Faculty Evaluation Process Guide. The College evaluates faculty through peer reviews, administrative evaluations, and student feedback. Adjunct faculty are evaluated during their first or second semester and at least every two years thereafter. Adjunct reviews include classroom observations, student evaluations, and written summaries [[Faculty Evaluation Process Guide.pdf](#)].

Classified Evaluation

Classified professionals undergo annual evaluations during probation and regular evaluations thereafter using the District's standardized forms. Supervisors evaluate classified employees on the quality of work, productivity, work habits, job knowledge, personal characteristics, and promotability within the job responsibilities [[Classified Evaluation Form.pdf](#)].

Management and Administration Evaluation

Managers and administrators are evaluated annually using a comprehensive performance framework. Manager and administrator evaluation is mandatory and periodic. Administrator effectiveness is directly tied to district operations and goals [[BP 7262 Administrative Management Evaluation.pdf](#)]. The criteria include leadership, operational effectiveness, supervision, communication, commitment to student success, achievement of annual goals, cultural competency and equity, and professional development [[AP 7262 Administrative Management Evaluation.pdf](#)].

Evaluation Improvements

Human Resources improved the 360 evaluation process in 2024 by developing a new form, consistent with Board Policy, that assesses administrator effectiveness. The updated process enables peers and direct reports to provide anonymous input on leadership behaviors across many domains. It includes both quantitative, scaled ratings and qualitative narrative prompts in the areas of leadership and problem-solving, Teamwork and collaboration, Communication, and Interpersonal Skills. Lastly, a commitment to student success, central to the mission, is embedded in the evaluation [[PVC Evaluation Form - Management.pdf](#)]. Evaluation results are not only advisory; the process requires administrators to establish documented performance and professional development goals supported by defined metrics and areas for growth. In the 2024 cycle, feedback identified communication and equity-focused leadership as areas for growth. The feedback led to the development of goals tied to DEIA leadership training. [[Performance Goal Setting And Evaluation for Exempt Employees.pdf](#)].

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

Budget Preparation Policy

A structured framework of Board policies, administrative procedures, and state guidance directs PVCCD's budget development and management. The framework ensures that resource allocation aligns with the College's mission. Administrative Procedure 6200 outlines the annual budget review and development cycle. The AP includes timelines and requirements for Board adoption of a balanced budget [[AP 6200 Budget Preparation.pdf](#)]. The California Community Colleges Chancellor's Office (CCCCO) Budgeting and Accounting Manual sets standards for fund accounting, revenue and

expenditure classification, and required reporting [[CCCCO 2024 budget and accounting manual.pdf](#)].

[Budget Development and Resource Allocation](#)

Budget planning is designed not only to distribute resources but also to assess the effectiveness of prior funding and improve future allocations. The Budget and Planning Committee serves as the hub for examining program review funding requests and Comprehensive Educational Plan (CEP) priorities. The committee uses defined criteria to determine how best to allocate resources to advance institutional goals. The committee begins each cycle by reviewing the effectiveness of the resource investments from prior years, considering how those allocations supported the mission and funded program review plans before prioritizing new requests [[Budget Allocation Process.pdf](#)]. Departments submit baseline budget requests to sustain operations and submit Budget Enhancement Request Forms (BERFs) for new or expanded needs. The enhancement requests are evaluated using a rubric measuring alignment with mission, program review, and institutional objectives [[25-26 Budget Forms.pdf](#)]

Budget development and resource allocation are explicitly tied to long-term planning. The Comprehensive Educational Plan (CEP) identifies the College's academic and student services priorities. It serves as the overarching framework for institutional planning, goal setting, and resource allocation [[CEP Board Presentation 5.14.2024.pdf](#)]. The Budget Allocation Process describes how Budget and Planning uses program review, institutional objectives, and CEP priorities to assess funding requests, applying criteria that require each Budget Enhancement Request (BERF) to articulate connections to the mission, program review findings, institutional objectives, and outcomes assessment [[Budget Allocation Process.pdf](#)].

[Resource Allocation Communication](#)

Resource allocation decisions are documented and communicated broadly. In 2024, the Budget Enhancement Request Forms (BERFs) submitted with budget forms were reviewed by the Budget and Planning Committee, composed of representatives from administration, faculty, IT, and maintenance. The BERF Results Communication shows how ongoing and one-time requests were ranked and funded, including technology replacements, maintenance equipment, instructional support, and personnel items, while clearly identifying which items would be addressed through other funding sources such as Lottery, Strong Workforce, or professional development funds [[BERF Results Communication.pdf](#)].

Restricted and Categorical Funds

Restricted and categorical funds are used to enhance instructional and student support services and are incorporated into the Adopted Budget. Detailed schedules in the 2024–2025 Adopted Budget show allocations and prior-year carryover for key programs such as Adult Education, EOPS, CalWORKs, Guided Pathways, and Nursing [[24-25 Adopted Budget.pdf](#)]. Lottery funds, in particular, are managed through a collaborative process grounded in Academic Senate recommendations and formalized Lottery Funds procedures. The Lottery Funds process describes how faculty submit requests, provide narratives and cost evidence, route proposals through Division Chairs, and receive approval or denial, with an explanation, from the Dean of Instruction. At the same time, the Lottery agenda example shows how Division Chairs review and approve specific uses such as piano tuning, instructional materials, and supplies [[Lottery Funds process.pdf](#)] [[Lottery agenda example.pdf](#)].

Targeted capital outlay and instructional equipment investments further support the enhancement of educational services. The Facility Condition and Scheduled Maintenance Review proposal with Cambridge West shows that the District is conducting a structured facility condition analysis across the Blythe and Needles campuses to prioritize scheduled maintenance and capital projects using a systematic Facility Condition Index approach [[Facility Conditions Analysis.pdf](#)]. At the program level, PVCCD has invested in high-impact instructional technology such as the Anatomage virtual cadaver and science table system for the Needles Center to support anatomy, biology, and health sciences instruction.

Open Educational Resources

PVCCD also directs fiscal resources toward open educational resources (OER) and Zero Textbook Cost (ZTC) initiatives, reducing financial barriers for students. Faculty leadership secured over \$300,000 in OER funding and is developing ZTC programs projected to yield at least two fully ZTC pathways by Fall 2026 [[Academic Senate Minutes February 11 2025.pdf](#)]. These efforts are complemented by NOVA-reported metrics showing that 26% of courses are currently OER and multiple programs are fully ZTC, yielding significant estimated student cost savings.

Audits and Expenditure Controls

The College's broader capital and program investments are reflected in the Adopted Budget and

financial audits. Broadly, these show that the College uses capital funds to support projects such as the Child Development Center, Needles Mezzanine wet lab, and other facility improvements that expand instructional capacity and student services [[24-25 Adopted Budget.pdf](#)] [[23-24 Financial and Single Audit.pdf](#)]. Expenditure controls and fiscal oversight are embedded throughout the district's financial processes. The Budgeting and Accounting Manual, annual audits, and internal claims reports demonstrate that expenditures are recorded and classified in accordance with GAAP and state standards. Internal controls over purchasing and disbursements are in place, and cash flows and fund balances are monitored. In the three years ending in 2024–2025, PVCCD showed ending balances ranging from 41% to 49% of General Fund expenditures [[23-24 and 24-25 Checks.pdf](#)] [[Palo Verde CCD Audit Report June 30, 2022 - Final.pdf](#)] [[Palo Verde CCD Audit Report June 30, 2023 - Final.pdf](#)] [[Palo Verde College Foundation - Audit Report - FINAL June 30, 2024.pdf](#)].

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

PVCCD grounds its financial planning in the institutional mission, long-range goals, and strategic priorities. The College employs an integrated planning and resource allocation model that incorporates evidence-based program review, participatory governance, and broad dissemination of financial information to guide decision-making. These sustained and documented practices ensure that stakeholders at all levels understand fiscal conditions, contribute to planning conversations, and see a clear connection between the mission and institutional resource decisions.

Budget and Planning Committee

An established planning and budget cycle, aligned with the institution's mission and strategic goals, guides PVCCD's financial decision-making. Each fall, units complete program reviews identifying resource needs tied to learning, equity, access, and workforce preparation. These reviews are then evaluated, revised, and approved in the spring by the Assessment and Accreditation Committee. The approved reviews, along with their requests, are taken up by the Budget and Planning Committee (BPC), a participatory governance body composed of faculty, staff, administration, and students. BPC evaluates each request using criteria that include alignment with institutional goals, evidence from program review, impact on student success, and fiscal sustainability. BPC's recommendations are then forwarded to the College Council and President's Cabinet, which finalize

the Tentative Budget before submission to the Board of Trustees for review and adoption [[AP 6200.pdf](#)].

Stakeholder participation is embedded throughout this cycle. The Budget and Planning Committee includes representatives from the Academic Senate, CTA, CSEA, administrators, staff, and students. Committee meeting minutes are publicly posted on the website through Dilligent. BPC agendas and minutes show regular review of apportionment updates, budget forms, PARS statements, quarterly reports, and enrollment fee revenue data, demonstrating transparency and shared review of fiscal information [[2.6.25 Budget and Planning Meeting Agenda.pdf](#)] [[10.3.24 Budget and Planning Agenda.pdf](#)] [[5.2.2024 Budget and Planning Agenda.pdf](#)]. Campus-wide emails and budget presentations ensure that employees have consistent and timely access to financial information [[Vice President of Administrative Services Report 2.3.25.pdf](#)] [[Vice President of Administrative Services Report 4.2.2025.pdf](#)].

Board Presentations

Institutional-level planning discussions are framed and informed by the dissemination of fiscal and enrollment information to the Board of Trustees. The Adopted Budget Presentation for 2024-2025 provided the Board with a high-level view of the College's financial capacity, including revenues, expenditures, and reserves [[24-25 Adopted Budget.pdf](#)].

Building on the foundation of the budget presentations, the Board examined enrollment-driven revenue trends and expense patterns for the Needles Center. The presentation focused on FTES trends and expenditure distributions, with careful analysis of year-over-year revenue and expense relationships. This presentation helped the Board to consider the instructional demand for the site alongside strategic financial sustainability [[BOT Study Session 2025 Needles.pdf](#)].

Budget decisions at PVCCD reflect mission-driven priorities, including access, equity, and completion. During 2024–2025, PVCCD added Biology and Chemistry sections and upgraded laboratory resources with specialized equipment. To support demand for Biology sections and increased regional healthcare workforce needs, the College purchased an Anatomage virtual cadaver system [[BPC Minutes 2.6.25.pdf](#)]. This decision illustrates how planning evidence and financial information are leveraged through participatory governance to advance the College

mission.

Public Communication of Budget and Finance Information

Transparency is reinforced at PVCCD through the broad dissemination of budget documents, audit findings, and fiscal updates. The Adopted Budget, independent financial audits, 311Q reports, BERF prioritization results, and budget templates are publicly accessible through BoardDocs and regularly shared with governance committees [[24-25 Adopted Budget.pdf](#)]

[[PaloVerdeCCDGASB73FinalReport2024Full.pdf](#)] [[BERF Results Communication.pdf](#)]. The dissemination of financial information is further reinforced in VP Administrative Services' monthly updates, which document budget preparation activities, federal and state compliance work, internal controls, and status updates on the budget development process [[Vice President of Administrative Services Report 2.3.25.pdf](#)] [[Vice President of Administrative Services Report 4.2.2025.pdf](#)].

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

Financial Integrity Policy and Procedure

Administrative Procedure 6200 requires that the College develop a budget through a participatory cycle [[AP 6200 Budget Preparation.pdf](#)]. In following the AP, the College creates budgets through a participatory process that starts with assessing the prior year and developing revenue assumptions. Budget requests are evaluated and formally reviewed by the Board of Trustees. The College publishes its chart of accounts within its Adopted Budget. The 2024 California Community Colleges Budgeting and Accounting Manual operates as the basis for the College's internal controls, revenue classification, and expenditure tracking [[2024 CCCCCO Accounting Manual.pdf](#)].

Board of Trustees Oversight

The Board of Trustees plays a central role in overseeing fiscal integrity through regular reviews of financial information. Their oversight includes monthly purchasing and warrant reports, quarterly CCFS-311Q reports, and enrollment fee revenue updates. In addition to the regular reporting, tentative and adopted budgets are also presented to the Board of Trustees [[Board of Trustees Budget Workshop 2025.pdf](#)]. Budget and Planning Committee meetings further support transparency and continuous evaluation by reviewing apportionment updates, budget assumptions, recalculation reports, and audit results throughout the year [[3.7.2024 Budget and Planning](#)

[Committee.pdf](#)].

Compliance Reporting and Internal Controls

Each year, the District files the Annual Financial and Budget Report (CCFS-311) with the California Community Colleges Chancellor's Office. These filings include the District's calculations under the 50 Percent Law (Education Code §84362), and the District remains compliant annually. The most recent calculation shows instructional expenditures at 55.94 percent [[950-Master-Report-20232024.pdf](#)].

Internal controls are strengthened through the consistent use of the Riverside County Office of Education's Galaxy financial system. PVCCD uses Galaxy for purchasing, accounts payable, and requisition approvals. All claims processed through Galaxy require documentation to be uploaded and approved. The claims are subject to both internal review by Fiscal Services and County audits [[Fiscal Services Review 2024.pdf](#)].

All contracts undergo a structured vetting and approval process requiring fund verification, review by the appropriate vice president, placement on a Board agenda, and approval by the Governing Board before execution. After approval, contracts are entered into the Galaxy Requisition System to generate purchase orders in accordance with District procedures and internal controls [[1.21.25 Governing Board Agenda.pdf](#)]. This process ensures full transparency and fiscal responsibility for all contracted services.

Audit reports for fiscal years 2023, 2024, and 2025 issued unmodified opinions with no findings. These unmodified reports affirm the strength of the District's internal controls, compliance practices, and financial reporting accuracy [[Palo Verde CCD Audit Report June 30, 2023 - Final.pdf](#)] [[Palo Verde CCD 23-24 Financial and Single Audit.pdf](#)] [[Palo Verde CCD Audit Report June 30 2025 - Final.pdf](#)]. Audit results are formally presented to the Board of Trustees in open session, ensuring transparency and accountability in all financial operations [[1.21.25 Board of Trustees Meeting - Audit Approved.pdf](#)].

Fiscal Services Area Review

The Fiscal Services Area Review further demonstrates the continuous evaluation of fiscal

management practices. The Service Area review analyzed budgeting, purchasing, and contract metrics. The review identifies strengths, areas for improvement, and future goals such as cross-training and refinement of internal processes to support service effectiveness and institutional planning [[Fiscal Services Review 2024.pdf](#)].

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

General Fund Reserves

The College has maintained strong, unrestricted general fund reserves, averaging approximately 40% since 2019. These reserves align with District fiscal management policies that require adequate reserves to support ongoing operations. District policies further establish that surplus revenues are directed to these reserves, and the use of the funds is subject to Board oversight [[Board Policy 6250](#)] [[Administrative Procedure 6300](#)].

These reserves provide the College with protection against enrollment changes, unexpected costs, or delays in state funding. For example, PVCCD was able to absorb 4,681,435 dollars in deferred state funding and a 3.0364 percent deficit factor at the First Principal Apportionment in 2026 [[Budget Recalculation of P1 as of 2.18.25.pdf](#)]. The unrestricted general fund reserve enabled the College to function without operational disruptions or reliance on short-term borrowing.

Fixed Cost Reporting and Transition to Zero-Based Budgeting

The Budget and Planning Committee's regular meetings include evaluating short and long-term fiscal planning. For example, in March 2025, the Committee reviewed the fixed cost report that detailed budgeted and actual expenditures and uncommitted balances across multiple years [[Budget and Planning Committee Minutes 3.6.25.pdf](#)] [[Fixed Cost Report.xlsx](#)]. At the same meeting, the Committee was presented with a zero-based budgeting model that requires all non-fixed costs to be justified based on program need [[Zero Based Budgeting Presentation.pdf](#)].

Another example is when the Budget and Planning Committee discussed the Principal Apportionment P1. Statewide enrollment growth exceeded available funding, resulting in proportional adjustments to the apportionment calculation [[Budget and Planning Committee - Mar 05 2026 - Agenda - Pdf.pdf](#)].

Long-term obligations, including Certificates of Participation, OPEB liabilities, and compensated absences, are incorporated into multi-year financial planning. Payment schedules from U.S. Bank document timely debt service on Certificates of Participation [[USBank.pdf](#)]. Actuarial valuations under GASB 73, GASB 74, GASB 75, and GASB 101 inform long-term liability planning. They are reviewed by the Board to ensure that assumptions and funding strategies remain current [[PaloVerdeCCDGASB73FinalReport2025RF.pdf](#)] [[PaloVerdeCCDGASB75FinalReport2025RF.pdf](#)] [[Palo Verde CCD GASB 101 Report - June 30, 2025.pdf](#)]. The District also operates an OPEB Trust with more than \$ 1.2 million, which reduces future pressure on the general fund.

Regular review of P1 and P2 apportionment calculations allows PVCCD to make timely budget adjustments and update the Board, the Budget and Planning Committee, and managers. Any revisions are entered into the Galaxy financial system and submitted to the Riverside County Office of Education for approval [[Budget Recalculation of P1 as of 2.18.25.pdf](#)] [[Budget Recalculation of P2 as of 06.26.255.pdf](#)].

Supplemental Early Retirement Plan

In 2024, the District approved a Supplemental Early Retirement Plan through Public Agency Retirement Services (PARS). This long-range workforce and fiscal planning resolution requires defined fiscal and operational objectives and establishes a risk-conditioned framework [[PARS Resolution.pdf](#)]. The District incorporated the known multi-year payment obligations by establishing fixed annual contribution amounts and due dates [[PARS 2023-2024 Contribution Schedule.pdf](#)].

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

To maintain safe, accessible, and mission-aligned learning environments, PVCCD regularly evaluates and maintains facilities across all campuses. Facilities planning is integrated into program review and scheduled maintenance processes. It is supported by building condition analyses and shared

governance review through the Facilities and Safety Committee, Budget and Planning Committee, President's Cabinet, and Board of Trustees.

Building Analysis Reports

The College evaluates the condition of its facilities through the Building Analysis Reports. These reports examine facility items, including roofing, flooring, accessibility, and HVAC considerations. Furthermore, the reports note areas in strong condition as well as areas that will require future maintenance, such as worn condensing units or pooling water on walkways [[Building Analysis Report.pdf](#)].

Maintenance and Operations Program Review

Program Review provides instructional and service areas a forum to identify facility needs. The M&O Program Review documents departmental responsibilities for cleaning, maintenance, grounds, and event support, and identifies needs such as staff training in HVAC systems and locksmithing, as well as the use of a five-year maintenance plan to reduce unscheduled shutdowns [[M&O Program Review Review 2024.pdf](#)].

The Facilities Help Desk System captures maintenance issues arising between program review cycles. Between 2023 and 2025, the system recorded 428 completed work orders, demonstrating ongoing identification and responses to facility issues [[Facilities Help Desk Requests 2023-2025.pdf](#)]. Major identified needs are addressed through capital improvements. In recent years, projects have included the roofing on the CL and CS buildings, flooring replacements, and parking lot repaving [[CL and CS Roofing proposal.pdf](#)] [[CL Carpet Contract.pdf](#)] [[Parking Lot Improvement- Notice to Proceed.pdf](#)].

External Inspections and Student Feedback

External inspection and licensing processes also contribute to the College's evaluation of facilities. The Child Development Center's state pre-licensing inspection confirmed safe and compliant indoor and outdoor environments, including classrooms, restrooms, kitchens, fenced playgrounds, shaded areas, accessible drinking water, and emergency equipment [[Facility Evaluation Report Childcare Center.pdf](#)]. Furthermore, the center received a 5-star rating by the Quality Start Riverside County assessment [[Child Development Center Blythe News pvvt.com 6.16.2025.pdf](#)].

Student feedback is also considered when evaluating campus facilities. In the Fall 2025 Student Satisfaction Survey, 64 percent of students rated the appearance and maintenance of facilities and grounds as "Excellent," with an additional 26.67 percent rating them "Good." The results reflect broad satisfaction with the College's facilities. Similarly, 50.67 percent rated campus safety and security as "Excellent," and 25.33 percent rated it "Good." Feedback reflects that students perceive PVCCD facilities as safe and effective in supporting operations [[Student Satisfaction Survey Results Fall 2025.pdf](#)].

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

Cybersecurity

PVCCD safeguards its technology systems through monitoring tools, incident-response procedures, and technology policies. The Microsoft Secure report shows that the College maintains an overall security rating of 80.29, which is significantly higher than the peer average of 43.23 [[SecureScore.pdf](#)]. Within the overall score, the College shows particularly strong security controls in Device and application security [[SecureScoreBreakdown.pdf](#)].

The IT department continuously monitors phishing and ransomware risks through Microsoft Defender security dashboards. The College maintains high marks of 95.8/100 (phishing) and 80.96 (ransomware) [[Ransomware Dashboard Monitoring.pdf](#)]. Furthermore, 83% of the College's devices are protected by Defender for Endpoint. Email protections include Zero-Hour Auto Purge, which removed 1620 malicious emails from inboxes in just over two months [[Malicious email monitoring.pdf](#)].

The College partnered with a managed Security Operations Center (SOC) to strengthen its cybersecurity. SOC analysts investigate alerts, assess Device and identity activity, revoke active sessions, and deactivate compromised accounts. Device-level incidents are addressed using Defender for Endpoint features such as antivirus scans, automated investigation, live response

sessions, device isolation, and custom indicators that block malicious file hashes, URLs, and IP addresses [[Palo Verde College - G365 Alert Investigation and Remediation Guidelines.pdf](#)]. These procedures ensure consistent handling of identity compromise, anomalous authentication, malware activity, and endpoint threats.

Device Security across PVCCD is managed through Microsoft Intune, which standardizes security configurations and access controls [[Palo Verde-Intune Deployment and Configuration.pdf](#)]. Security controls include encryption, credential management, and role-based access restrictions. These security controls centralize endpoint management and ensure the College complies with the required standards.

Acceptable Use Policies

Board Policies and Administrative Procedures establish requirements for responsible and secure use of technology resources. Board Policy 3720 communicates requirements for appropriate computer and network use and mandates annual cybersecurity refresher training for employees [[BP3720 - Computer and Network Use.pdf](#)]. AP 3720 operationalizes the BP 3720 by outlining security credential requirements, acceptable use rules, and compliance obligations [[AP3720 - Computer and Network Use.pdf](#)]. BP 3725 and AP 3725 ensure accessible and compliant information by requiring compliance with Section 508 and Section 504 accessibility standards [[BP3725 - Information and Communications Technology Accessibility & Acceptable Use.pdf](#)] [[AP3725 - Information and Communications Technology Accessibility & Acceptable Use.pdf](#)].

GLBA Compliance

In 2025, the College completed a districtwide Gramm-Leach-Bliley Act (GLBA) compliance assessment. The assessment provided a comprehensive review of safeguards and benchmarked current practices against the federal Safeguards rule. The results showed strong baseline protections across domains, including secure data backup practices and detection capabilities. The College is currently implementing the assessment's recommended roadmap, including developing a written information security program, implementing cyber-resilience training, and enhancing data management procedures. These actions ensure that PVCCD remains secure, aligned, and adaptive to federal requirements [[GLBA Assessment Executive Review.pdf](#)].

Wireless Access

IT modernized wireless access on campus by upgrading 50 access points with a centrally managed wireless infrastructure. The upgraded system improved authentication and network reliability [[Aruba Wireless Project PSE v2.pdf](#)].

The College maintains backup servers, proxy servers, Windows repositories, scale-out repositories, and object-based storage used to protect virtual machines, physical servers, and file shares through scheduled backup and replication jobs [[Veeam Backup Inventory.pdf](#)].

The College assesses the performance and reliability of its technology services through continuous Helpdesk monitoring. During the most recent year, 2,717 tickets were closed, representing a 16 percent increase and demonstrating enhanced responsiveness to users [[2nd YR Accomplishments v3.pdf](#)]. Findings from Helpdesk trend analysis support improvements to systems, staff training, and infrastructure planning.

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

Financial, environmental, technological, and other emergency scenarios are addressed through PVCCD's comprehensive risk management strategies and contingency policies, ensuring continuity of operations. Reserve practices, emergency response procedures, insurance coverage, training, and technology-supported continuity systems further strengthen the District's ability to protect people, assets, data, and institutional services.

Emergency Notifications

In the event of an emergency, the College uses Regroup Mass Notification systems to send text, email, voice, and mobile application alerts to the entire college community [[Regroup Emergency Notification.pdf](#)]. On-campus signage throughout classrooms and posted by officers guides what to do in emergencies, such as fires and active shooter events [[Emergency Procedures Poster.pdf](#)]. Together, these measures ensure emergency protocols remain visible and consistently conveyed.

Emergency Response Plan

Administrative Procedure 3505 serves as the College's Emergency Response Plan. The Emergency Response Plan aligns with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). The plan establishes a multi-level response system that integrates local, regional, and state operations through the Incident Command System to manage personnel, resources, and communications during an emergency. AP 3505 addresses preparedness and training as well, mandating training based on roles. Lastly, after-action reporting supports the evaluation and improvement of the emergency response procedures [[AP 3505 Emergency Response Plan.pdf](#)].

Liability Insurance and Risk Management

Emergency preparedness is further supported by insurance protection from Keenan and Associates and the SAFER/SWACC risk pooling program, which provides property, liability, and cyber protections. SAFER insures more than \$137.8 billion in value across California community colleges. This vast risk pool demonstrates the capacity to absorb large-scale losses and withstand emergencies [[2025-2026 SAFER SWACC Renewal.pdf](#)]. The SAFER Cyber Program and SWACC risk management services provide the framework for managing cyber risk. SAFER provides continuous monitoring, resilience training for employees, and response planning and vulnerability evaluations [[SWACC Committee \(July 2025\).pdf](#)].

The College also participates in the Riverside Schools Risk Management Authority (RSRMA) for workers' compensation and liability protection, as documented in its FY 2025–2026 certificate of coverage [[RSRMA PIPS Spreadsheet 2025-26 FINAL.pdf](#)]. These coverage structures ensure the College has protective measures and financial resources to withstand emergencies and operational disruptions.



Standard 4: Governance and Decision-Making

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

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

Academic Freedom

The College's commitment to academic freedom and integrity is publicly available through the catalog and website. The Academic Freedom Statement, published in the catalog, unequivocally declares the institutional commitment to freedom of inquiry and expression. The policy recognizes that higher education is conducted for the common good, which depends upon the free search for truth and its free exposition [[Academic Freedom Statement](#)]

Academic Integrity

The Academic Honor Code, published in the catalog under Students Rights and Responsibilities, sets clear expectations for academic integrity, and explicitly defines cheating as "seeking credit for academic work through the use of dishonest, deceptive, or fraudulent means" [[Academic Honor Code](#)]. The Honor Code further defines plagiarism as a deliberate attempt to use another's work without identifying the source, to pass off such work as the student's own, or to fail to give full credit for ideas or materials taken from another.

When Academic Dishonesty is suspected, the College treats it student misconduct under Administrative Procedure 5500, which specifies that penalties may include the removal, suspension, or expulsion of the student [[Administrative Procedure 5500 – Standards of Conduct](#)].

Student Rights and Responsibilities

The Student Rights and Responsibilities document in the College Handbook articulates the principles of student conduct. It states that students charged with serious misconduct will be given due process consistent with California Education Code 66017. Academic Dishonesty procedures are further standardized through the use of template letters and procedures for communicating decisions to students [[Academic Honor Code](#)] [[Administrative Procedure 5500 – Standards of Conduct](#)] [[Student Rights and Responsibilities](#)] [[Academic Dishonesty Procedures](#)] [[Academic Dishonesty Faculty Template Letter](#)].

Board and administrative policies are the foundation for PVCCD's commitment to these statements. Board policy 4030 documents that the search for truth and free expression are central to teaching and learning. It protects academic freedom and the tradition to engage in instruction and inquiry without undue restrictions, and students' right to freedom in learning. Administrative Procedure 4030-1 further defines commitments to academic freedom by setting forth minimum standards that protect students' free expression, and their rights to take reasoned exception to course content, and to be evaluated on an academic basis rather than on personal beliefs unrelated to course objectives [[Board Policy 4030 - Academic Freedom](#)] [[Administrative Procedure 4030-1 Academic Freedom: Students](#)].

Continuous Improvement on Academic Integrity and Freedom

Faculty governance has continued to discuss academic integrity and academic freedom in the context of Artificial Intelligence, how this new and evolving technology intersects with Academic Freedom, and how to leverage it to support student learning. Faculty members had previously met with Dr. Robinson to discuss the topics, which were then brought to the Academic Senate for further discussion and recommendations. The Academic Senate's handling of Artificial Intelligence policy demonstrates that decision-making is not confined to administration, but that ample opportunity is given for stakeholders to share their input and shape policies [[Academic Senate Minutes - February 11, 2025 AI Classroom Guidelines](#)]

PVCD demonstrates its commitment to academic freedom and integrity through Board policies, administrative procedures, the student-facing catalog and handbook, and operationalizes that commitment through consistent processes and documentation.

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

Roles, responsibilities, and decision-making authority at Palo Verde Community College District (PVCCD) are clearly defined through Board policies and administrative procedures. These policies and procedures distinguish governing board authority, executive responsibility, and participatory governing roles. These structures establish clear lines of accountability while providing formal opportunities for faculty, staff, administrators, and students to participate in institutional decision-making.

Policies on Governance Structures

The final decision-making authority on institutional policy matters is the Board of Trustees. Board Policy 2510 clearly documents the Board's authority, which is operationalized through Administrative Procedure 2510, together creating the framework for collegial governance. AP 2510 operationalizes the Board Policy by requiring the Superintendent/President to establish a shared governance structure through committees and the College Council. AP2510 provides further details

on how recommendations move through committees and are forwarded to the Board. Lastly, it lays out the requirements for transparency and communication through the use of meeting minutes to disseminate information across the College community and the public at large [[Board Policy 2510](#)] [[Administrative Procedure 2510](#)].

Collegial governance is practiced through a formal decision-making model, not ad-hoc meetings. Administrative Procedure 2510 defines each committee and assigns it a charge, membership, and reporting relationship. Recommendations flow in a defined pathway from subcommittees to Committees to the College Council. The College Council is a fully integrated committee that reviews all recommendations and reaches consensus before submitting them to the Board of Trustees. When the College Council does not reach consensus, differing recommendations are still presented [[Administrative Procedure 2510](#)].

Decision Making in Program Review

One example of how these roles and decision-making pathways operate in practice is demonstrated through the program review process. Program reviews are self-study documents created at the program level and reviewed by the Assessment and Accreditation Committee. That committee evaluates each submission using a standardized rubric and works with programs to refine their reviews. Following approval, the committee forwards the review with recommendations through institutional governance channels, including the Academic Senate and College Council [[Program Review AA Business & Technology](#)] [[Assessment and Accreditation Committee Program Review Business and Technology Approval](#)] [[Academic Senate Program Review Agenda](#)] [[College Council AA Business & Technology Program Review](#)]. Completed program reviews are then presented to the Board of Trustees for final consideration as part of the Board's oversight role [[Board Minutes Program Review](#)].

Collectively, Board policies, administrative procedures, organizational structures, and documented decision pathways demonstrate that roles, responsibilities, and authority for decision-making are clearly defined and communicated. Institutional structures provide opportunities for stakeholder participation and ensure that decisions affecting programs incorporate relevant perspectives.

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

In keeping with Board Policy 2510 and Administrative Policy 2510, decision-making at PVCCD follows a defined participatory process where committees develop and review policy recommendations [[Board Policy 2510](#)] [[Administrative Procedure 2510](#)]. Appropriate governance bodies review those policies and recommendations before administrative or Board approval.

Decision Making in Practice

The College demonstrated consistent use of decision-making structures by developing and refining instructional guidance on generative artificial intelligence. The Academic Standards Committee, a subcommittee of the Academic Senate, voted to bring forward a series of AI Classroom Guidelines along with a set of recommendations including posting the guidelines in conspicuous locations, allowing faculty to select AI guidelines based on individual assignments instead of having an umbrella policy for the entire course or College, and the creation of a permanent subcommittee to facilitate ongoing AI policy development [[Academic Senate – December 10, 2024 AI Standards](#)]. The same topic was then taken up in College Council discussion as part of a cross-constituency deliberation, reflecting the use of intuition-level governance structures for issues affecting teaching, learning, and student expectations [[College Council – AI framework](#)]. The Academic Senate has been responsive to changes in the AI landscape and has continued to deliberate and improve the policy and guidelines. An example of further refinement is the Academic Senate's discussion of the intersections of AI use and academic freedom and honesty in 2025 [[AI Classroom Guidelines, Academic Senate Minutes, February 11, 2025](#)]. The Academic Senate took care to balance the benefits of the technology with the need to uphold academic honesty when it adopted formal guidelines for the use of AI [[Academic Senate – Guidelines for the Use of AI](#)].

An example of collaborative decision-making that advanced the College's mission of providing personal and professional growth to learners through a commitment to equity and support for student achievement is the work of the College's committees and subcommittees on low-cost textbooks. The issue of Low-Cost Textbooks originated in the Academic Standards subcommittee following a statewide recommendation from ASCCC that local academic senates adopt a \$30 threshold for a course to be considered low-cost. The subcommittee engaged in substantial

discussions about resubmitting textbooks, flexibility in thresholds, and the calculation of costs. Following discussions, the committee voted unanimously to move the recommendation forward [\[Academic Standards – Low Cost Textbook Definitions\]](#). The following month, consistent with BP 2510, the Academic Senate adopted the recommendations of the Academic Standards Subcommittee. The Senate considered ASCCC's statewide guidance. The Senate took action to adopt the recommendations, framing it specifically around increased student access and affordability [\[Academic Senate – May 13, 2025 Low Cost Textbooks\]](#).

Review and Revision of Administrative Procedures

The review and revision of administrative procedures demonstrates an effective policy review cycle that supports collaboration towards equitable outcomes. The review of Administrative Procedure 5530 - Student Rights and Grievances, scheduled to begin in October 2025, is one such example. AP 5530 - Student Rights and Grievances underwent a first-read review [\[Administrative Procedure 5530\]](#). The review was not a rubber-stamp approval, but instead an in-depth discussion. The Academic Senate categorized changes into three categories: legally required edits, locally recommended edits, and student recommendations [\[Academic Senate October 30 2025 minutes AP 5530 Update\]](#). Students, as primary stakeholders, reviewed the policy independently and shared their perspectives. The Academic Senate discussed appeals and administrative flexibility, among other topics, that demonstrate deliberate use of the decision-making structure. The Academic Senate further refined AP 5530 to address hearing processes, appeals, and due process protections [\[AP 5530 Proposed Changes\]](#). In November 2025, the Academic Senate took up a second reading of AP 5530 [\[Academic Senate – November 18, 2025 AP 5530 Approval\]](#). The second reading shows that the Academic Senate follows an iterative process that allows sufficient time and opportunity for input and revisions before approval. The Academic Senate approved an administrative procedure and submitted it to the College Council for review by a wide constituency. No unilateral changes emerged from the College Council, which demonstrates a healthy respect for the process [\[College Council December 2 2025 AP 5530 Approval\]](#). After this robust governance review process, in March 2026, the AP appeared before the Board of Trustees for a first read [\[Board of Trustees Agenda March 10 2026 AP 5530\]](#).

The College consistently follows this repeatable process of committee review, discussion, revision,

and, when necessary, Board approval. By closely following AP 2510, the process supports a collegial environment by providing a structured format for dialogue and shared governance.

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

Board of Trustees Goals and Self-Evaluation

The Board of Trustees takes responsibility for the quality and stability of PVCCD by regularly monitoring goals and the institution's fiscal health, and by using formalized evaluation processes. The Board sets annual goals that articulate its governance-level priorities and provide a framework for discussions during the academic year ([Board Goals - 2024-2025](#)). The Board of Trustees also holds itself accountable through its self-evaluation. Retreat agendas and minutes document review of Board self-evaluation results and discussion of Board goals within an established governance cycle ([9.27.25 BOT Special Meeting Board Retreat Meeting Minutes](#)). The Board self-evaluation instrument reflects trustee assessment of governance roles, policy responsibilities, fiscal understanding, institutional performance awareness, and accreditation involvement, providing a structured mechanism for identifying areas for governance improvement ([2024-25 Board Self Evaluation Results.pdf](#))

The *Guide to Accreditation for Governing Boards* underscores that responsibility for institutional quality and stability is exercised through policy leadership, goal setting, review of institutional performance information, and evaluation of leadership, with an emphasis on focusing on the "what" rather than prescribing operational methods ([Guide to Accreditation for Governing Boards](#)). The Board demonstrated its commitment to its role in ensuring quality and stability by participating in ACCJC training in October 2024. The training addressed the Board's roles and responsibilities in governance and accreditation ([ACCJC Board Presentation October 2024](#)).

Board of Trustees Oversight

The Board of Trustees demonstrates oversight of institutional direction and stability by approving and receiving information related to the Comprehensive Educational Plan (CEP), which serves as the overarching framework for academic, student services, facilities, technology, and resource planning.

The CEP was presented to the Board of Trustees in May 2024. The presentation covered their role in reviewing and approving high-level planning at PVCCD. Furthermore, the presentation outlined the College's support for the Board through data-informed planning and the review of Board-aligned goals [[CEP Board Presentation 5-14-2024](#)] [[CEP Presentation to the Board](#)].

The Board of Trustees is regularly presented with and reviews data related to institutional performance from various areas of the College. Examples of the Board's monitoring of institutional performance include scheduled study sessions, during which the Office of Institutional Research and Effectiveness (RPIE) presented data to the Board. Presentations in September 2024 and April 2025 briefed the Board of Trustees on the College data driving the state apportionment and the trends impacting the College's stability. The RPIE presentation explains the connection between metrics such as enrollment, FTES, and student success and the College's fiscal health. These presentations represent that the Board of Trustees regularly monitors institutional data [[Study Session – September 24, 2024 – RPIE Presentation](#)] [[April 22, 2025 Institutional Data Presentation](#)].

Board of Trustees Monitoring of Fiscal Health

The Board of Trustees also monitors the College's fiscal health through structured reporting and workshops. In May 2025, the Board held a Budget workshop that explained the Board's legal role in adopting and revising the budget. It also provided an overview of budgeting principles, including transparency, participation, planning, and long-term fiscal stability. The budget workshop presented the alignment between budget priorities and the mission and goals at the local and statewide levels. The Board reviewed the 2025-2026 tentative budget, focusing on cost-of-living adjustments, growth rates, and deferrals [[Board of Trustees Budget Workshop 2025](#)]. The Board responded to the training by asking clarifying questions about fiscal accountability and deadlines. The Board discussed at length FTES caps and the implications of approaching or exceeding 3,000 FTES, given the potential loss of WUE eligibility. In keeping with their responsibility to monitor the College's fiscal health, the Board regularly reviews budget assumptions and risk factors. The Board asks clarifying questions that demonstrate their active role in governance [[Board of Trustees Minutes 5.27.25](#)].

In addition, regular Board agendas include administrative services reports that provide updates on budget development practices, internal controls, and fiscal process improvements for Board review

[\[Vice President of Administrative Services Report 4.2.26\]](#). These reports include information on budget prioritization practices, transition planning for zero-based budgeting, fixed-asset inventory planning, payment processing controls, and reconciliation processes that support fiscal stewardship and transparency.

[Superintendent/President Goal Setting](#)

Evaluation of the Superintendent/President is the primary mechanism through which the Board of Trustees takes responsibility for institutional leadership. In 2024-2025, the Board of Trustees completed the first formal review of the Superintendent/President. The process followed Administrative Procedure 2435 and relied on goals and objectives laid out in the performance goals and objectives. Furthermore, the Board and the Superintendent/President agreed on the instrument of evaluation and limited it to the items included in that term. Lastly, the Board and the Superintendent/President agreed upon goals and priorities for the following year at the close of the evaluation process [\[Administrative Procedure 2435\]](#) [\[Palo Verde College Superintendent/President Evaluation Summary 2025 Final – Signed\]](#).

PVCCD recognizes that recent governance stress and leadership transition have created instability, increasing the importance of Board oversight and formal evaluation processes to support institutional quality.

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

[Superintendent/President Selection](#)

Institutional policy gives the Board of Trustees the authority to select and evaluate the Superintendent/President. Furthermore, policy establishes that the Superintendent/President has full authority to run the College by administering the policies adopted by the Board and executing all Board decisions that require administrative action. The Superintendent is further empowered to interpret Board policies and delegate where appropriate [\[Board Policy 2430\]](#).

The Board of Trustees convened a special meeting to select a Superintendent/President in April 2024. The Board interviewed finalists for the position in a closed session, selected a candidate, and authorized negotiations [[Special Board Meeting April 11, 2024](#)] [[Special Board Meeting April 26, 2024](#)]. The Board reported the action in open session, demonstrating its authority, confidentiality, and collective decision-making. The Board then approved the contract at its June meeting. [[Regular Board Meeting May 14, 2024](#)] [[Regular Board Meeting June 11, 2024](#)].

Once appointed, the Superintendent/President is delegated full authority to manage day-to-day operations to ensure the effective administration in support of the District's mission. The delegation of authority is consistent with Board policies and administrative procedures. The Board retains the responsibility for goal setting and oversight consistent with accreditation expectations [[Board Policy 2430](#)].

Early in the tenure of the selected Superintendent, the Board of Trustees conducted a trusteeship refresher. The session focused on the role of the trustee, their responsibilities and constraints, and appropriate Board conduct, demonstrating their commitment to role clarity and ethical conduct [[Special Board Meeting July 18, 2024 Board Study Session](#)]. In the fall of 2024, the Board reinforced the refresher from July by initiating ACCJC-led training on Board responsibilities and actions in accreditation. Discussion during the training included hiring, evaluation, and delegating to the CEO while remaining at the policy level and not interfering in daily operations, and acting as a collective entity [[October 22, 2024 Study Session Minutes](#)].

[Superintendent/ President Evaluation](#)

During the September 27, 2025, Board retreat, the Board of Trustees, in following AP 2435, conducted activities to evaluate the Superintendent/President. All trustees completed the evaluation, which included thirty-four questions across the areas of institutional leadership, fiscal and operational oversight, communication and community relations, equity, inclusion, college culture, board relations, and progress toward established goals [[Administrative Procedure 2435](#)] [[Board of Trustees Special Board Retreat Minutes, September 27, 2025](#)].

The evaluation used the instrument and performance goals that the Board and the

Superintendent/President had previously agreed upon. The process concluded with the Board rating the Superintendent as "Satisfactory." The Board cited fiscal performance, program expansion, increases in student success metrics, and institutional compliance as areas of success. The Board also identified areas for improvement, citing the need for increased visibility at community events, clear communication about the Needles Center, and more frequent updates on student support programs [[Palo Verde College Superintendent Evaluation Summary 2025](#)] [[Powerpoint Evaluation 9.11.25](#)].

During a regular Board meeting in April 2026, the Board reported that, in closed session, they voted to terminate the Superintendent/President's contract without cause [[Board of Trustees Regular Meeting - Apr 14 2026 - Apr 14 2026 - Minutes - Pdf.pdf](#)]. Following BP 2432, the responsibilities of the Superintendent/President passed to the Assistant Superintendent, Vice President of Instruction and Student Services. The President's Office notified the College immediately [[Board Policy 2432 Superintendent/President Succession](#)] [[Superintendent/President Succession Email](#)].

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

The Palo Verde Community College District Board of Trustees, under BP 2200, is responsible for setting institutional policy, fulfilling fiduciary responsibilities, and conducting College business in open meetings. The Board has carried out its responsibilities through documented actions on policies, budgets, and board development, while navigating governance tensions [[BP 2200 Board Duties and Responsibilities](#)].

Board of Trustees Review of Board Policies

The Board has effectively set institutional policy through its readings and approvals of governance, fiscal, security, and hiring policies. On October 8, 2024, the Board conducted a first reading of a group of policies, including BP 2310 Regular Meetings, BP 2330 Quorum and Voting, BP 2430 Delegation to Superintendent/President, BP 2435 Evaluation of Superintendent/President, BP 6300 Fiscal Management, and BP 6400 Audits. [[Regular Board Meeting Minutes October 8, 2024](#)]. On

November 12, 2024, the Board completed a second reading and approved the package [[Regular Board Meeting Minutes November 12, 2024](#)].

Responsible action on major financial matters has been maintained during this period of governance difficulty. At the September 2024 Board Meeting, the Board hosted a public hearing on the 2024-2025 final budget. They engaged in discussion and adopted the budget by motion and recorded vote, demonstrating collective judgment and accountability [[Regular Board Meeting Minutes, September 10, 2024](#)]. The Board further demonstrated effective governance through its engagement with the external audit. At the February Board meeting, they received a formal presentation from an independent external auditor. They posed questions to members of the public and reviewed the scope, standards, and limitations of the audit.

Another example is from the February 10, 2026, regular board meeting, where the Board accepted the District's FY 2025 audit report, which found no financial statement, federal award, or state compliance testing issues [[Regular Board Meeting Minutes February 10, 2026](#)]. The Board has continued this pattern of oversight of financial matters, as in February 2026, when it received a formal presentation from an external auditor. The auditor explained the scope, limits, and standards of the audit, and the Board and members of the public asked questions. The auditor stated that the Board has the authority to direct further review, including forensic audits. The audit concluded with no findings in financial statements, federal awards, or state compliance. The Board accepted the audit by motion and a recorded vote.

Board of Trustees Self-Evaluation

Board Policy 2745 establishes an annual self-evaluation cycle concluding with Board action for approval of the evaluation and the performance goals [[Board Policy 2745](#)]. Trustees completed identifying achievements and areas for improvement. Board members broadly agree that meetings are conducted in an orderly, efficient manner that allows for open and adequate discussion. They also mostly agree that once the Board makes a decision, members cease debate and uphold the decision. The Board's opinion is more mixed on whether Board members respect the role of the Superintendent/President and whether the Board upholds a code of ethics and a conflict-of-interest policy [[Board of Trustees Self-Evaluation 2024-25 Results](#)]. Trustees completed the evaluation in July 2025 and reviewed the results at the September 27, 2025 [[Board of Trustees Special Meeting and](#)

[Board Retreat Minutes September 27, 2025](#)].

To satisfy ER 4, the Board officers at PVCCD are elected from among the trustees. Furthermore, the Superintendent/President is not a trustee and does not serve as the Board's chair [[Board Policy 2210 Officers](#)].

Public comment at the September 27, 2025, retreat raised concerns about CSEA negotiations, which had extended past 15 months without a contract, and about the accessibility for the Blythe community when the Board met in Indian Wells [[Board of Trustees Special Meeting and Board Retreat Minutes September 27, 2025](#)].

Governance Challenges

The Board experienced challenges in reaching consensus on organizational matters in 2025-2026. The Board was unable to reach an agreement on the appointment of a provisional trustee. However, the Board did follow appropriate governing measures. When motions to appoint a provisional trustee failed, the Board approved a motion to call a Special Election, which demonstrated appropriate reliance on established governance mechanisms. Board officers for 2026 were not elected at that meeting, but despite the challenges, the Board continued to function and conduct business under existing bylaws and policies. The adherence to formal processes rather than individual action reflects its commitment to collective governance [[Regular Board Meeting, December 9, 2025](#)].

C. Required Documentation

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

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
---------------	---------------

i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	Authority
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	1ii BP1200 - District Mission.pdf 1ii AP 3250 Institutional Planning.pdf Comprehensive Education Plan & Periodic Review of the Mission Statement
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	1iii Governing Board Approval of Mission.pdf Reaffirmation of the Mission Statement
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	1iv EOTS Mission Goals Objectives SAOs Worksheet.pdf 1iv Full Admin Council Objective Worksheet 1.pdf Student Equity Plan
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	1v Palo Verde College Institution Set Standards 2025 v02.pdf Institutional Set Standards

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: - Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees - Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities - Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) - Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)	2i BP 4100 Graduation Requirements for Degree and Certificates.pdf 2i AP 4100 Graduation Requirements for Degree and Certificates.pdf 2i. Program and Course Approval Handbook.pdf Program Length and Design
ii. Documentation that the institution's transfer of credit policies include the following: - Any established criteria the institution uses regarding the transfer of credit earned at another institution - Any types of institutions or sources from which the institution will not accept credits - A list of institutions with which the institution has established an articulation agreement - Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See Policy on Transfer of Credit	2ii Advanced Placement.pdf 2ii BP 4235 Credit for Prior Learning.pdf 2ii AP 4235 Credit for Prior Learning.pdf 2ii Articulation Agreements.pdf
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)	Institutional Disclosure and Advertising and Recruitment Materials
iv. Documentation of clear policies and procedures for handling student complaints, including: - Evidence that these policies/procedures are accessible to students in the catalog and online; - Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	2iv BP 3815 Complaints Against Employees Policy.pdf 2iv AP 3815 Complaints Against Employees.pdf 2iv Student Rights and Grievances.pdf
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: - Accurate and consistent implementation of complaint policies and procedures - No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	2vii BP 5040 Student Records Policies.pdf 2vii AP 5040 Student Records.pdf
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	2viii AP 4021 Program Discontinuance.pdf
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: - Findings from any audits and program/other review activities by the U.S. Department of Education (ED) - Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	Not Applicable
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: - Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit - Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) - Policies regarding protection of student privacy See Policy on Distance Education and on Correspondence Education	2x AP 4105 Distance and Correspondence Education.pdf 2x AP 5040 Student Records, Directory Information, and Privacy.pdf
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Not Applicable
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	2xiii BP 4235 Credit for Prior Learning.pdf 2xiii AP4235 Credit for Prior Learning.pdf
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Contracts
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not Applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	3i AP7120.pdf 3i BP7120.pdf Hiring Procedures
ii. Employee handbooks or similar documents that communicate expectations to employees	CTA CBA-2022-2025 Final.pdf CSEA Contract 2024 - 2027.pdf
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	3iii For Year Ending June 30, 2021.pdf 3iii Foundation For Year Ending June 30, 2021.pdf 3iii Palo Verde CCD Audit Report June 30, 2022 - Final.pdf 3iii Palo Verde CCD Audit Report June 30, 2023 - Final.pdf Audits
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	3iv AP6200.pdf 3iv AP6250.pdf 3iv BP6200.pdf 3iv PVC 2021 Integrated Planning Manual - presented to BOT - September 14 - 2021.pdf Budget Development and Allocation Processes
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	3v AP6300.pdf 3v BP6250.pdf 3v BP6300.pdf
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	3vi AP3720.pdf 3vi BP3720.pdf Acceptable Use Policies
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	Not Applicable
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	3viii CSEA CBA 2021-2024.pdf 3viii CTA CBA-2022-2025 Final.pdf
ix. Written code of professional ethics for all personnel including consequences for violations	3ix BP3050.pdf

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	4i BP 2431.pdf 4i AP 2431.pdf 4i BP 2435.pdf 4i AP 2435.pdf Superintendent / President Selection Superintendent/President Evaluation
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	4ii BP 2210.pdf
iii. Governing board policies/procedures/bylaws related to Board Ethics	4iii BP 2715.pdf
iv. Governing board policies/procedures/bylaws related to conflict of interest	4iv BP 2710.pdf 4iv AP 2710.pdf 4iv AP 2712.pdf

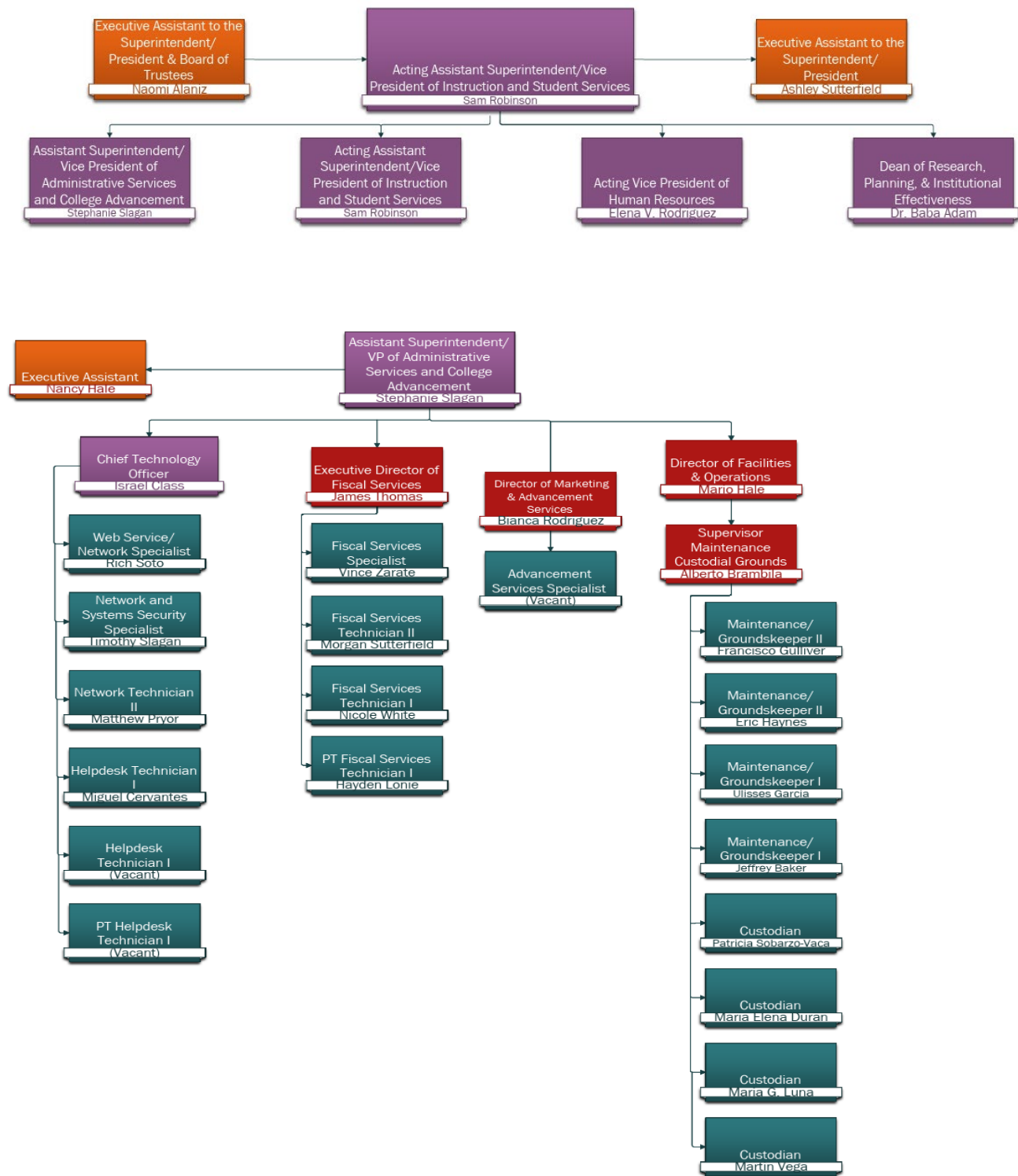
Other Federal Regulations and Related Commission Policies

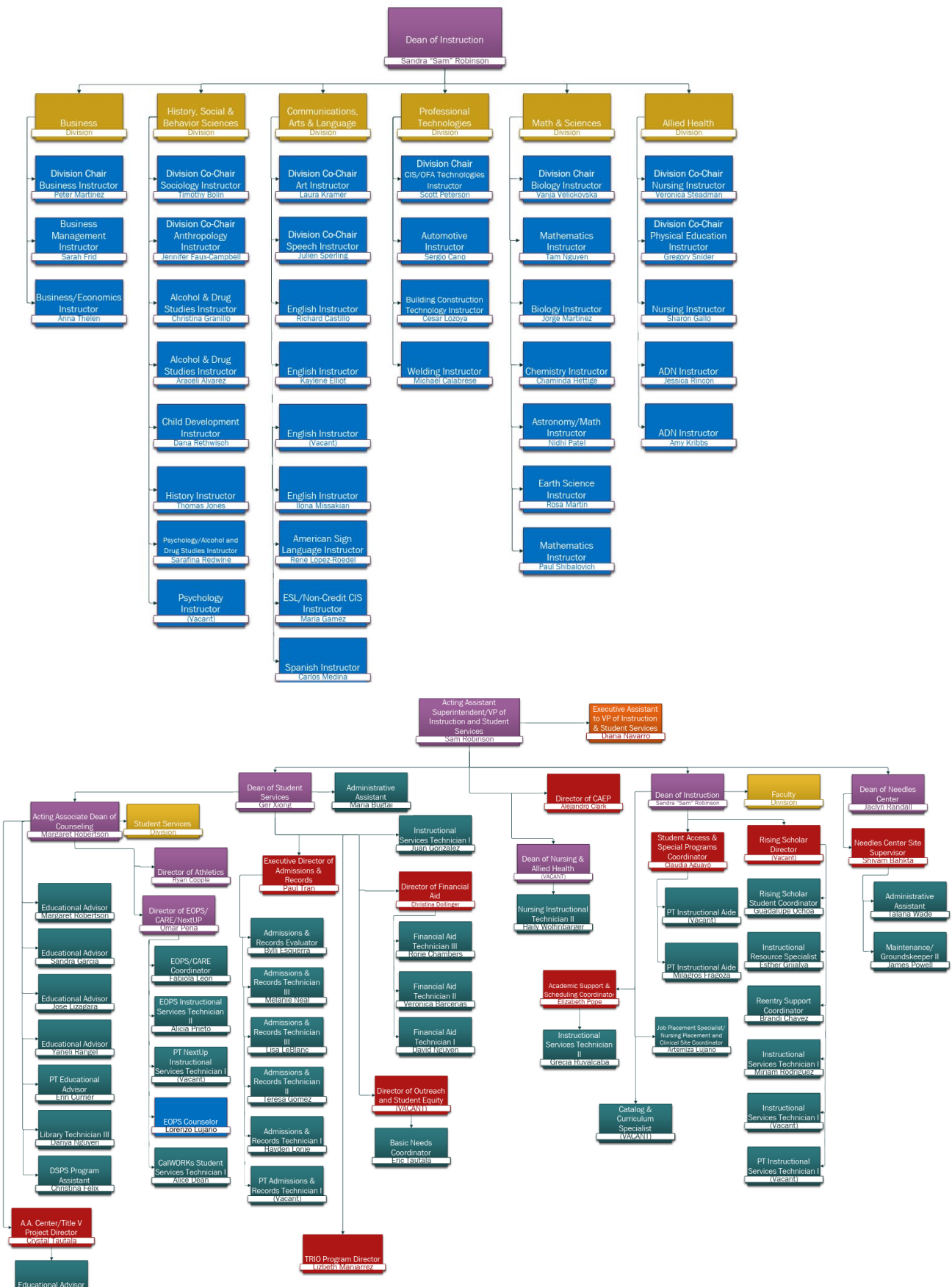
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	Solicitation of 3rd Party Comment
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	PVCCD Landing Website Accreditation.pdf PVCCD Website Accreditation.pdf

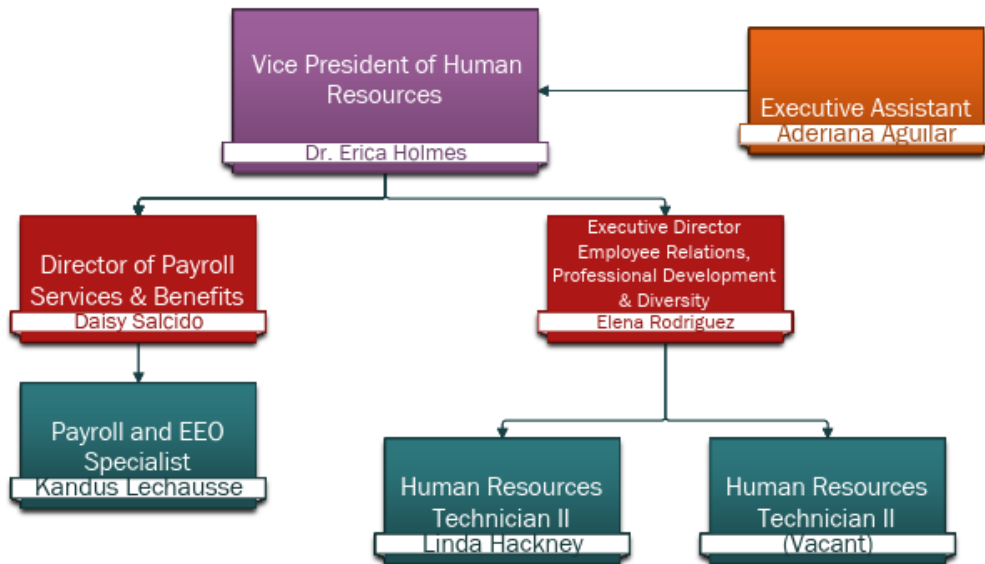
D. Appendix 1: Verification of Catalog Requirements (ER 20)

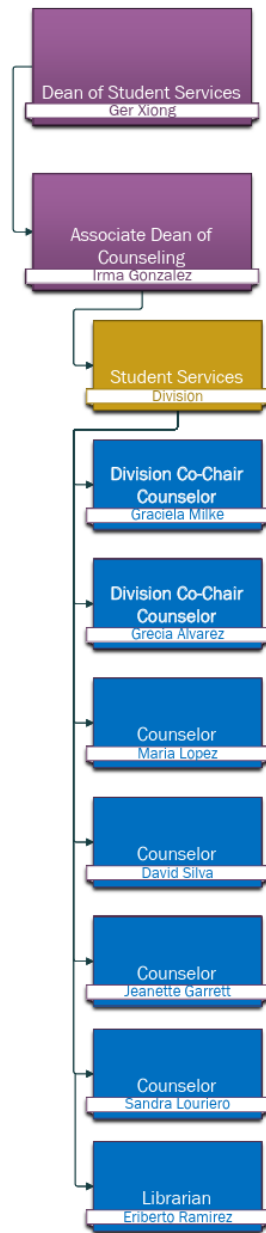
REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 1
Educational Mission	Page 14
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 10
Course, Program, and Degree Offerings	Pages 65, 110
Student Learning Outcomes of Programs and Degrees	Page 65
Academic Calendar and Program Length	Page 6
Academic Freedom Statement	Page 13
Available Student Financial Aid	Page 35
Available Learning Resources	Page 43
Names and Degrees of Administrators and Faculty	Page 310
Names of Governing Board Members	Page 4
Requirements	
Admissions	Page 23
Student Tuition, Fees, and Other Financial Obligations	Page 27
Degrees, Certificates, Graduation and Transfer	Page 57
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Page 52
Nondiscrimination	Page 11
Acceptance and Transfer of Credits	Page 24
Transcripts	Page 27
Grievance and Complaint Procedures	Page 54
Sexual Harassment	Page 54
Refund of Fees	Page 27
Locations or Publications Where Other Policies May be Found	
https://go.boarddocs.com/ca/pvccd/Board.nsf/Private#	

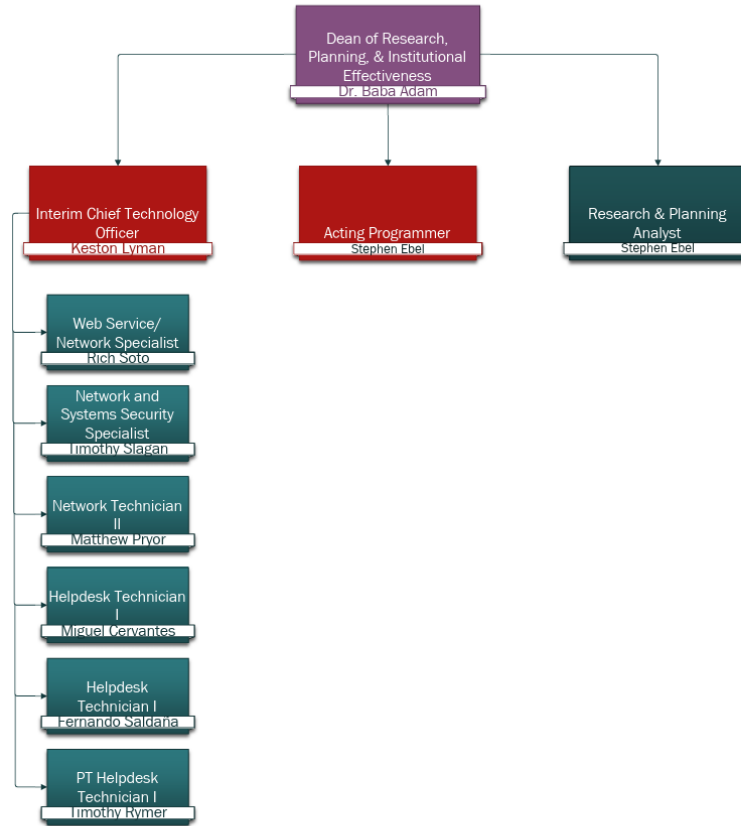
E. Appendix 2: Organizational Structure

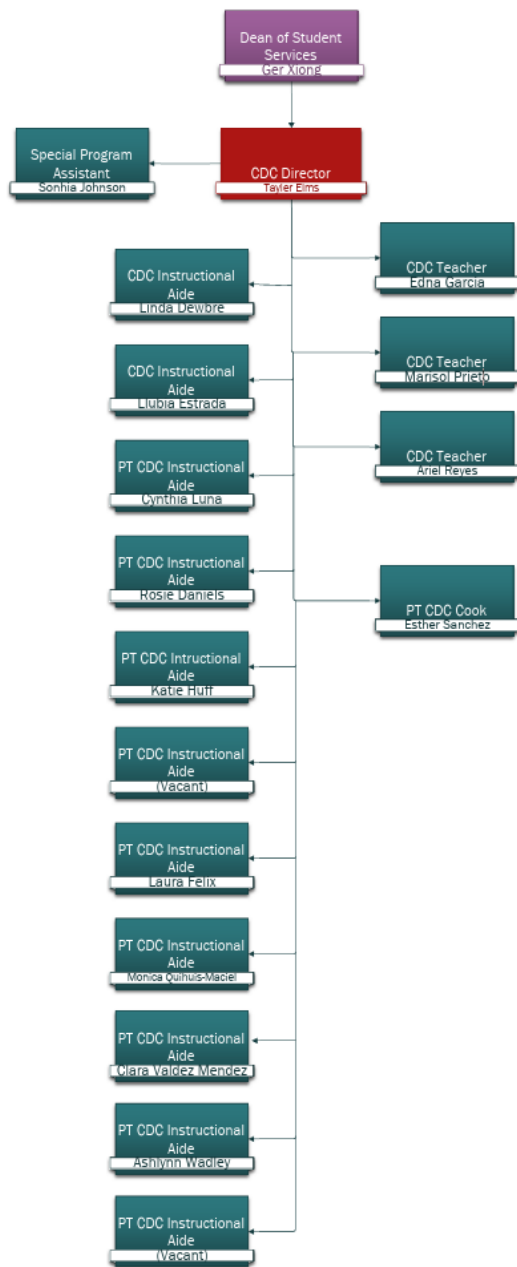












F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Main Campus
1 College Dr,
Blythe, CA 92225

Needles Center
725 W Broadway St.
Needles, CA 92363

2026 PVCCD ACCJC ISER BOT apprvd 6.9.26

Final Audit Report

2026-07-20

Created:	2026-07-16
By:	Naomi Alaniz (naomi.alaniz@paloverde.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAPRUKg6ZkWYqPVBg6mg5eenUo1uwXJyiO

"2026 PVCCD ACCJC ISER BOT apprvd 6.9.26" History

-  Document created by Naomi Alaniz (naomi.alaniz@paloverde.edu)
2026-07-16 - 11:13:54 PM GMT
-  Document emailed to Ed Knudson (ed.knudson@paloverde.edu) for signature
2026-07-16 - 11:16:46 PM GMT
-  Document emailed to gloria.copple@paloverde.edu for signature
2026-07-16 - 11:16:47 PM GMT
-  Document emailed to Jennifer Campbell (jennifer.campbell@paloverde.edu) for signature
2026-07-16 - 11:16:47 PM GMT
-  Document emailed to grace wehrli (stu-wehrli.grace@student.paloverde.edu) for signature
2026-07-16 - 11:16:47 PM GMT
-  Document emailed to Sam Robinson (sam.robinson@paloverde.edu) for signature
2026-07-16 - 11:16:48 PM GMT
-  Email viewed by Ed Knudson (ed.knudson@paloverde.edu)
2026-07-16 - 11:18:09 PM GMT
-  Document e-signed by Ed Knudson (ed.knudson@paloverde.edu)
Signature Date: 2026-07-16 - 11:18:36 PM GMT - Time Source: server - Signature Appearance Selected: TYPE
-  Email viewed by gloria.copple@paloverde.edu
2026-07-17 - 3:14:38 AM GMT
-  Email viewed by Sam Robinson (sam.robinson@paloverde.edu)
2026-07-19 - 7:30:43 PM GMT
-  Document e-signed by Sam Robinson (sam.robinson@paloverde.edu)
Signature Date: 2026-07-19 - 7:31:25 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_DRAW

 Email viewed by grace wehrli (stu-wehrli.grace@student.paloverde.edu)

2026-07-20 - 5:56:16 PM GMT

 Document e-signed by grace wehrli (stu-wehrli.grace@student.paloverde.edu)

Signature Date: 2026-07-20 - 5:57:34 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_DRAW

 Email viewed by Jennifer Campbell (jennifer.campbell@paloverde.edu)

2026-07-20 - 8:12:04 PM GMT

 Document e-signed by Jennifer Campbell (jennifer.campbell@paloverde.edu)

Signature Date: 2026-07-20 - 8:26:10 PM GMT - Time Source: server - Signature Appearance Selected: IMAGE

 Signer gloria.copple@paloverde.edu entered name at signing as Gloria Copple

2026-07-20 - 9:30:39 PM GMT

 Document e-signed by Gloria Copple (gloria.copple@paloverde.edu)

Signature Date: 2026-07-20 - 9:30:41 PM GMT - Time Source: server - Signature Appearance Selected: TYPE

 Agreement completed.

2026-07-20 - 9:30:41 PM GMT