



**PALO VERDE COLLEGE**

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

**Institutional Self-Evaluation Report**

**In Support of an Application for Reaffirmation of Accreditation**

Submitted by

Palo Verde College

to

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

December 13, 2019

## Certification

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Donald G. Wallace, Superintendent/President  
Palo Verde College  
One College Drive  
Blythe, CA 92225

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

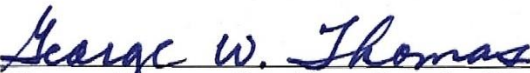
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



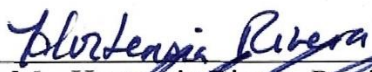
12/13/19

Dr. Don Wallace, Superintendent/President




12/13/19

Dr. George Thomas, President, Board of Trustees



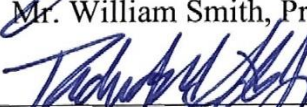
12/13/19

Ms. Hortensia Rivera, President, Academic Senate



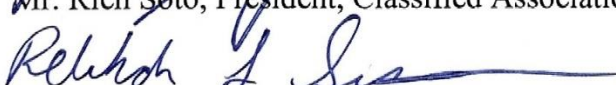
Mr. William Smith, President, Faculty Association (CTA)

12/13/19



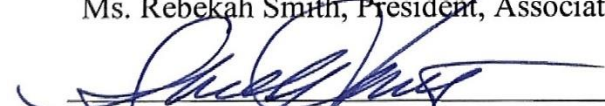
Mr. Rich Soto, President, Classified Association, (CSEA)

12/13/19




Ms. Rebekah Smith, President, Associated Student Government

12/13/19



Ms. Shelly Hamilton, Management/Confidential Representative

12/13/19



Dr. Scott Bauer, Vice President of Instruction and Student Services/Accreditation Liaison  
Officer

12/13/19

## Contents

Contents .....	3
A. Introduction .....	4
College History .....	4
Student Enrollment Data .....	5
Labor Market Data .....	24
Demographic Data and Socio-economic Data .....	24
Sites .....	24
Specialized or Programmatic Accreditation.....	25
B. Presentation of Student Achievement Data and Institution-set Standards .....	26
C. Organization of the Self-Evaluation Process.....	35
D. Organizational Information .....	37
E. Certification of Continued Compliance with Eligibility Requirements .....	42
F. Certification of Continued Institutional Compliance with Commission Policies .....	44
G. Institutional Analysis.....	46
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity .....	46
A. Mission .....	46
B. Assuring Academic Quality and Institutional Effectiveness.....	54
C. Institutional Integrity .....	67
Standard II: Student Learning Programs and Support Services .....	85
A. Instructional Programs .....	85
B. Library and Learning Support Services .....	107
C. Student Support Services .....	113
Standard III: Resources .....	125
A. Human Resources.....	125
B. Physical Resources.....	142
C. Technology Resources .....	148
D. Financial Resources.....	156
Standard IV: Leadership and Governance .....	174
A. Decision-Making Roles and Processes .....	174
B. Chief Executive Officer .....	183
C. Governing Board.....	193
D. Multi-College Districts or Systems .....	205
H. Quality Focus Essay .....	205

## **A. Introduction**

### **College History**

Palo Verde College is located in the agricultural Palo Verde Valley of southeastern California.

The College opened as part of the Palo Verde Unified School District in 1947 to fewer than 20 students. At that time, the College occupied a former Army Air Corps training base, Morton Air Academy, located six miles from the center of Blythe. In 1950, College enrollment had grown to 150 students, and by the end of that decade, the College moved to a Spanish-style building on East Hobsonway that had been a former high school.

With almost 500 students, the College relocated in 1967 to a new campus adjacent to the high school at the corner of Lovekin Boulevard and Chanslorway. The College district was created in 1973 with its own five-member Board of Trustees when it separated from the Palo Verde Unified School District.

By 1999, the district expanded to include the eastern part of San Bernardino County and the City of Needles and added two additional trustees to represent the San Bernardino County territory. Instruction in Needles started at the high school campus, and today, having achieved official recognition as an educational center in 2009, the Needles Center operates in the renovated Claypool Building, enrolling approximately 100 students.

In 2001, the main campus moved to its new 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 courses to the incarcerated students.

In the past nineteen years the correspondence program has expanded statewide to reach students at twenty-five other California Department of Corrections facilities. That expansion is due to inmates being transferred from prisons in Blythe to other locations.

On the Blythe campus the College opened the Technology Building in fall 2007, the Physical Education Complex in 2008 and the Fine and Performing Arts Center in 2012.

The College has long since recovered from a major financial crisis that struck in mid-2011. Today, the College has regained faculty and staff that had been lost due to voluntary separations during the crisis and has instituted more effective and transparent financial management practices.

In 2014, voters approved Measure P, a \$12.5 million district bond issue that resulted in greater financial stability for the College. In 2019, the College began an intercollegiate athletics program whose “Pirates” are starting their first season. The College also opened a Veterans Support Center and Student Success Center on the Blythe campus the same year.

## Student Enrollment Data

Figure 1: Student Headcounts

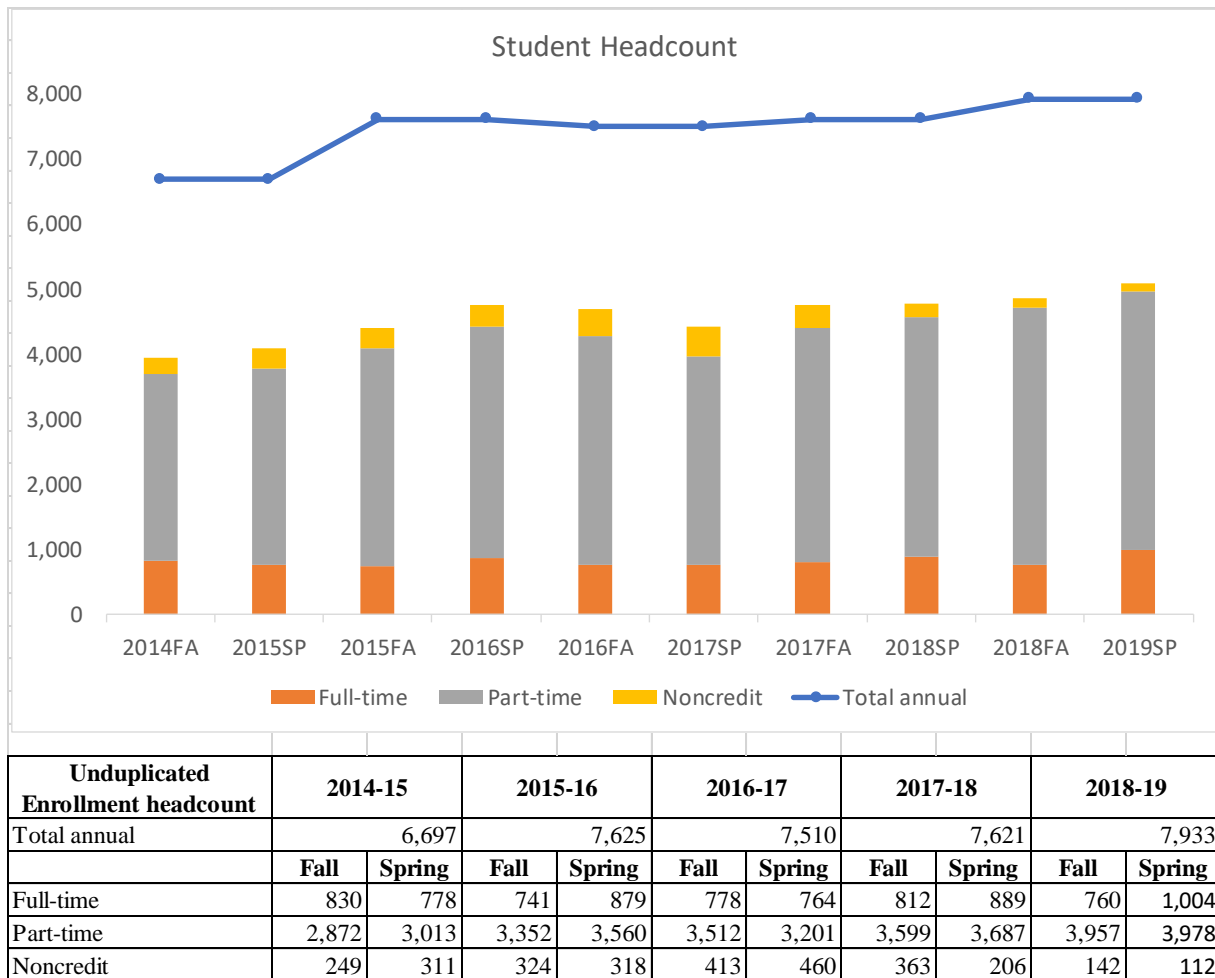


Figure 1 shows that student headcount has steadily increased over the five-year period represented. The comparatively large population of part-time students is likely attributable to Fire Science students who enroll part-time through an instructional services agreement. Non-credit-only student headcounts are subject to semester-by-semester variation.

Source: Colleague ERP/Business Objects

Table 1: District FTE

<b>FTE</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
District Total	1,921.36	2,056.73	2,095.00	2,165.73	2,102.97
Only Needles Center	114.60	116.79	107.98	146.96	163.17

Source: Admissions and Records Office / 320 Reports

Total FTE has generally increased year over year. PVC FTE is at historically high levels.

Figure 2a: Enrollments by Modality

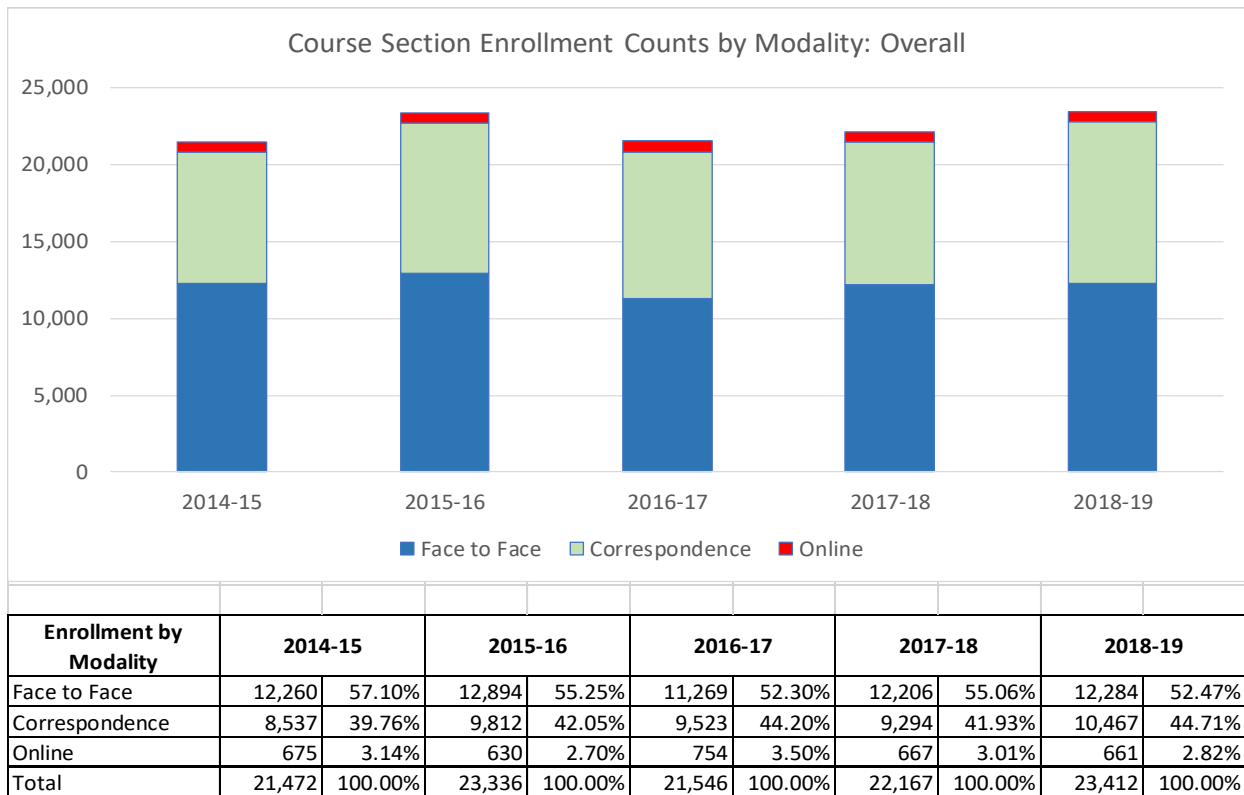


Figure 2b: Enrollments by Student Type, Correspondence

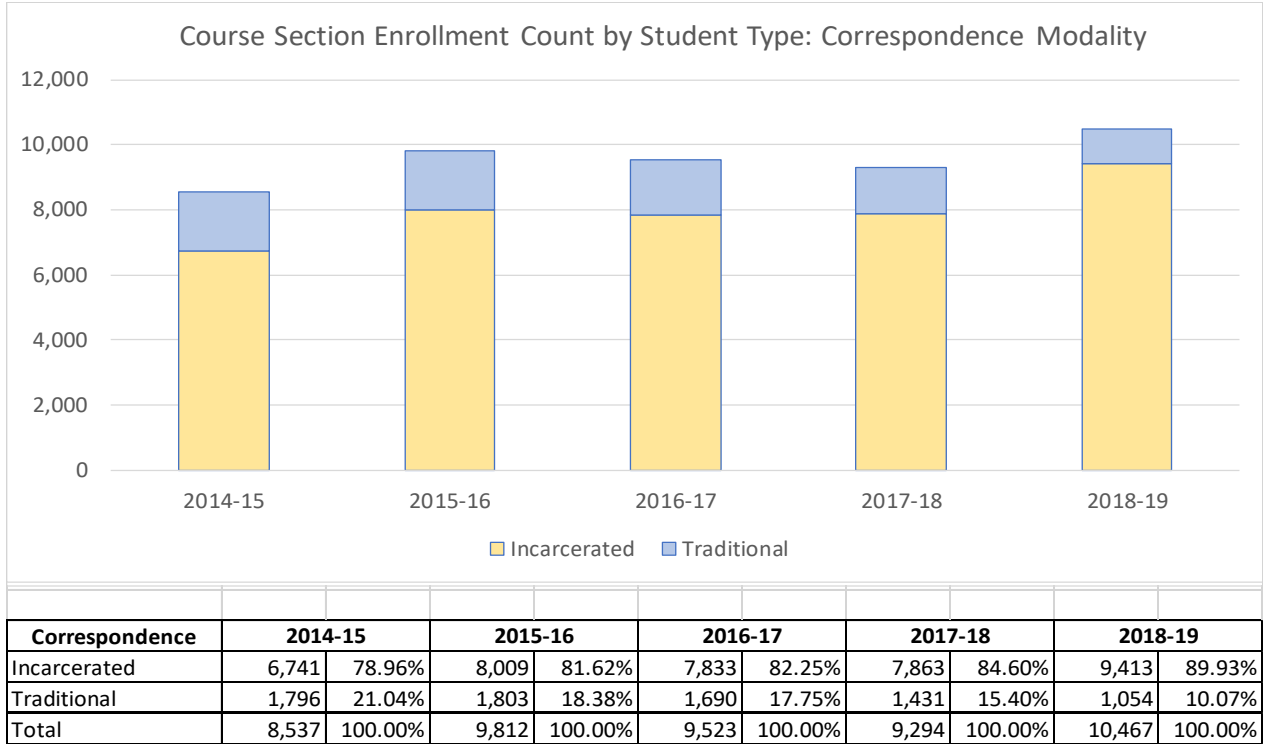


Figure 2c: Enrollments by Student Type, Face to Face

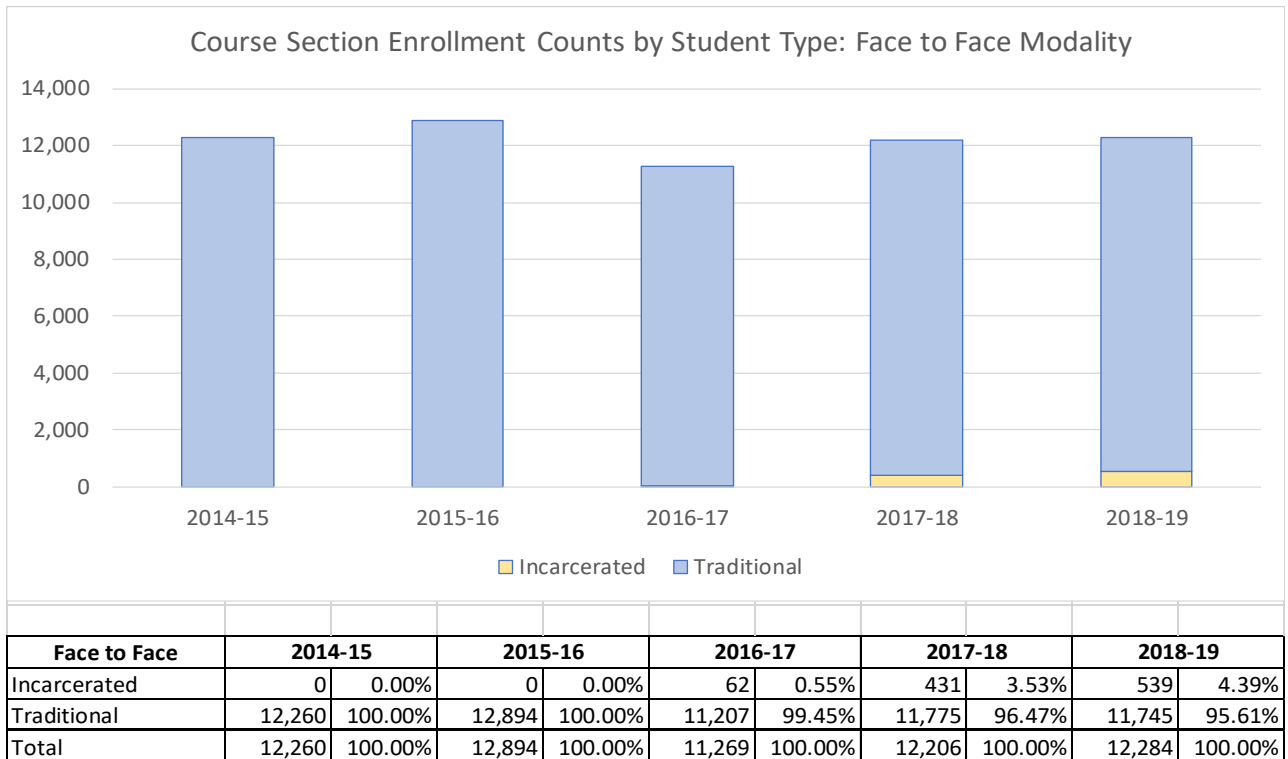
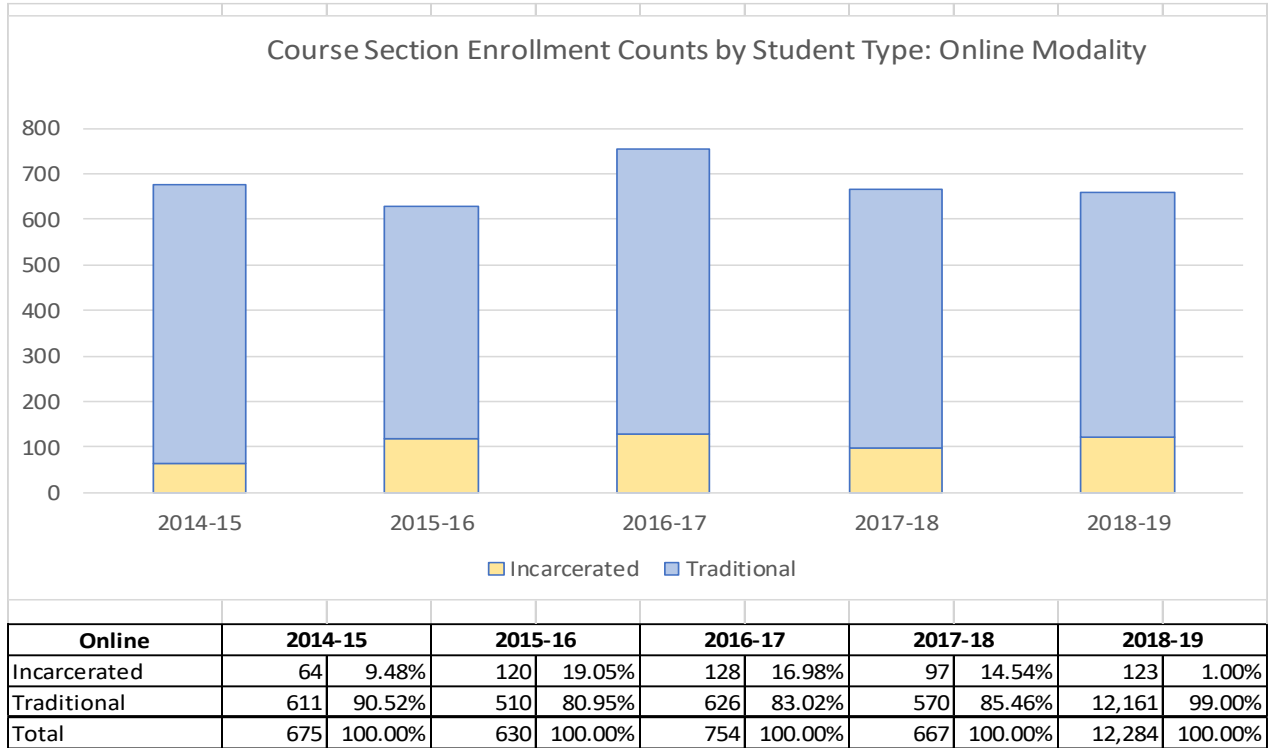


Figure 2d: Enrollments by Student Type, Online

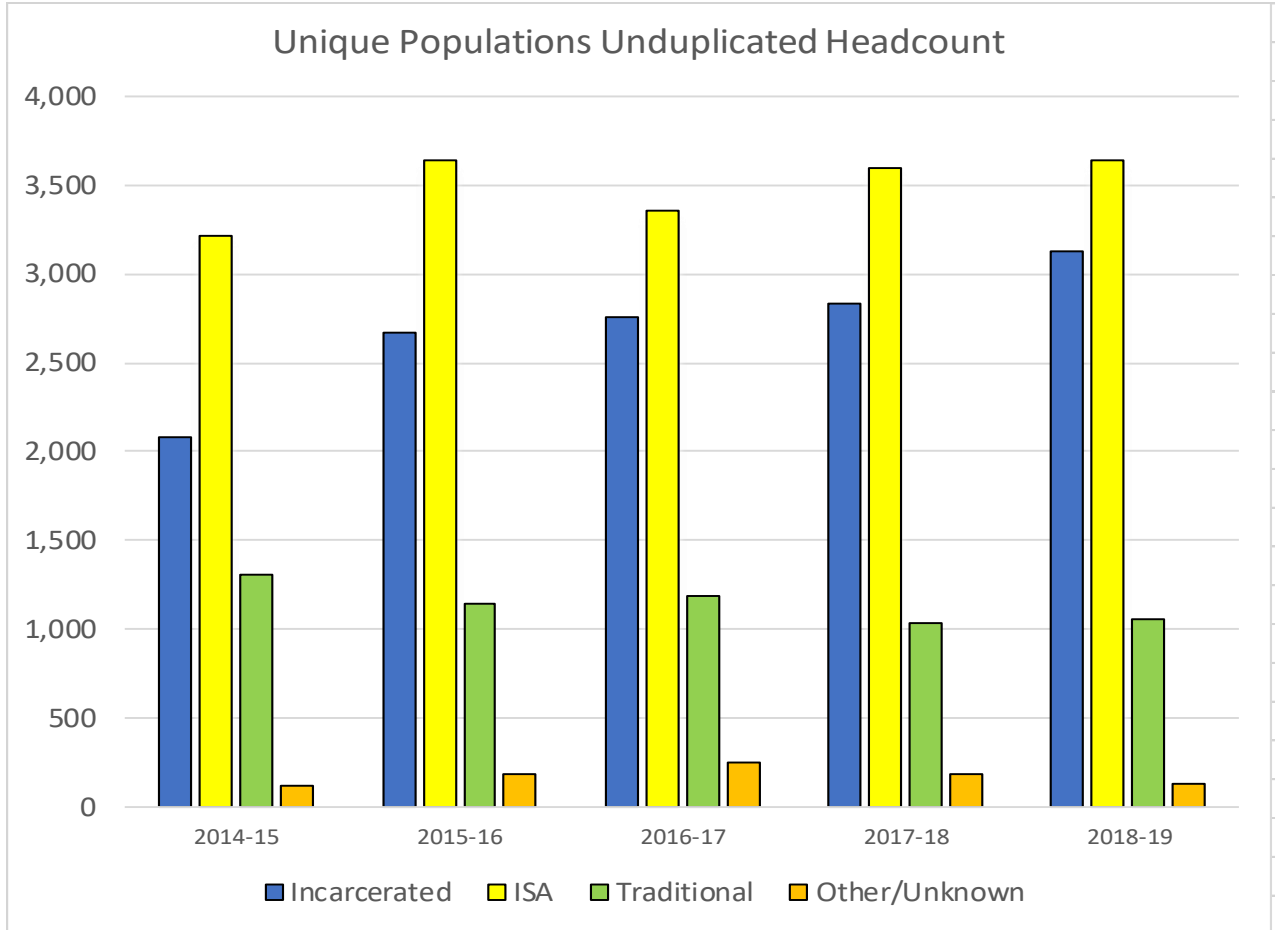


Source: Colleague ERP/Business Objects

Figures 2a, 2b, 2c, 2d: The balance of offerings between face to face, correspondence, and online has remained steady and appropriate to the unique student population and mission of Palo Verde College.

Online section enrollments by incarcerated students, while rare, occur in courses delivered to Ironwood State Prison by the Inmate Educational Network via a partnership with ISP and the State of California Corrections Department.

Figure 3: Unique Populations

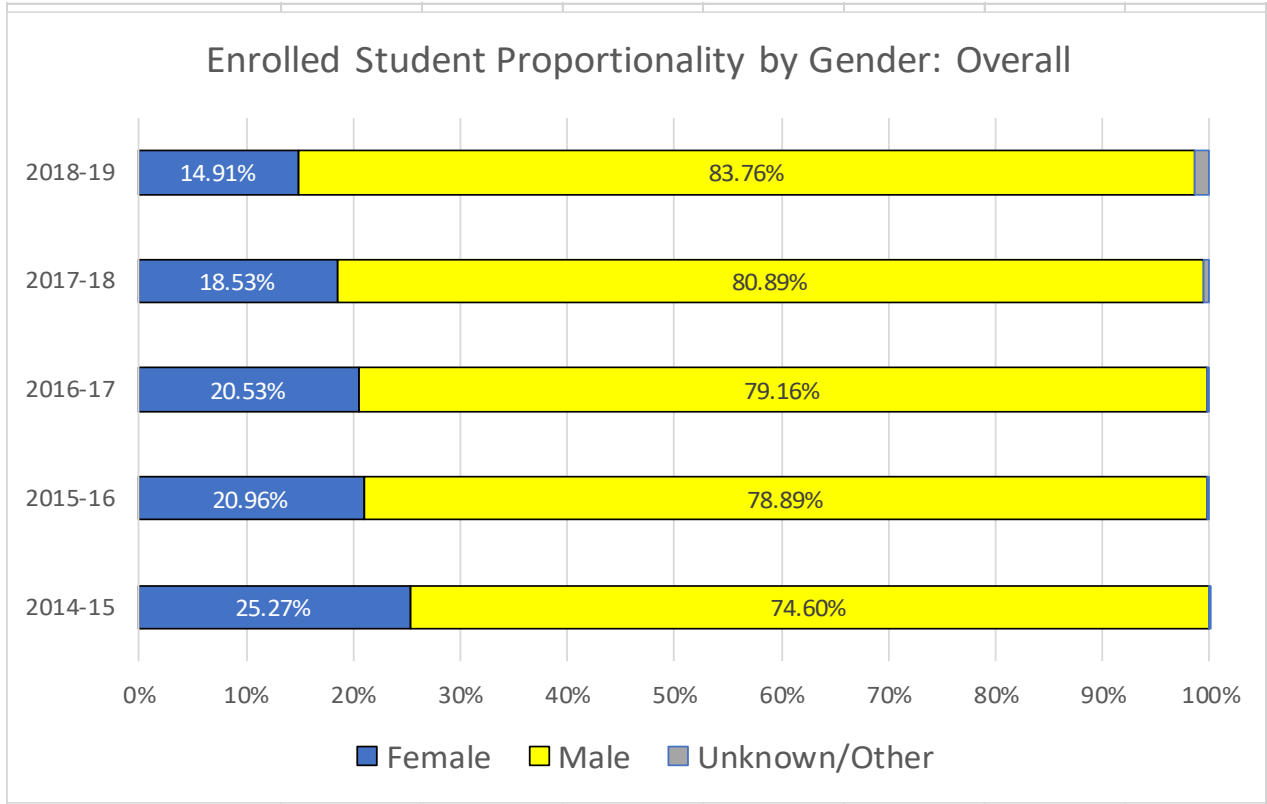


Unique Population	2014-15	2015-16	2016-17	2017-18	2018-19
Incarcerated	2,076	2,674	2,752	2,832	3,128
ISA	3,210	3,635	3,351	3,592	3,641
Traditional	1,303	1,140	1,188	1,034	1,052
Other	108	176	219	163	112
Unknown	8	7	27	17	20

Source: Colleague ERP/Business Objects

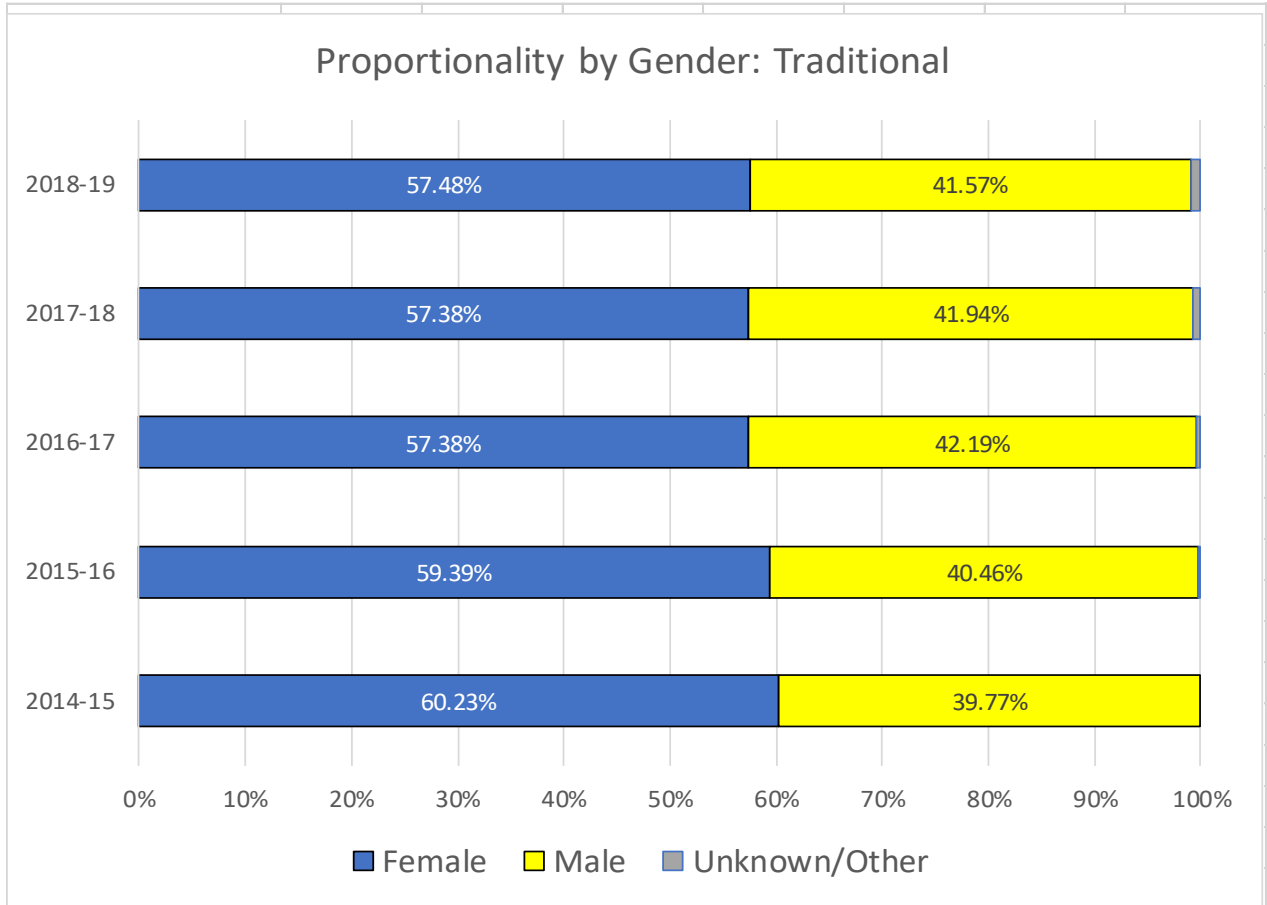
Figure 3: Consistent with its mission, Palo Verde College has developed an innovative approach to serving our unique populations, which include incarcerated students, Fire Science students, and traditional on-campus students.

Figure 4a: Student Gender, Overall



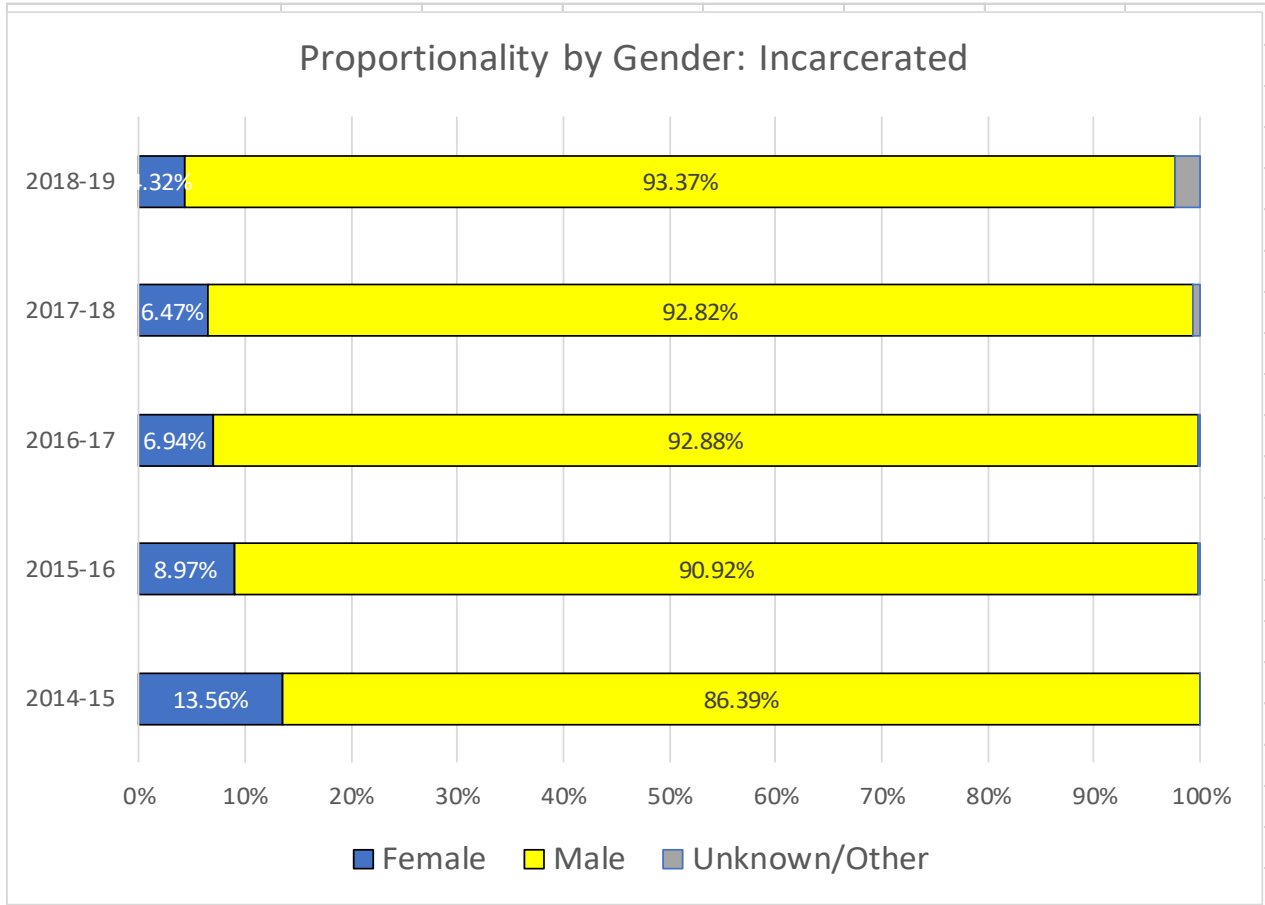
<b>Overall Unduplicated Headcount</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	1,692	1,598	1,542	1,412	1,183
Male	4,996	6,015	5,945	6,165	6,645
Unknown/Other	9	12	23	44	105

Figure 4b: Student Gender, Traditional Students



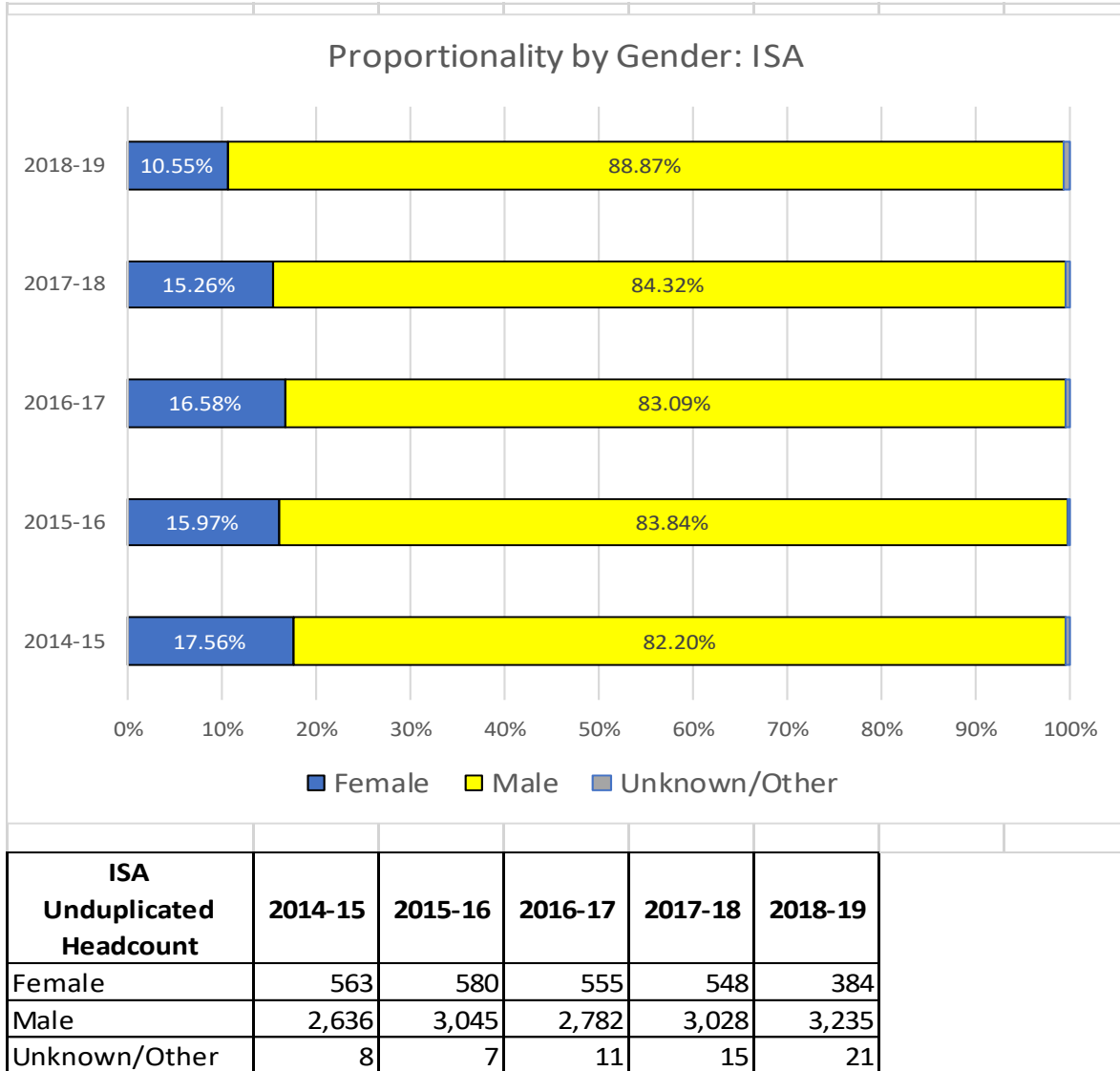
<b>Traditional Unduplicated Headcount</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Female	845	778	793	680	661
Male	558	530	583	497	478
Unknown/Other	0	2	6	8	11

Figure 4c: Student Gender, Incarcerated Students



Incarcerated Unduplicated Headcount	Academic Year				
	2014-15	2015-16	2016-17	2017-18	2018-19
Female	282	240	191	183	135
Male	1,796	2,433	2,558	2,626	2,917
Unknown/Other	1	3	5	20	72

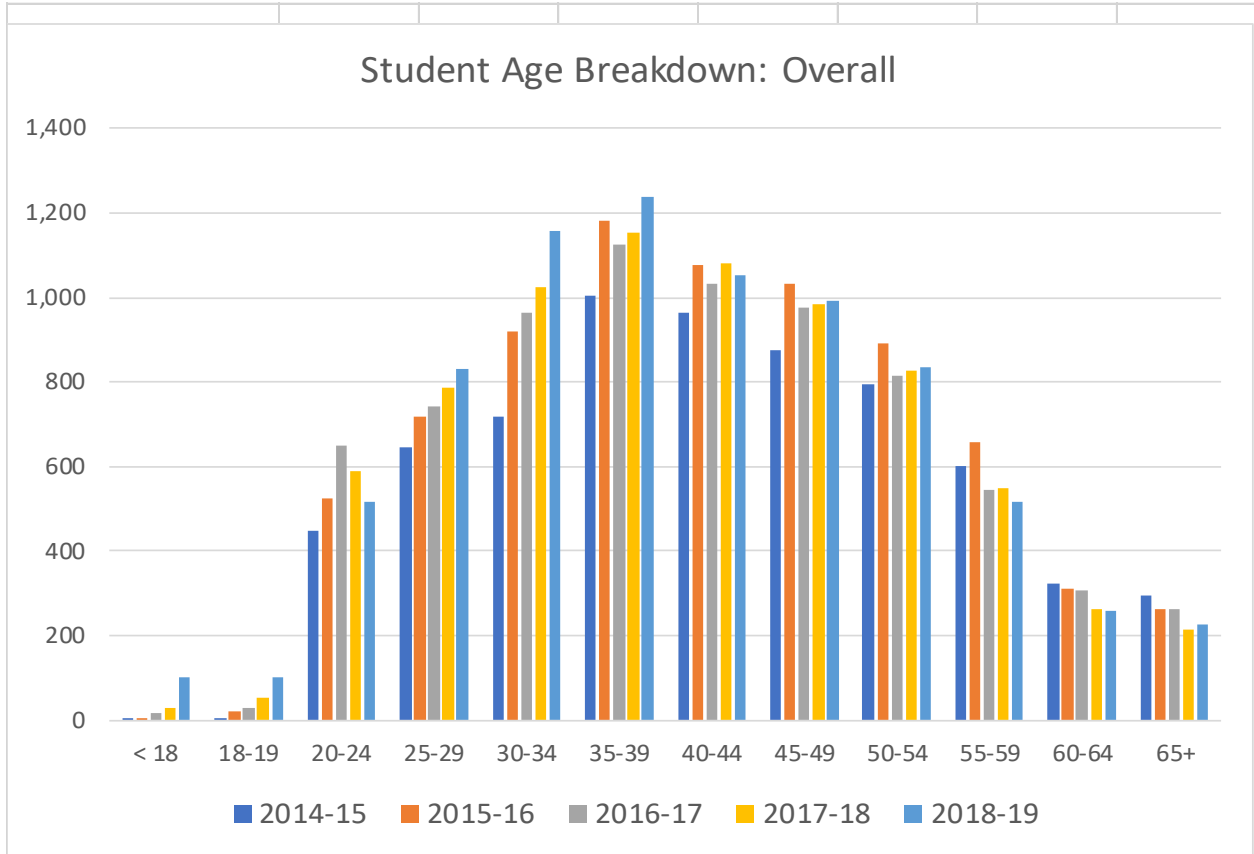
Figure 4d: Student Gender, ISA Students



Source: Colleague ERP/Business Objects

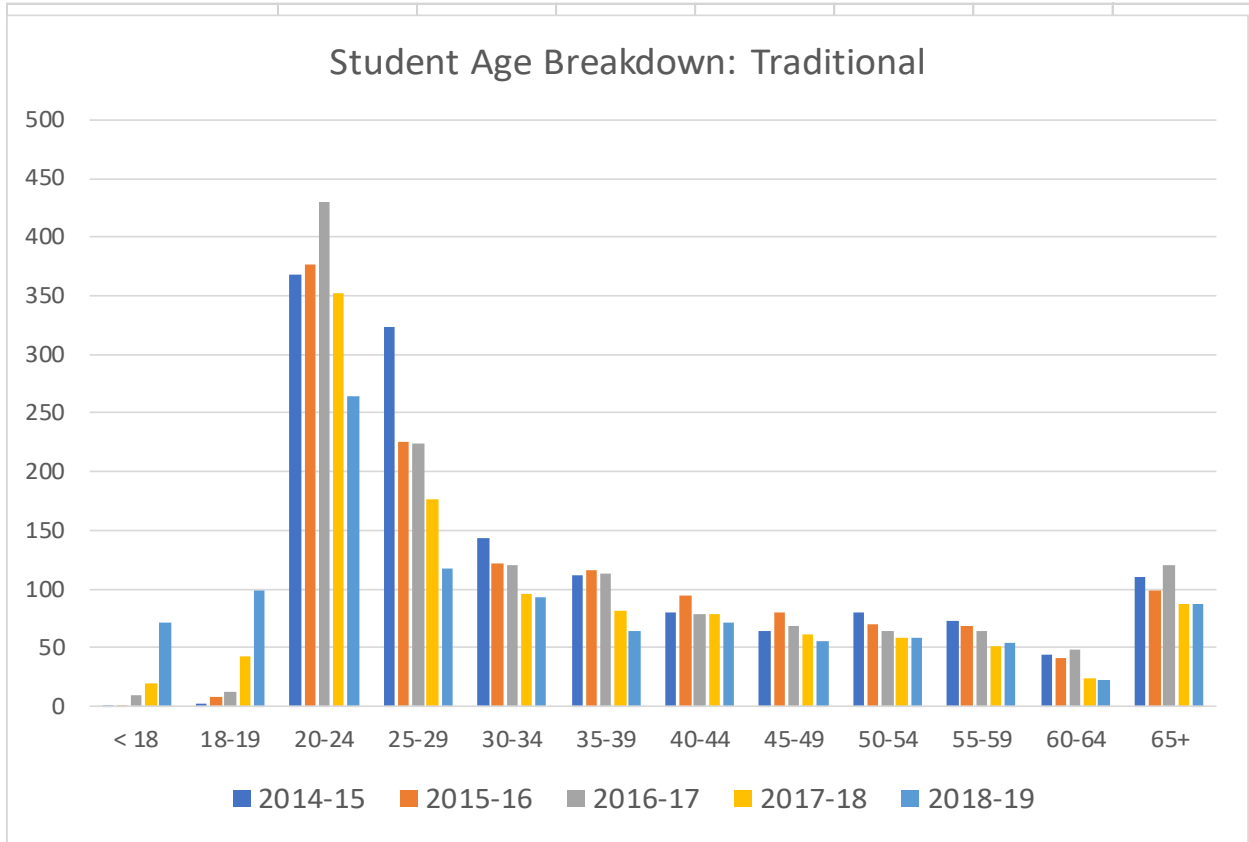
Figures 4a, 4b, 4c, 4d: Mainly due to the proximity of two large state prisons to Palo Verde College, correspondence education is predominantly male. Likewise, the Fire Science student population consists of predominantly male students, as well. Consistent with other college demographics, there is a higher percentage of female students among traditional (face-to-face) students.

Figure 5a: Student Age, Overall



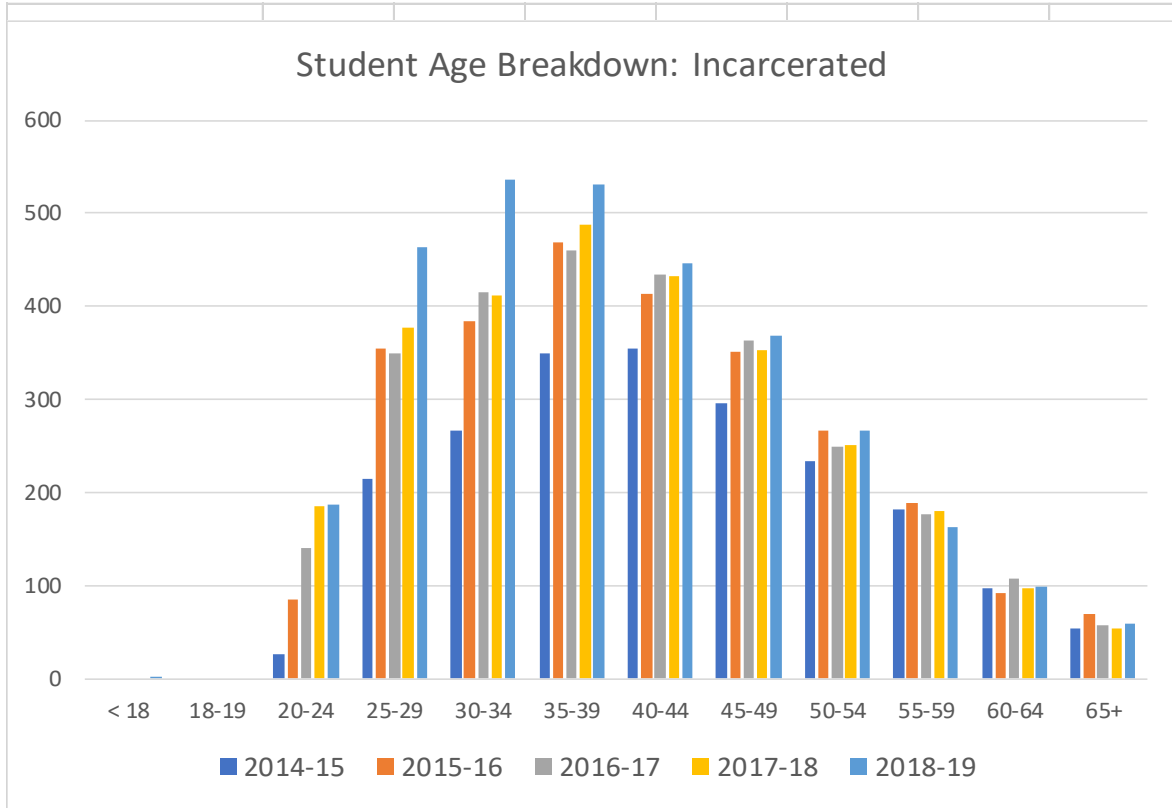
Overall Age Unduplicated Headcount	2014-15	2015-16	2016-17	2017-18	2018-19
< 18	3	2	17	29	102
18-19	2	19	30	52	100
20-24	450	525	648	590	515
25-29	646	719	742	785	832
30-34	717	918	963	1,024	1,159
35-39	1,003	1,182	1,126	1,152	1,237
40-44	965	1,075	1,034	1,080	1,054
45-49	876	1,033	978	984	993
50-54	794	893	813	828	835
55-59	600	657	543	548	517
60-64	325	313	307	263	259
65+	293	264	264	215	225
Unknown	23	25	45	71	105

Figure 5b: Student Age, Traditional Students



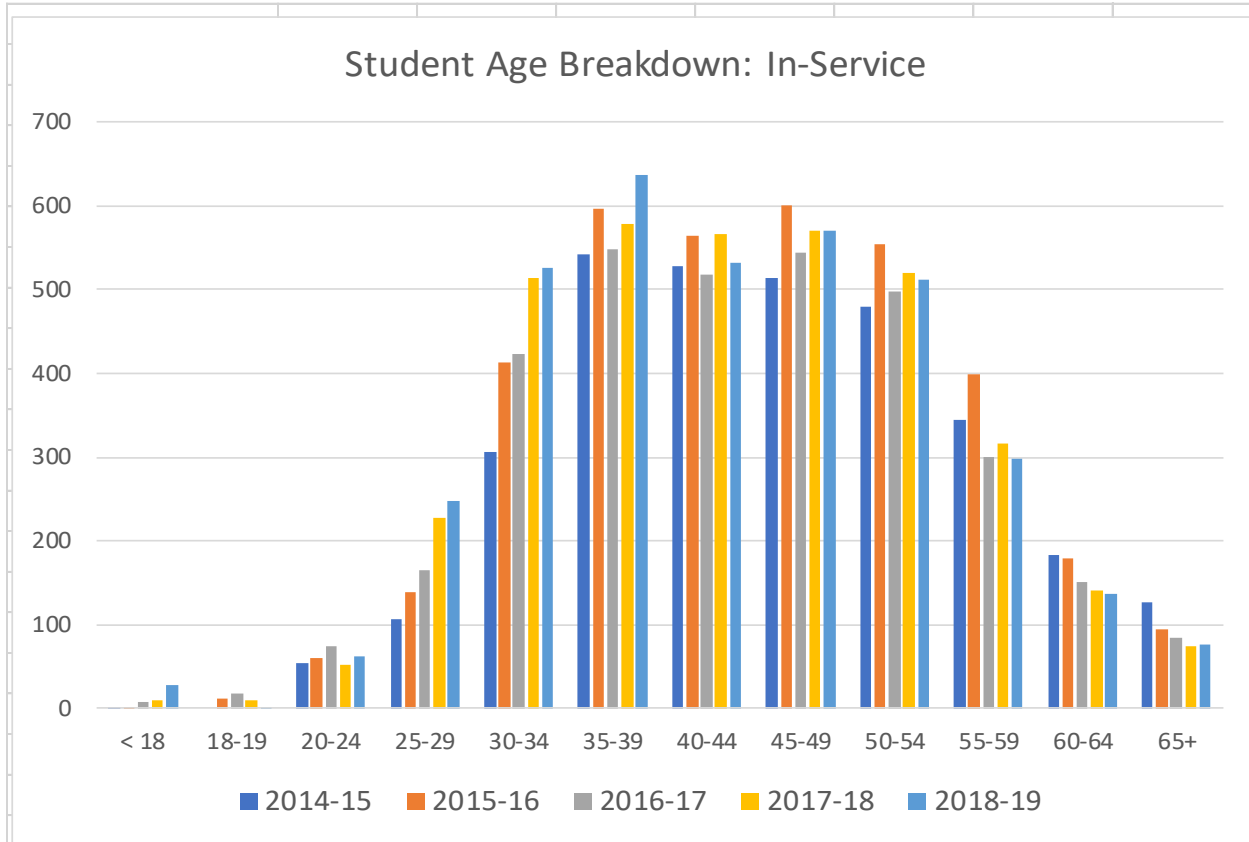
<b>Traditional Age Unduplicated Headcount</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
< 18	1	1	9	19	72
18-19	2	8	12	42	99
20-24	368	377	430	352	264
25-29	324	225	224	177	117
30-34	143	122	121	96	93
35-39	112	116	113	81	65
40-44	80	95	78	79	72
45-49	64	80	69	61	55
50-54	80	70	65	58	58
55-59	73	69	65	52	54
60-64	44	41	48	24	22
65+	110	99	121	87	88
Unknown	2	7	27	57	91

Figure 5c: Student Age, Incarcerated Students



Incarcerated Age Unduplicated Headcount	2014-15	2015-16	2016-17	2017-18	2018-19
< 18	0	0	0	0	1
18-19	0	0	0	0	0
20-24	27	85	141	185	188
25-29	215	355	349	378	464
30-34	266	384	416	411	536
35-39	350	469	461	487	531
40-44	355	413	435	432	447
45-49	296	352	363	353	368
50-54	234	267	250	251	266
55-59	182	189	177	180	163
60-64	97	92	108	98	99
65+	55	70	57	54	60
Unknown	2	0	0	0	1

Figure 5d: Student Age, ISA Students

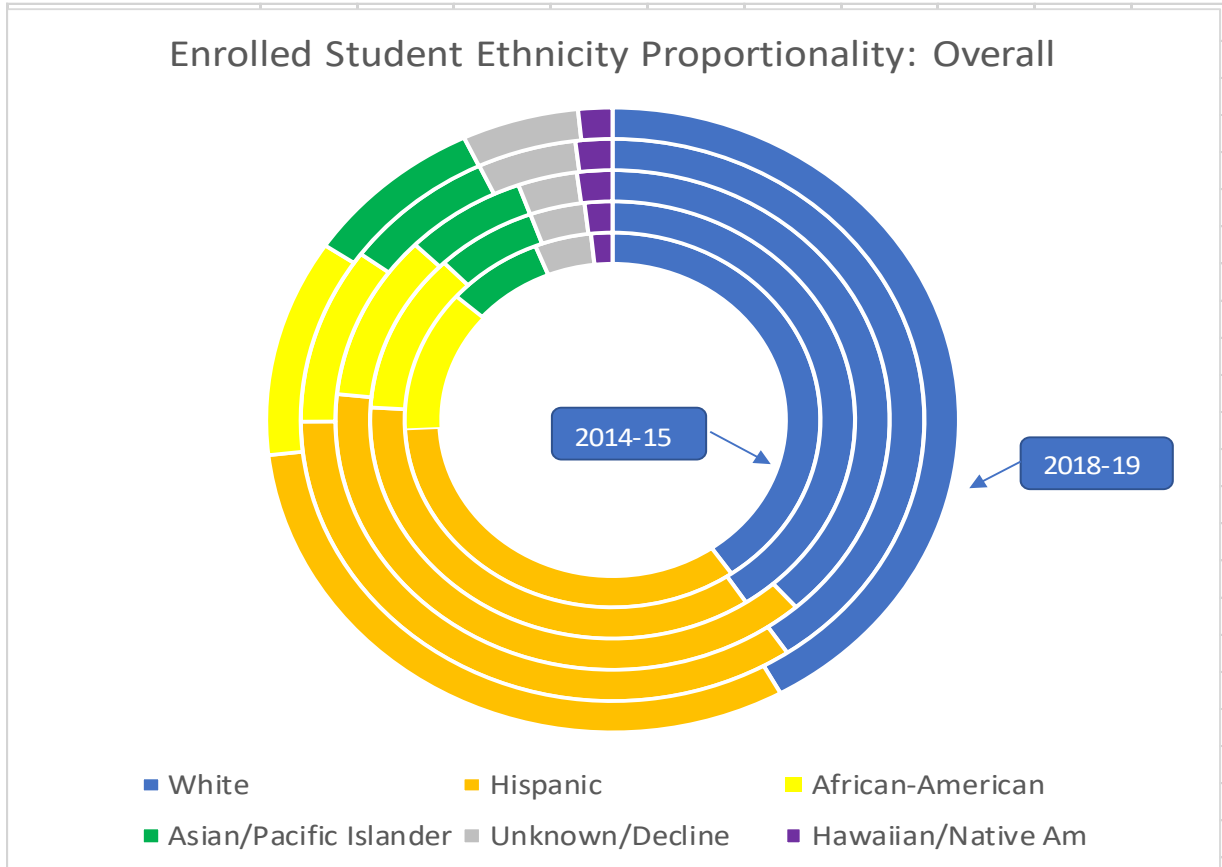


In-service Age Unduplicated Headcount	2014-15	2015-16	2016-17	2017-18	2018-19
< 18	2	1	8	10	29
18-19	0	11	18	10	1
20-24	55	61	75	52	63
25-29	106	139	165	227	248
30-34	307	412	423	513	525
35-39	541	596	547	579	636
40-44	527	565	517	566	532
45-49	514	600	544	570	570
50-54	480	555	497	519	511
55-59	345	399	300	316	299
60-64	184	180	151	141	137
65+	127	95	85	74	76
Unknown	19	18	18	14	13

Source: Colleague ERP/Business Objects

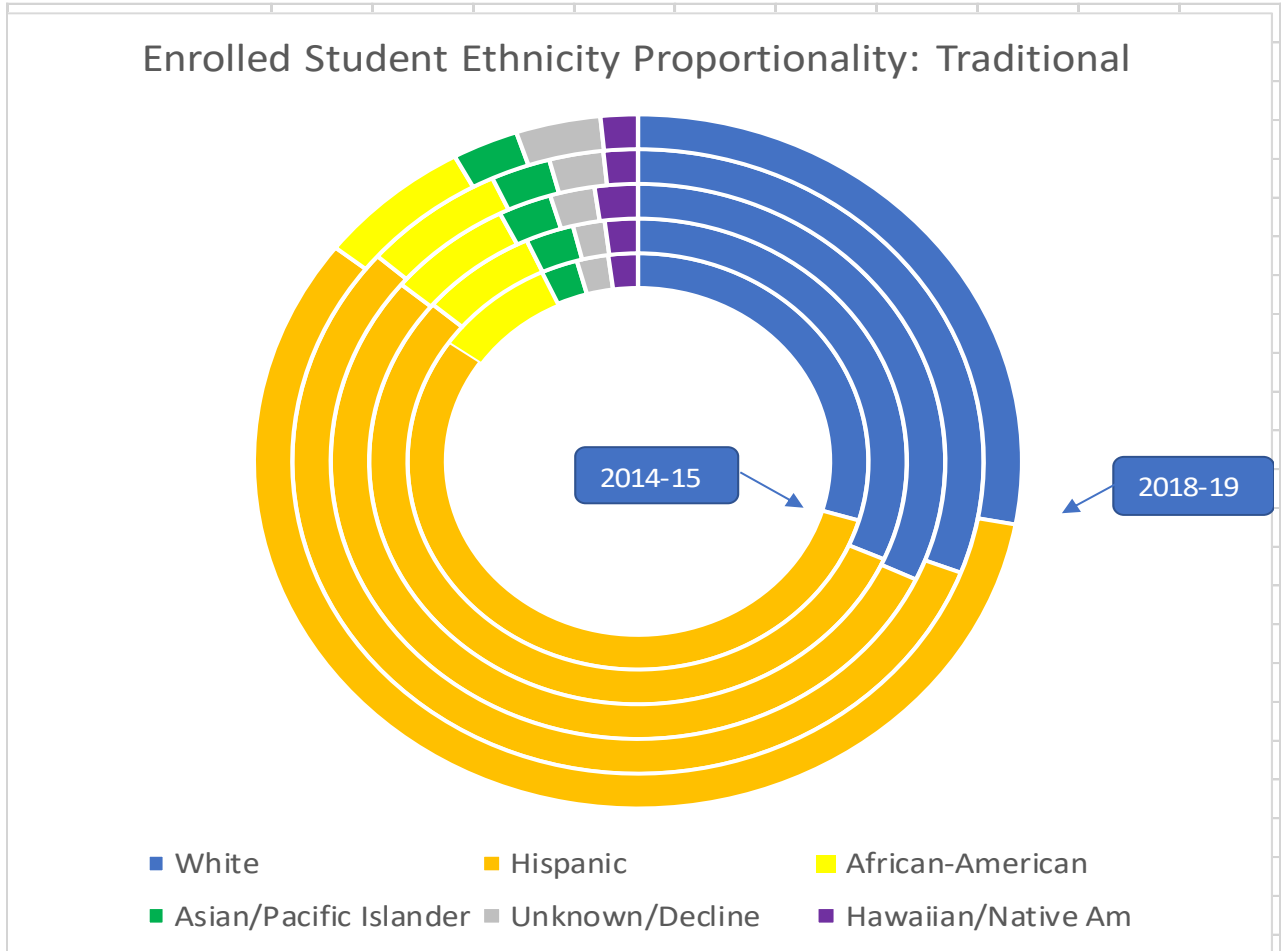
Figures 5a, 5b, 5c 5d. As further evidence of our unique populations, student age grouping trends older than traditional college models. Face-to-face traditional Palo Verde College students demonstrate a more typical age clustering of 20-29.

Figure 6a: Student Ethnicity, Overall



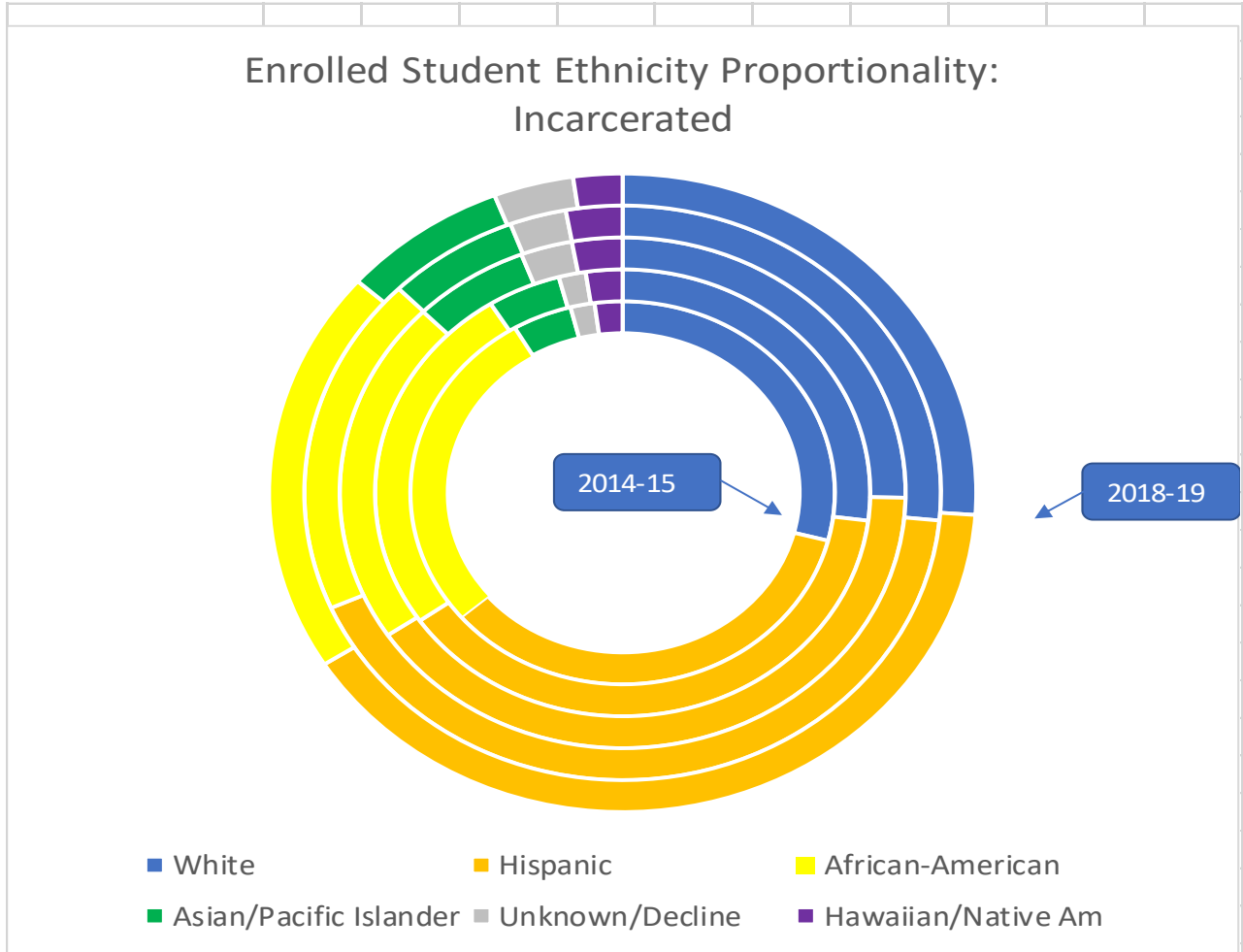
Ethnicity Unduplicated Headcount	2014-15		2015-16		2016-17		2017-18		2018-19	
	Asian/Pac Islander	500	7.5%	564	6.7%	531	7.1%	602	7.9%	673
African-American	814	12.2%	994	11.9%	801	10.7%	771	10.1%	888	11.2%
Hawaiian/Nat Am	111	1.7%	155	1.8%	154	2.1%	145	1.9%	126	1.6%
Hispanic	2,269	34.0%	2,950	35.2%	2,852	38.2%	2,612	34.4%	2,470	31.3%
White	2,692	40.3%	3,413	40.7%	2,875	38.5%	3,080	40.5%	3,315	41.9%
Unknown	160	2.4%	218	2.6%	183	2.4%	242	3.2%	301	3.8%
Decline to State	133	2.0%	88	1.0%	75	1.0%	147	1.9%	130	1.6%

Figure 6b: Student Ethnicity, Traditional Students



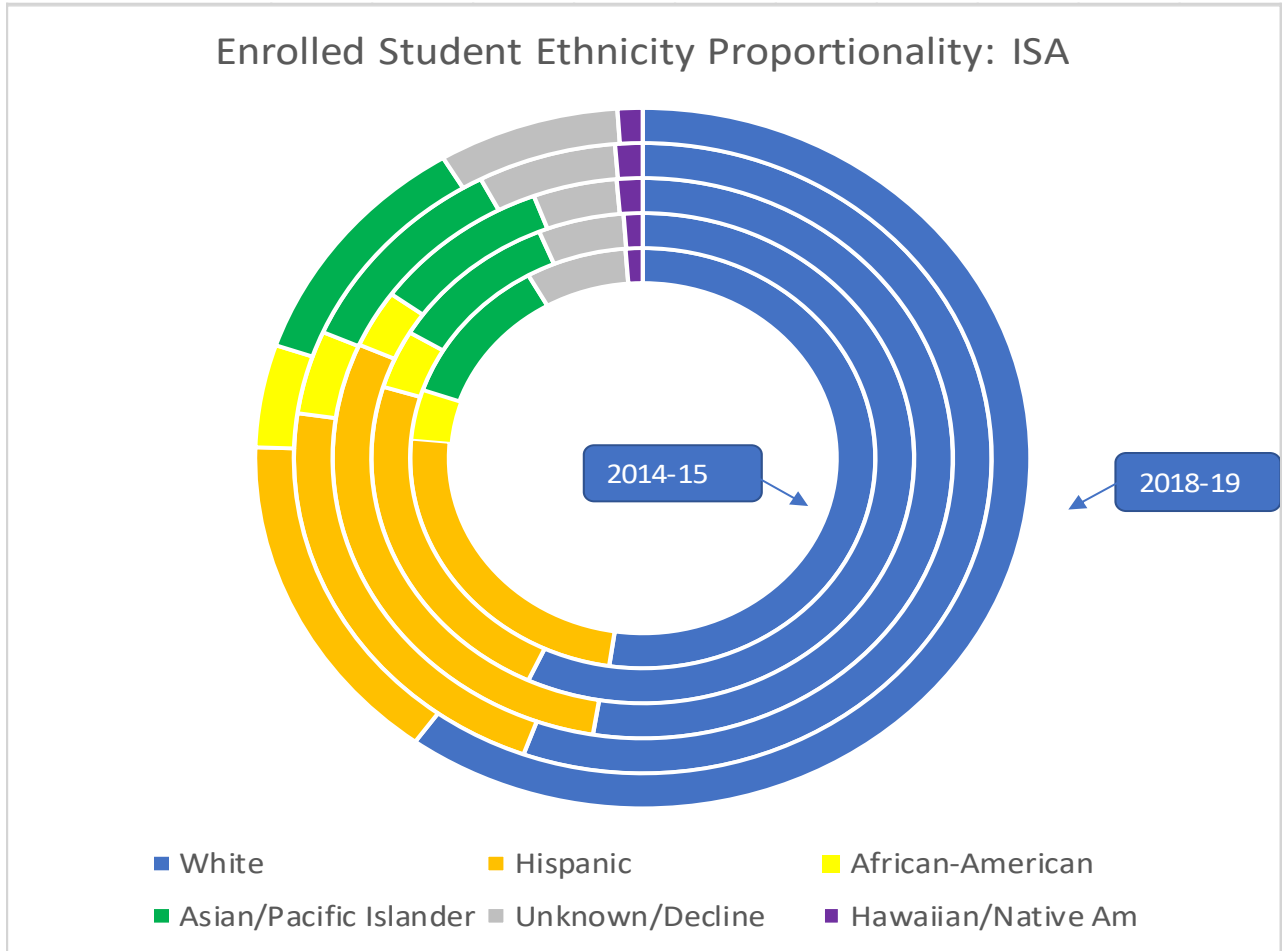
Traditional Headcount	2014-15		2015-16		2016-17		2017-18		2018-19	
Asian/Pac Islander	36	2.6%	38	2.9%	37	2.8%	33	2.8%	32	2.8%
African-American	118	8.4%	92	7.0%	87	6.6%	79	6.7%	75	6.5%
Hawaiian/Nat Am	29	2.1%	26	2.0%	30	2.3%	19	1.6%	18	1.6%
Hispanic	774	55.2%	715	54.6%	714	54.0%	659	55.6%	663	57.7%
White	415	29.6%	414	31.6%	423	32.0%	365	30.8%	321	27.9%
Unknown	27	1.9%	22	1.7%	28	2.1%	29	2.4%	40	3.5%
Decline to State	4	0.3%	3	0.2%	3	0.2%	1	0.1%	1	0.1%

Figure 6c: Student Ethnicity, Incarcerated Students



<b>Incarcerated Headcount</b>	<b>2014-15</b>		<b>2015-16</b>		<b>2016-17</b>		<b>2017-18</b>		<b>2018-19</b>	
Asian/Pac Islander	94	4.5%	128	4.8%	182	6.6%	189	6.7%	236	7.6%
African-American	575	27.7%	688	25.8%	603	22.0%	541	19.1%	641	20.6%
Hawaiian/Nat Am	44	2.1%	64	2.4%	79	2.9%	81	2.9%	70	2.2%
Hispanic	721	34.8%	1,023	38.3%	1,106	40.3%	1,184	41.9%	1,243	39.9%
White	602	29.0%	721	27.0%	695	25.3%	750	26.5%	814	26.1%
Unknown	20	1.0%	40	1.5%	77	2.8%	72	2.5%	107	3.4%
Decline to State	18	0.9%	7	0.3%	4	0.1%	9	0.3%	7	0.2%

Figure 6d: Student Ethnicity, ISA Students



ISA Headcount	2014-15		2015-16		2016-17		2017-18		2018-19	
Asian/Pac Islander	370	11.6%	370	10.2%	312	9.3%	381	10.6%	406	11.2%
African-American	121	3.8%	140	3.9%	111	3.3%	151	4.2%	172	4.7%
Hawaiian/Nat Am	38	1.2%	41	1.1%	45	1.3%	45	1.3%	38	1.0%
Hispanic	774	24.2%	826	22.8%	972	29.1%	769	21.4%	564	15.5%
White	1,675	52.3%	2,065	56.9%	1,758	52.6%	1,966	54.8%	2,181	60.0%
Unknown	113	3.5%	105	2.9%	78	2.3%	141	3.9%	154	4.2%
Decline to State	111	3.5%	80	2.2%	68	2.0%	136	3.8%	121	3.3%

Source: Colleague ERP/Business Objects

Figures 6a, 6b, 6c, 6d. Student ethnicity proportionality primarily reflects the communities being served. Ethnicity of incarcerated students demonstrates a higher percentage of non-white students while Fire Science/ISA trends a higher percentage of white students than the overall College's demographics.

## **Labor Market Data**

The Palo Verde Community College District Comprehensive Master Plan (CMP), adopted in 2016, is the long term, ten-year planning document for the District. It is comprised of the Strategic Goals of the College, the PVC Education Master Plan, PVC Facilities Master Plan, and the PVC Technology Plan.

The PVC Educational Master Plan (EMP) includes an environmental scan of conditions external to Palo Verde College (p. 13-44). Section IV.A. of the EMP discusses Future Labor Markets in an analysis of Opportunities for the Future (p. 101-107). Appendix materials for the Comprehensive Master Plan include:

[Evidence Appendix-01-EMP Appendix F: Projected Job Openings by Educational Preparation](#)  
[Evidence Appendix-02-EMP Appendix G: Summary Comparison of Employment in Blythe, 2001 vs 2015](#)

[Evidence Appendix -03-EMP Appendix J. Occupations Projected to have the Most Job Openings](#)  
[Evidence Appendix -04-EMP Appendix K. Occupations Projected to be the Fastest Growing](#)

## **Demographic Data and Socio-economic Data**

The environmental scan of condition external to Palo Verde College in the PVC Educational Master Plan (p. 13-44) includes socioeconomic data related to the entire service area including the city of Blythe, Needles and the surrounding area. This includes data on population, age, income, education levels and the Ethnic/Racial composition of the official service area.

## **Sites**

The College conducts ongoing review of its learning support services for students at off-campus sites, including overall management of the correspondence and distance education program, staffing of the Needles Center, tutoring and support services at the correctional facilities and monitoring of specialized programs offered through instructional services agreements.

Here is a review of progress in these areas:

The Needles Center operates from a reconstructed retail facility located in the center of town. The Needles Center serves approximately 60 students, generating 100 FTES. Classes are conducted by adjunct instructors, as well as by three full-time faculty members. Additionally, many classes are taught via interactive television link-up with the Blythe campus. The Needles Center director recently hired an adjunct faculty member to provide tutoring in math. To address the need for tutoring in basic skills English, the Needles director is in the process of finding an adjunct English instructor, who would provide tutoring and teach face-to-face English sections as well.

Tutoring assistance for incarcerated students at each of the prison locations is provided by proctors who are employed in the education department of the prison, or inmates with associate's or bachelor's degrees who work under the direction of the proctor.

A variety of other academic services is available to incarcerated students through an agreement between Palo Verde College and the prison institutions. The agreement enumerates the responsibilities of the correctional facilities in providing instructional support services, including testing, proctoring, tutoring and other services. Access to computer laboratories and tutors is limited due to the regulated environment for inmates.

The College also conducts a number of specialized instructional programs in police, fire and hazardous materials handling in areas outside the district, with the approval of the community college districts serving these areas. The largest of the off-site providers is Industrial Emergency Council, or IEC. College officials inspect IEC facilities periodically, usually once per year to ensure the quality of the programs and facilities. ISA programs are managed by the Vice President of Instruction and Student Services. A counseling faculty member whose primary assignment is advising incarcerated students and students at the Needles Center is also available to provide counseling services to students enrolled in courses established through College's instructional services agreements.

### **Specialized or Programmatic Accreditation**

Accreditation of the College's nursing program is discussed in the responses to Standards I.C.1 and II.A.14. Table 6 below shows Nursing Licensure Pass Rates.

## B. Presentation of Student Achievement Data and Institution-set Standards

Table 2: Key Performance Indicators for College-Wide Student Achievement

<b>KPI</b>	<b>Definition of the measure</b>	<b>Institution Set Standard</b>	<b>Stretch Goal</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
Course Completion Rate	Overall rate of completion where course completion is defined as the number of grades of A, B, C, CR divided by A, B, C, D, F, CR, NC, W, MW, IP.	73.5%	78.5%	62.7%	68.8%	72.6%	73.4%
Course Retention Rate	Overall rate of retention where course retention is defined as the number of grades of A, B, C, D, F, CR, NC, MW, IP divided by A, B, C, D, F, CR, NC, W, MW, IP.	87%	90%	83.0%	86.9%	88.5%	88.8%
Number of Certificates	Total number of Chancellor's Office approved certificates completed.	33	34	31	51	38	43
Number of Degrees	Total number of degrees awarded during the academic year.	151	166	85	106	112	162
Total Transfers	Number of transfers to four year in or out of state institutions are reported by UC, CSU, CCCO/NSC.	37	51	69	49	37	N/A
Average Number of Units Accumulated	Among all students who earned an associate degree	96	87	103	96	96	N/A

by All Associate Degree Earners	in the selected year and who were in enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college (CCCCO Student Success Metrics)						
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The average number of units accumulated have decreased from 103 to the district set standard of 96. Other KPI values are discussed below in further detail in conjunction with breakout tables containing more detail.

Table 3: Disaggregated Course Completion and Retention

<b>Completion</b>							
		<b>Course Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	59.5%	62.7%	68.8%	72.6%	73.4%
Student Population Categories	Ethnicity	Female	55.9%	63.0%	66.9%	65.6%	66.6%
		Male	61.2%	62.6%	69.4%	74.5%	73.4%
		Asian/Pacific Islander	72.3%	69.2%	76.7%	75.9%	73.8%
		African-American	53.3%	53.9%	59.6%	65.2%	63.1%
		Hawaiian/Nat Am	60.7%	51.8%	62.4%	73.7%	75.7%
		Hispanic	58.9%	62.6%	67.7%	70.8%	72.3%
		White	63.3%	68.8%	74.9%	78.8%	77.0%
	Unique	Inmate	59.5%	59.7%	66.5%	74.6%	73.0%
		Disabled	61.6%	69.2%	76.1%	81.0%	80.4%
		Foster Youth	27.3%	47.8%	92.3%	27.6%	47.5%
		Veteran	59.1%	64.8%	60.2%	74.9%	80.4%
	<b>Retention</b>						
			<b>Course Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
		Overall	81.1%	83.0%	86.9%	88.5%	88.8%
Student Population Categories	Ethnicity	Female	78.9%	83.2%	86.9%	84.2%	84.1%
		Male	82.1%	83.0%	86.9%	89.6%	89.8%
		Asian/Pacific Islander	88.9%	84.3%	90.0%	89.9%	89.4%
		African-American	80.4%	80.5%	84.5%	88.2%	86.6%
		Hawaiian/Nat Am	86.2%	77.9%	85.9%	88.5%	91.5%
		Hispanic	80.3%	83.2%	86.4%	87.3%	88.9%
		White	81.6%	84.9%	88.3%	89.9%	89.7%
	Unique	Inmate	81.2%	81.9%	85.7%	90.3%	89.4%
		Disabled	79.6%	84.5%	89.8%	91.1%	90.2%
		Foster Youth	72.7%	69.9%	100.0%	77.6%	88.5%
		Veteran	88.6%	87.5%	87.8%	92.4%	91.3%

Source: Colleague ERP/Business Objects

Table 3: The College’s institution-set standards may be found on the website: Main page > Institutional Effectiveness > Institutional Effectiveness Rates June 2017. In 2018-19, the overall course completion rate was 73.4% compared to the institution-set completion rate standard of 73.5%. While the College comes very close to meeting that goal overall, some groups fell well below it, namely, Female (66.6%) and African-American (63.1%). Other groups surpassed the goal: Asian/Pacific Islander (73.8%), Hawaiian/Native American (75.7%) and White (77.0%). The College did not set a standard for retention.

Table 4: Disaggregated Course Completion and Retention by Division

		<b>Allied Health Division</b>					
		<b>Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	62.40%	66.00%	70.50%	71.80%	74.40%
Student Population Categories	Ethnicity	Female	63.6%	68.0%	71.2%	74.7%	81.6%
		Male	61.1%	64.6%	70.1%	70.2%	70.4%
		Asian/Pacific Islander	84.4%	85.2%	77.7%	84.6%	88.0%
		African-American	58.1%	56.4%	54.4%	57.9%	61.8%
		Hawaiian/Nat Am	50.0%	44.8%	68.2%	80.8%	76.5%
		Hispanic	63.7%	63.5%	70.6%	69.9%	70.0%
		White	60.3%	72.0%	75.3%	77.6%	84.0%
	Unique	Inmate	51.3%	55.1%	58.8%	64.2%	65.9%
		Disabled	61.1%	70.5%	74.3%	87.8%	78.3%
		Foster Youth	33.3%	0.0%	100.0%	25.0%	50.0%
Veteran		28.6%	92.9%	33.3%	63.6%	100.0%	
		<b>Business Division</b>					
		<b>Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	51.5%	52.4%	66.9%	77.8%	74.1%
Student Population Categories	Ethnicity	Female	36.5%	47.9%	54.8%	65.3%	56.1%
		Male	54.7%	53.2%	68.2%	79.4%	75.8%
		Asian/Pacific Islander	64.6%	62.5%	83.8%	82.4%	77.9%
		African-American	44.0%	45.0%	58.7%	66.1%	60.1%
		Hawaiian/Nat Am	64.7%	46.7%	53.7%	76.2%	80.0%
		Hispanic	50.0%	51.4%	64.2%	78.8%	77.0%
		White	59.3%	61.2%	75.0%	82.8%	78.5%
	Unique	Inmate	51.7%	50.8%	66.7%	79.2%	75.9%
		Disabled	72.4%	63.4%	81.6%	86.0%	82.3%
		Foster Youth	50.0%	60.0%	-	66.7%	-
Veteran		0.0%	60.0%	100.0%	70.6%	85.0%	
		<b>History, Social, Behavioral Sciences Division</b>					
		<b>Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	65.2%	69.6%	73.5%	77.3%	76.7%
Student Population Categories	Ethnicity	Female	60.2%	68.3%	70.8%	71.1%	72.1%
		Male	67.7%	70.0%	74.4%	79.0%	77.7%
		Asian/Pacific Islander	75.0%	72.4%	84.6%	74.1%	73.0%
		African-American	60.2%	64.4%	66.7%	71.8%	71.9%
		Hawaiian/Nat Am	57.5%	55.7%	68.1%	71.7%	79.8%
		Hispanic	64.7%	68.4%	71.9%	76.5%	77.0%
		White	69.5%	74.8%	78.1%	82.4%	80.2%
	Unique	Inmate	65.7%	68.6%	73.0%	79.3%	77.7%
		Disabled	65.5%	78.1%	78.9%	84.1%	86.1%
		Foster Youth	20.0%	50.0%	84.6%	60.0%	37.5%
Veteran		31.8%	66.7%	76.9%	80.4%	76.7%	

		<b>Language Arts &amp; Communications Division</b>						
		<b>Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	
		Overall	54.4%	61.8%	66.2%	69.6%	68.6%	
Student Population Categories	Ethnicity	Female	55.6%	64.5%	66.7%	60.6%	56.8%	
		Male	53.6%	60.3%	66.1%	72.3%	71.1%	
		Asian/Pacific Islander	71.0%	66.7%	72.8%	67.9%	68.6%	
		African-American	47.1%	50.8%	57.1%	65.7%	58.2%	
		Hawaiian/Nat Am	74.5%	56.3%	55.6%	79.4%	74.4%	
		Hispanic	54.9%	62.6%	64.9%	67.6%	70.4%	
		White	53.7%	67.4%	73.6%	75.7%	72.2%	
	Unique	Inmate	53.8%	59.1%	65.3%	73.8%	72.2%	
		Disabled	58.7%	68.2%	72.4%	77.7%	80.6%	
		Foster Youth	0.0%	33.3%	100.0%	23.8%	60.0%	
		Veteran	61.1%	66.7%	46.2%	74.3%	83.9%	
			<b>Math &amp; Science Division</b>					
			<b>Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	49.5%	51.2%	54.3%	57.8%	54.3%	
Student Population Categories	Ethnicity	Female	45.4%	52.7%	55.3%	50.0%	48.6%	
		Male	52.1%	50.5%	54.0%	60.4%	55.8%	
		Asian/Pacific Islander	69.8%	62.8%	62.8%	71.8%	55.5%	
		African-American	47.0%	40.8%	44.9%	50.2%	46.9%	
		Hawaiian/Nat Am	54.2%	31.6%	42.5%	55.6%	54.5%	
		Hispanic	49.3%	52.9%	54.2%	56.1%	54.1%	
		White	46.9%	54.4%	59.9%	64.1%	60.0%	
	Unique	Inmate	55.0%	47.7%	50.4%	61.9%	56.0%	
		Disabled	47.7%	55.8%	63.2%	68.4%	93.8%	
		Foster Youth	-	-	-	-	54.5%	
		Veteran	54.5%	43.8%	35.3%	68.8%	70.0%	
			<b>Professional Technologies Division</b>					
			<b>Completion Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	70.8%	72.3%	78.8%	80.4%	86.0%	
Student Population Categories	Ethnicity	Female	70.3%	75.2%	82.3%	81.7%	79.8%	
		Male	70.8%	72.0%	78.4%	80.3%	87.6%	
		Asian/Pacific Islander	71.4%	70.5%	79.1%	78.3%	87.9%	
		African-American	62.7%	64.7%	67.8%	68.7%	74.1%	
		Hawaiian/Nat Am	61.5%	72.2%	80.4%	81.3%	100.0%	
		Hispanic	68.6%	71.6%	78.9%	78.3%	85.0%	
		White	79.4%	77.9%	84.0%	88.1%	91.3%	
	Unique	Inmate	69.4%	67.5%	75.2%	79.1%	92.8%	
		Disabled	76.0%	77.0%	88.0%	87.9%	77.2%	
		Foster Youth	100.0%	100.0%	100.0%	0.0%	31.3%	
		Veteran	89.7%	57.1%	100.0%	75.0%	77.8%	

		<b>Allied Health Division</b>					
		<b>Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	85.7%	89.8%	89.7%	91.0%	92.4%
Student Population Categories	Ethnicity	Female	85.2%	90.4%	88.6%	88.5%	91.3%
		Male	86.2%	89.4%	90.5%	92.4%	92.9%
		Asian/Pacific Islander	95.3%	96.6%	89.3%	93.8%	95.7%
		African-American	84.2%	87.5%	87.8%	92.5%	87.6%
		Hawaiian/Nat Am	75.0%	93.1%	86.4%	92.3%	94.1%
		Hispanic	87.1%	89.1%	90.8%	88.6%	91.3%
		White	83.6%	90.0%	87.9%	93.6%	95.0%
	Unique	Inmate	82.9%	87.3%	87.3%	93.0%	91.7%
		Disabled	79.4%	90.2%	88.9%	95.8%	91.5%
		Foster Youth	66.7%	33.3%	100.0%	75.0%	66.7%
Veteran		85.7%	100.0%	66.7%	90.9%	100.0%	
		<b>Business Division</b>					
		<b>Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	79.1%	79.0%	86.7%	90.7%	90.6%
Student Population Categories	Ethnicity	Female	68.6%	79.7%	83.4%	85.8%	81.1%
		Male	81.3%	78.9%	87.1%	91.4%	91.4%
		Asian/Pacific Islander	88.5%	80.7%	95.2%	91.5%	91.9%
		African-American	80.5%	79.7%	83.9%	86.6%	88.2%
		Hawaiian/Nat Am	85.3%	77.8%	100.0%	95.2%	96.4%
		Hispanic	76.5%	78.7%	85.3%	92.7%	90.4%
		White	79.1%	79.7%	87.1%	89.8%	92.0%
	Unique	Inmate	79.9%	79.4%	87.0%	91.8%	91.6%
		Disabled	88.4%	81.3%	92.7%	93.6%	91.6%
		Foster Youth	100.0%	80.0%	0.0%	66.7%	0.0%
Veteran		100.0%	80.0%	100.0%	89.5%	85.0%	
		<b>History, Social, Behavioral Sciences Division</b>					
		<b>Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	84.4%	86.9%	90.2%	91.2%	91.8%
Student Population Categories	Ethnicity	Female	83.3%	87.8%	92.3%	88.7%	89.1%
		Male	85.0%	86.6%	89.5%	91.9%	92.3%
		Asian/Pacific Islander	89.0%	87.1%	92.0%	92.0%	89.1%
		African-American	83.3%	84.7%	89.9%	92.2%	90.5%
		Hawaiian/Nat Am	87.4%	78.6%	83.5%	89.9%	95.6%
		Hispanic	84.5%	87.1%	89.8%	90.3%	92.5%
		White	84.6%	88.7%	90.8%	91.7%	91.9%
	Unique	Inmate	84.1%	86.2%	89.2%	92.9%	92.1%
		Disabled	81.4%	89.7%	93.2%	92.1%	94.7%
		Foster Youth	70.0%	75.0%	100.0%	80.0%	87.5%
Veteran		81.8%	88.9%	96.2%	94.1%	89.5%	

		<b>Language Arts &amp; Communications Division</b>					
		<b>Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	70.6%	76.0%	80.9%	82.4%	93.8%
Student Population Categories	Ethnicity	Female	71.2%	77.6%	82.5%	75.9%	75.1%
		Male	70.1%	75.2%	80.3%	84.4%	85.6%
		Asian/Pacific Islander	85.5%	79.2%	84.6%	82.5%	87.6%
		African-American	66.2%	68.6%	76.5%	84.2%	81.8%
		Hawaiian/Nat Am	85.0%	70.3%	81.5%	87.3%	84.9%
		Hispanic	69.9%	76.1%	79.3%	80.1%	83.6%
		White	71.0%	81.5%	86.0%	85.8%	84.9%
	Unique	Inmate	69.1%	74.0%	78.4%	85.3%	86.1%
		Disabled	72.0%	78.7%	83.9%	86.5%	87.1%
		Foster Youth	0.0%	50.0%	100.0%	61.9%	90.0%
Veteran		83.3%	81.0%	80.8%	94.6%	93.5%	
		<b>Math &amp; Science Division</b>					
		<b>Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	77.9%	79.7%	82.6%	85.6%	79.9%
Student Population Categories	Ethnicity	Female	76.5%	78.5%	82.7%	80.8%	73.9%
		Male	78.7%	80.3%	82.7%	87.2%	81.6%
		Asian/Pacific Islander	88.4%	81.4%	86.0%	92.3%	80.7%
		African-American	79.6%	78.6%	81.0%	85.9%	78.6%
		Hawaiian/Nat Am	85.4%	65.8%	75.0%	77.8%	84.1%
		Hispanic	76.8%	80.8%	82.9%	85.3%	80.3%
		White	76.1%	79.0%	82.6%	85.2%	80.2%
	Unique	Inmate	79.5%	79.2%	80.9%	88.2%	81.3%
		Disabled	77.2%	81.5%	88.3%	89.3%	82.8%
		Foster Youth	100.0%	100.0%	100.0%	92.9%	100.0%
Veteran		90.0%	87.5%	88.2%	90.9%	90.0%	
		<b>Professional Technologies Division</b>					
		<b>Retention Rate</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
		Overall	89.2%	89.1%	91.7%	91.8%	97.5%
Student Population Categories	Ethnicity	Female	85.7%	92.1%	92.0%	91.5%	94.8%
		Male	89.6%	88.8%	91.7%	92.0%	98.0%
		Asian/Pacific Islander	87.5%	83.6%	96.5%	89.9%	94.5%
		African-American	88.0%	83.3%	87.4%	84.0%	94.4%
		Hawaiian/Nat Am	92.3%	91.7%	92.2%	89.6%	100.0%
		Hispanic	89.8%	90.3%	92.2%	91.8%	98.3%
		White	90.0%	88.5%	92.6%	94.7%	97.9%
	Unique	Inmate	87.4%	85.7%	90.1%	91.3%	99.6%
		Disabled	90.8%	88.1%	92.8%	95.4%	87.7%
		Foster Youth	100.0%	100.0%	100.0%	100.0%	87.5%
Veteran		96.6%	85.7%	100.0%	90.0%	100.0%	

Source: Colleague ERP/Business Objects

Table 3: In support of student equity goals, the College has disaggregated course completion and retention by division to facilitate dialog and promote success initiatives.

Table 4: Degrees and Certificates

<b>Degrees and Certificates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
AA	85	68	73	91	109
AAT	1	-	6	4	6
AS	25	17	22	14	35
AST	-	-	5	3	12
<b>Total Degrees</b>	<b>111</b>	<b>85</b>	<b>106</b>	<b>112</b>	<b>162</b>
Cert <6 units	2	-	5	9	12
Cert 6 to 18 units	209	206	297	198	229
Cert 18 to 30 units	24	19	21	29	23
Cert 30 to 60 units	23	12	30	9	20
<b>Total Certificates</b>	<b>258</b>	<b>237</b>	<b>353</b>	<b>245</b>	<b>284</b>

Source: Colleague ERP/Business Objects

While the majority of degrees awarded consist of AA or AS degrees, there has been an increase in AAT and AST degrees in the last three years. Most of the certificates awarded are below 18 units. While there has been some variation in total awards, the levels have remained fairly constant.

Table 5: Transfers

<b>Transfers</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
ISP+OS	74	56	39	32	**
CSU/UC	14	13	10	5	12
Total	88	69	49	37	12

ISP = In State Private / OS = Out of State

Source: CalPass Plus/CCCCO Vision Dashboard, CCCCCO Datamart, CSU, UC

In state and out of state transfer data is incomplete for 2017-18 and unavailable for 2018-19; therefore, the totals for 2017-18 and 2018-19 are incomplete. Transfers to UC/CSU have remained constant over the five-year period except for a dip in 2017-18. There has been a trending decline in transfers to in-state private and out-of-state institutions over the three-year period with complete data.

Table 6: Nursing License Pass Rates

Quarterly Statistics					Annual Statistics		
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate	Variance from the State Average Annual Pass Rate
Oct – Dec 2011	3	1	33%	74%	42%	75%	-33
Jan – Mar 2012	6	4	67%	77%	47%	74%	-27
Apr – Jun 2012	1	0	0%	72%	47%	74%	-27
Jul – Sep 2012	4	3	75%	74%	57%	74%	-17
Oct – Dec 2012	6	4	67%	70%	65%	74%	-9
Jan – Mar 2013	1	0	0%	75%	58%	73%	-15
Apr – Jun 2013	-	-	-	78%	64%	73%	-9
Jul – Sep 2013	-	-	-	75%	57%	74%	-17
Oct – Dec 2013	1	0	0%	76%	0%	76%	-76
Jan – Mar 2014	6	3	50%	74%	43%	76%	-33
Apr – Jun 2014	9	3	33%	66%	38%	73%	-35
Jul – Sep 2014	1	0	0%	72%	35%	73%	-38
Oct – Dec 2014	2	0	0%	72%	33%	72%	-39
Jan – Mar 2015	1	1	100%	73%	31%	71%	-40
Apr – Jun 2015	-	-	-	69%	25%	72%	-47
Jul – Sep 2015	6	6	100%	73%	78%	72%	6
Oct – Dec 2015	4	3	75%	75%	91%	72%	19
Jan – Mar 2016	-	-	-	73%	90%	72%	18
Apr – Jun 2016	-	-	-	75%	90%	74%	16
Jul -- Sep 2016	1	1	100%	76%	80%	75%	5
Oct – Dec 2016	-	-	-	70%	100%	74%	26
Jan – Mar 2017	-	-	-	72%	100%	73%	27
Apr – Jun 2017	-	-	-	68%	100%	74%	26
Jul -- Sep 2017	-	-	-	74%	-	71%	-
Oct – Dec 2017	4	4		69%	100%	71%	29
Jan - Mar 2017	-	-	-	72%	100%	73%	27
Apr - Jun 2017	-	-	-	68%	100%	74%	26
Jul - Sep 2017	-	-	-	74%	-	71%	-
Oct - Dec 2017	4	4	100%	69%	100%	71%	29
Jan - Mar 2018	2	2	100%	81%	100%	73%	27
Apr - Jun 2018	2	2	100%	79%	100%	76%	24
Jul - Sep 2018	1	0	0%	77%	89%	76%	13
Oct - Dec 2018	-	-	-	79%	80%	79%	1
2019	5	4	80%	-	-	-	-

Source: NCLEX-PN® Licensure Examination Data

Nursing licensure pass rates are difficult to compare directly with state averages due to the high variance in percentages caused by the small sample size. Pass rates within the last two years have been higher than in previous years.

## **Organization of the Self-Evaluation Process**

The College's self-evaluation process began early in the Spring Semester 2019 when Vice-President of Instruction and Student Services and Accreditation Liaison Officer Dr. Scott Bauer assembled a team of about thirty staff, faculty and administrators for the task. As shown in the following chart, persons were initially assigned to various standards and subsections according to their interests and areas of expertise.

A core group was also formed, consisting of Biju Raman, Dean of Instruction and Student Services; Adam Houston, Director of Institutional Research; faculty member Brian Thieboux who was serve as Editor-in-Chief of the report; and Dr. Bauer.

The core group embarked on a series of meetings in February and March with small groups of team members, assigned to different areas, to explain the accreditation process and to acquaint them with the specific requirements of each standard in which they were working. Each team was then asked to prepare a draft report on the sections they were assigned, including an evidence list.

By the beginning of summer, most teams had submitted drafts and notes of their work. The core group continued meeting, reviewing each standard and section and incorporating the work that had been completed by the other team members into single draft report. In August, during Flex Day, the core group gave a presentation to the College faculty, staff and administrators, summing up what had been done to date and presenting a plan for the remainder of the accreditation process.

As the ISER sections were reviewed and edited during the Fall Semester, they were released on the website for review and comment. In November, the draft ISER went to the Board of Trustees for a first reading, and in December, a second reading, at which time the ISER was approved by the Board. The report was then finalized with signatures, posted to the website and sent off to the ACCJC.

Table 8: Accreditation Team Membership

	ACCREDITATION TEAM			
	Vice President Instruction and Student Services, ALO Scott Bauer	Administrative Assistant Diana Navarro	Editor in Chief Brian Thieboux	
<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>		<b>Administrator/Manager</b>	<b>Faculty</b>	<b>Staff/Confidential</b>
	<b>A. Mission</b>	Dean Needles Center Lale Cilenti Arac	Astronomy/Math Faculty Nidhi Patel	Administrative Assistant Jeanie Johnson
	<b>B. Assuring Academic Quality and Institutional Effectiveness</b>	Instruct Svcs Manager Maria Kehl, Director of A & R Shelly Hamilton	Program Review Member Sarah Frid	Administrative Assistant Diana Navarro
	<b>C. Institutional Integrity</b>	Instruct Svcs Manager Maria Kehl, Director of A & R Shelly Hamilton	Chair Languages, Arts and Communication Div Brian Thieboux	Curriculum and Catalog Specialist Elizabeth Cockrell
<b>Standard II: Student Learning Programs and Support Services</b>				
	<b>A. Instructional Programs</b>	Dean Instruct & Stu Services Biju Raman, Dir Institutional Research Adam Houston	Curriculum Co-Chair June Turner	Instructional Services Technician Esther McBroom
	<b>B. Library and Learning Support Services</b>	Dir Student Success & Equity Jaclyn Randall	Librarian June Turner	Library Technician Danya Estrada
	<b>C. Student Support Services</b>	Director EOPS Machi Rivera	Chair Student Services Div Irma Dagnino	EOPS Secretary Teresa Gomez
<b>Standard III: Resources</b>				
	<b>A. Human Resources</b>	Assoc VP of Admin Service Cecy Garcia	CWE/Vocational Career Specialist Maria Lopez	Human Resources Technician Tera Palmer
	<b>B. Physical Resources</b>	Director of Facilities Shad Lee	Maint & Facilities Committee Physical Education Instructor Gregory Snider	Maint & Facilities Committee Executive Assistant Denise Hunt
	<b>C. Technology Resources</b>	Dir Information Technology Eric Egan	Chair Professional Technologies Div Scott Peterson	A & R Evaluator Noelle McMillin
	<b>D. Financial Resources</b>	VP Administrative Services Stephanie Slagan	Chair Math and Science Div Paul Shibalovich	Business Services Technician Julene Marquez
<b>Standard IV: Leadership and Governance</b>				
	<b>A. Decision-Making Roles and Processes</b>	President Don Wallace	President Acad Senate Peter Martinez / Hortensia Rivera	Web Services & Network Specialist Rich Soto
	<b>B. Chief Executive Officer</b>	President Don Wallace	President Acad Senate Peter Martinez / Hortensia Rivera	Executive Assistant Carrie Mullion
	<b>C. Governing Board</b>	President Don Wallace	President Acad Senate Peter Martinez / Hortensia Rivera	Executive Assistant Carrie Mullion

### C. Organizational Information

Figure 7: Superintendent/President's Office

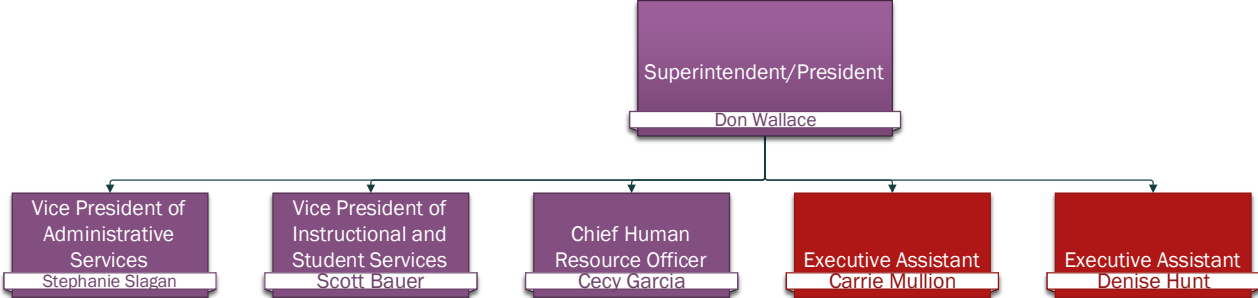


Figure 8: Human Resources Organization Chart

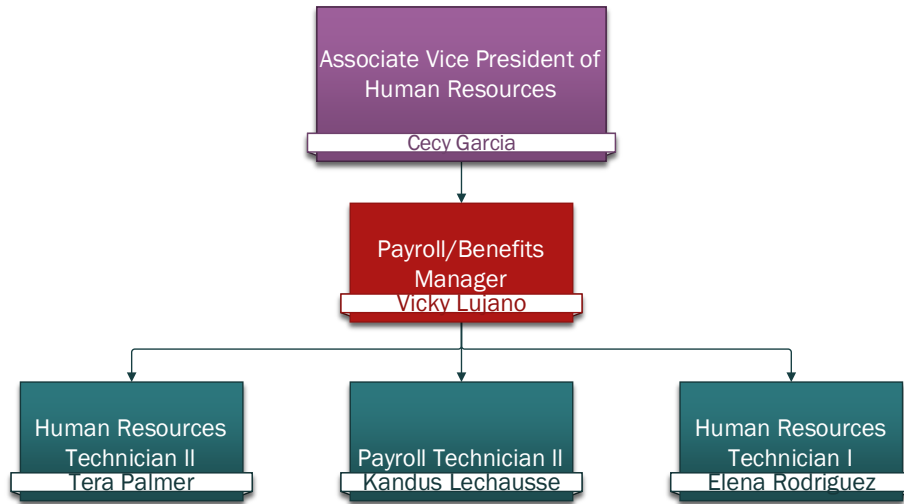


Figure 9: Administrative Services Organization Chart

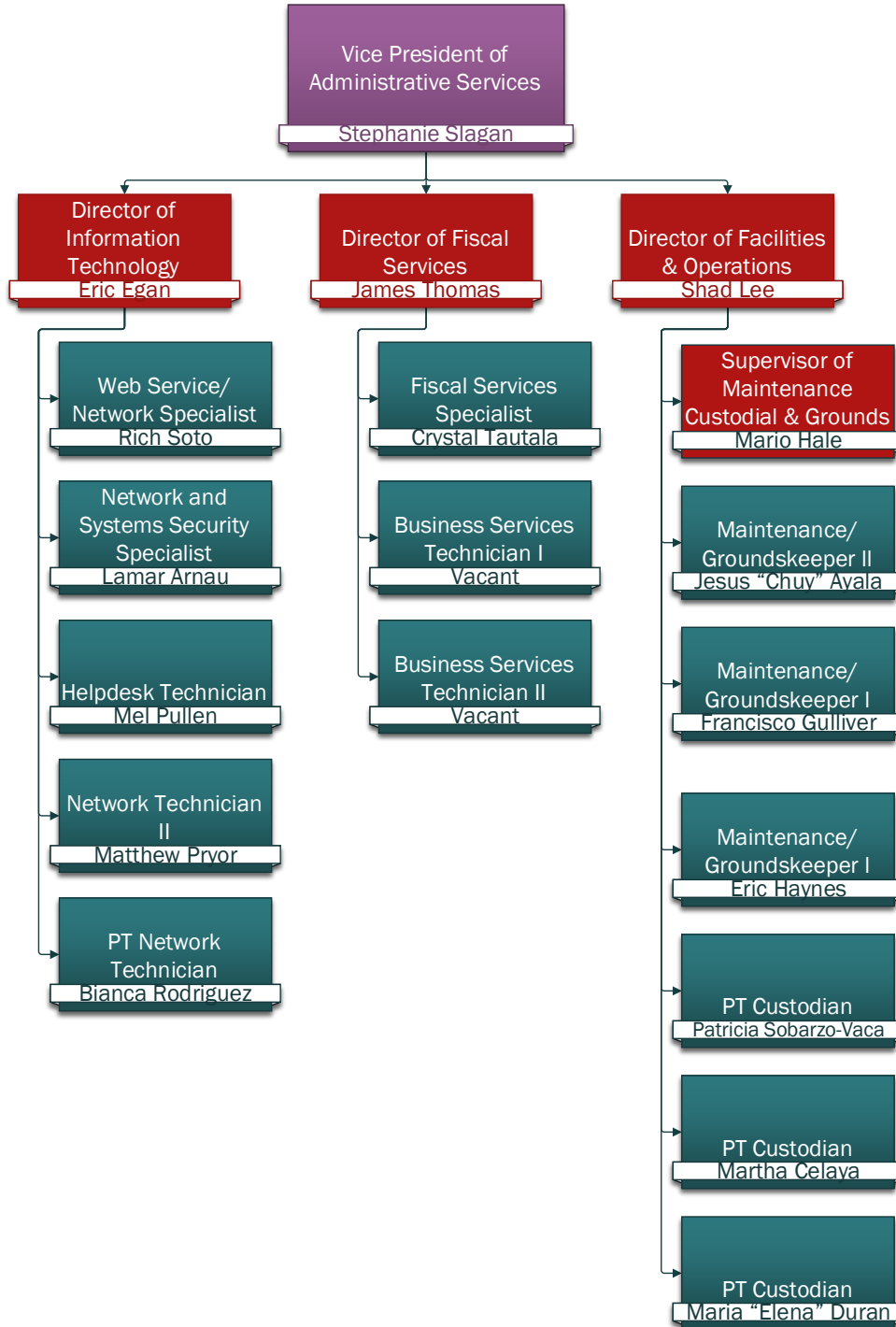
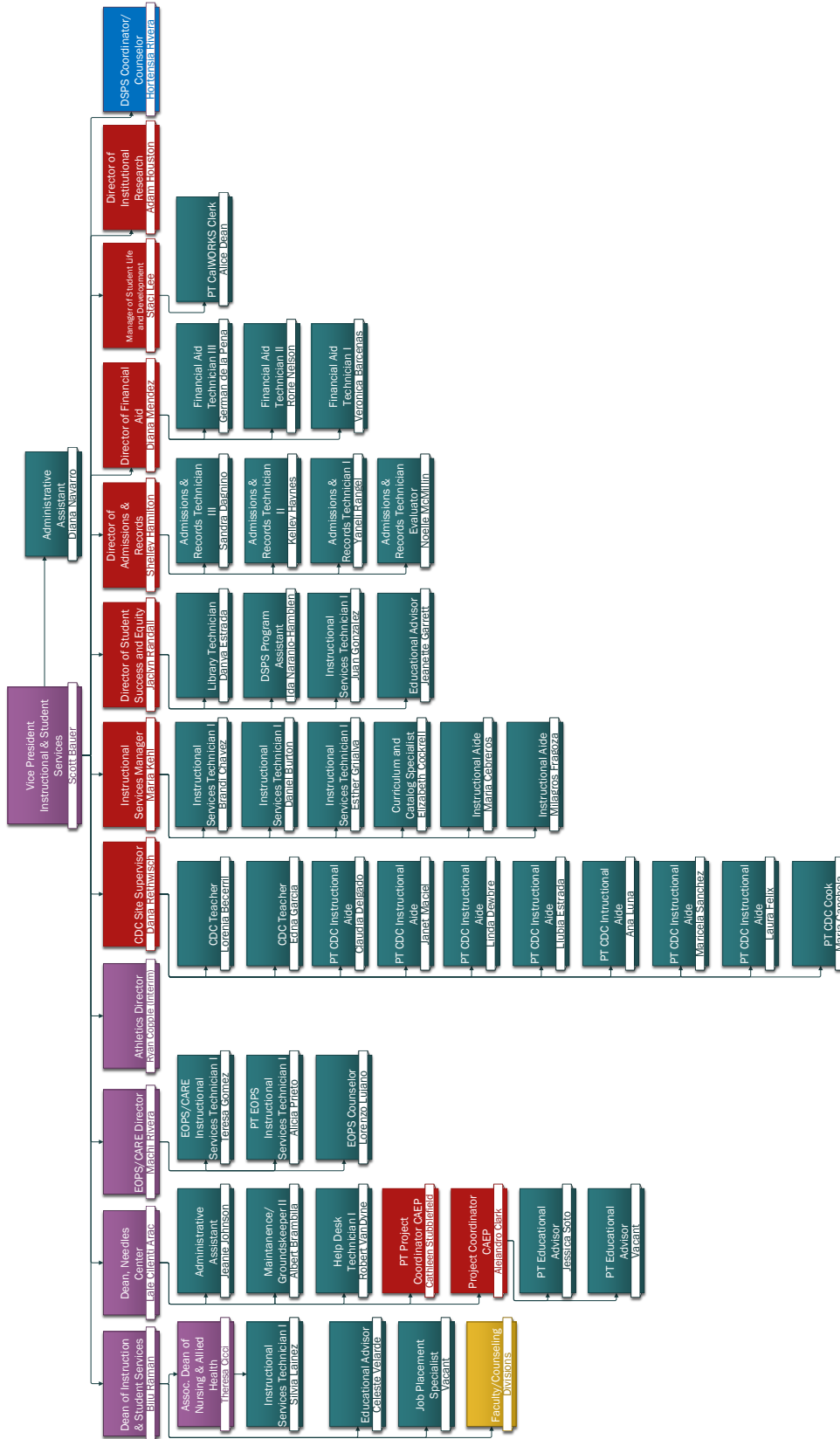
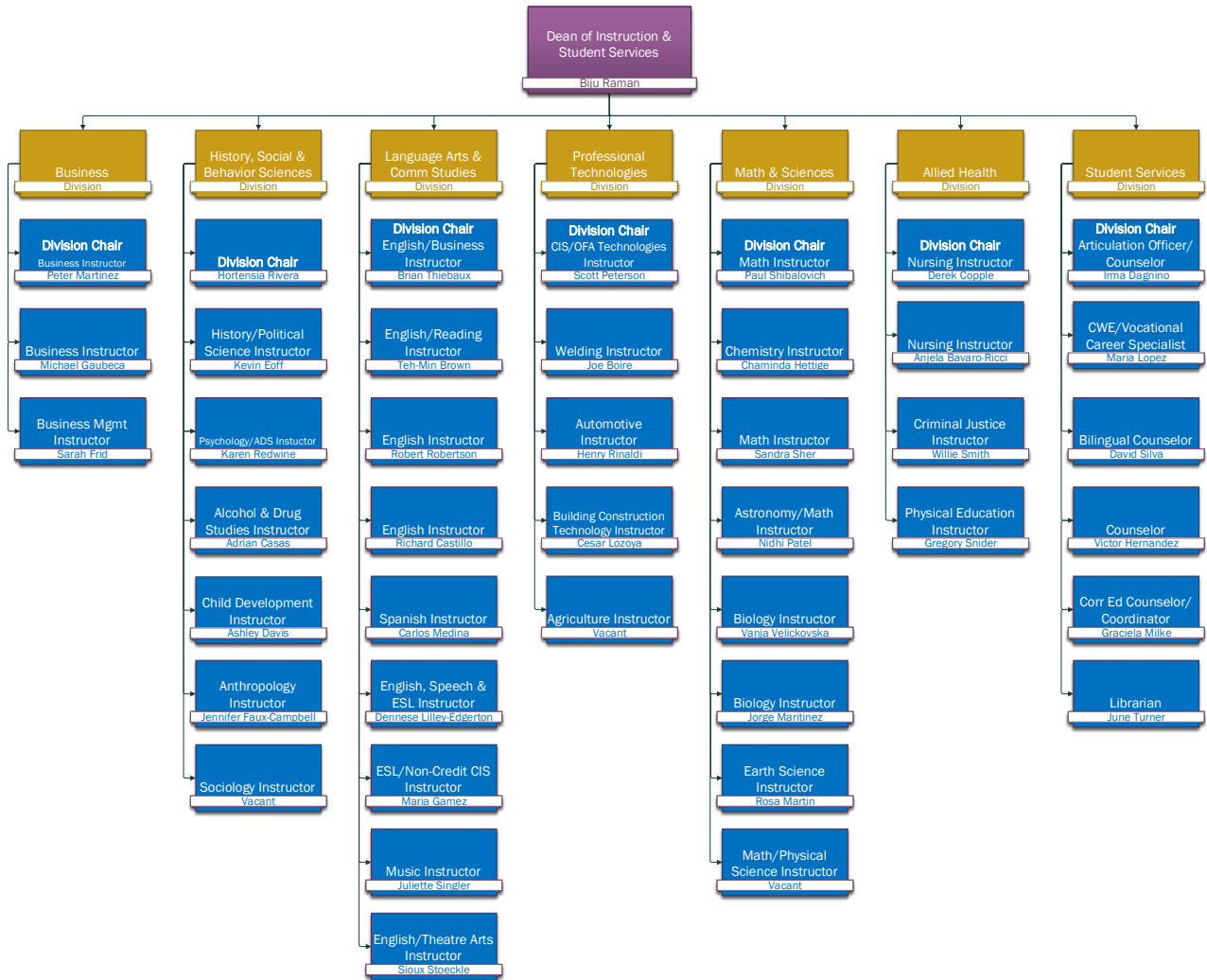


Figure 10: Instruction / Student Services Organization Chart



Rev. 10/31/2019

Figure 11: Faculty and Counseling Organization Chart



## **D. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

#### College Statement:

Founded in 1947, Palo Verde College was originally accredited by the California Board of Education. In 1952, the College's accreditation was continued under the jurisdiction of the predecessor agency to the Western Association of Schools and Colleges. The educational facility in Needles, originally operated by the San Bernardino Community College District, was acquired by Palo Verde College in 1999 by agreement between the two districts. In 2006, the California Postsecondary Education Commission recognized Needles as an official outreach center. Palo Verde College District is regulated by the California Community College Board of Governors and is fully accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

### **Eligibility Requirement 2: Operational Status**

The institution is operational, with students actively pursuing its degree programs.

#### College Statement:

The College is operational, with students actively pursuing its degree and certificate programs.

### **Eligibility Requirement 3: Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

#### College Statement:

A substantial portion of the College's educational offerings are programs that lead to degrees that are of two academic years in length, and a significant proportion of its students are enrolled in them.

### **Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

College Statement:

The chief executive officer of the College is Dr. Donald G. Wallace, Superintendent/President. He is appointed by the Board of Trustees and his full-time responsibility is to the College. The Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

**Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

College Statement:

Each year the College arranges for an independent financial audit by a reputable CPA firm. The independent audit report contains a Schedule of Findings and Questioned Costs in which the auditor recommends changes in accounting and financial management procedures that will improve the accuracy and reliability of the College's financial statements. Each audit report also includes a follow-up on action taken by the College to resolve findings of prior years. The College systematically follows up on prior years' recommendations and has made changes that subsequently proved acceptable to the auditors.

## **E. 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, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; 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.

### **Public Notification of an Evaluation Team Visit and Third-Party Comment**

*Regulation citation: 602.23(b).*

Notification of the accreditation team visit was posted on the College website September 12, 2019. The completed ISER was posted to the College website on December 13, 2019 for public review and comment (Main page > Accreditation). A link to the ACCJC Third-Party Comment form is posted to the College website: Main page > Accreditation.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Institutional-set standards for student achievement are posted to the website: Main page > Institutional Effectiveness > Institutional Effectiveness Rates June 2017. In instructional area program review reports, the College compares those standards with actual performance data—specifically course completion and retention. These analyses may be found in the responses to Standards I.A.2 and I.B.1. Also, see other analyses of student achievement, including student learning outcome performance, in the responses to Standards I.B.4, I.B.5, I.C.9 and II.B.3.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Discussion of student fees, including nonresident tuition may be found in the response to Standard I.C.6. Credits and program length matters are discussed in the response to Standard II.A.5. Credit hours are discussed in the response to Standard II.A.9.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

See the discussion about College transfer policies in the response to Standard II.A.10. Students interested in transfer options may be directed to further information available through the College website: Main page > Scroll down to Current Students > Transfer Information.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

The College's background and current practices with correspondence education and distance education are discussed in the responses to Standards II.A.2 and II.A.7. The College adheres to the various policy elements, including authentication of students' identities, of the ACCJC Policy on Distance Education and on Correspondence Education, as discussed more fully in the response to Standard II.A.7. With the significant growth in correspondence education enrollment and the importance of maintaining continuous academic quality, the College has chosen correspondence education as the subject of its Quality Focus Essay for this accreditation self-evaluation report.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

Should students wish to file a complaint about the College, the process for doing so is provided on the College website: Main page > Accreditation > Filing A Complaint. The matter of student complaint procedures is more fully discussed in the response to Standard I.C.2.

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

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, as discussed more fully in the responses to Standards I.C.1 and I.C.2.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

The College complies with all Title IV rules and requirements in managing its student financial aid programs—the College does not have a student loan program—and is prompt in responding to findings, if any, resulting from compliance audits. The issue of audits is more fully discussed in the response to Standard III.D.7.

## **F. Institutional Analysis**

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **A. Mission**

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

#### **Evidence of Meeting the Standard**

Palo Verde College's mission statement reflects the nature of the College's student population and its needs, emphasizing diversity and uniqueness, personal and professional growth, success and equity, academic achievement, conferral of awards and transfer to four-year institutions. The most recent modification of the mission statement was approved by the College Council, the College's primary participatory governance committee, in January 2019 and by the Board of Trustees at their February 12, 2019 meeting ([Evidence I.A-01 Board of Trustees minutes of February 12, 2019](#)). Review of the College mission statement has taken place regularly, in accordance with Board Policy 1200 ([Evidence I.A -02 Board Policy 1200 Mission](#)), since it was originally written in 2002, and has historically involved campus-wide participation and comment. The most recent modification was initiated by the College Superintendent/President in Fall Semester 2018 with a committee consisting of faculty, staff and administrators. A draft proposal was emailed for comment to the college community via Survey Monkey ([Evidence I.A.-03 Survey monkey instrument](#)). The survey results were incorporated into the final draft and submitted to the College Council and subsequently to the Board of Trustees for final approval.

#### **Palo Verde College Mission Statement**

**Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.**

Here is how the College mission statement fulfills the terms of this standard:

Broad educational purposes:

The mission of Palo Verde College is appropriate for an institution of higher learning and highlights the College's broad educational purposes, namely, to create a culture of learning, student success and academic achievement, by providing "opportunities for personal and professional growth... in an academic environment committed to student success and equity by supporting student achievement..."

Intended student population:

The intended student population of the College is expressed in the mission's commitment to serve a "diverse and unique community of learners..." The College has the distinction of serving the easternmost California communities of Blythe and Needles along the Colorado River corridor on the California-Arizona border spanning the Counties of Riverside and San Bernardino, as well as the incarcerated student populations in Ironwood State Prison, Chuckwalla Valley State Prison and a number of other correctional facilities in California. The College also provides educational services to a significant number of working firefighters in its Fire Science program through an instructional services agreement. To serve these diverse and unique student populations, the College employs multiple instructional delivery modes, including face-to-face, online, and correspondence instruction, and provides appropriate support services to students regardless of location or mode of instruction.

Types of degrees and credentials offered:

As a degree and certificate-granting institution, the College supports "...student achievement of basic skills, certificate, degree, university transfer, and career goals" by offering Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer, and certificates of completion and achievement in a variety of career training and education fields. Degree and certificate offerings are listed in the College catalog ([Evidence I.A-04, College Catalog, pp. 86-117](#)).

Commitment to student learning and student achievement:

The College is committed to serve a "community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." The College demonstrates its commitment to student learning and achievement by offering a meaningful array of courses, programs and support services, performing rigorous assessment of learning and support outcomes, publishing regular program reviews, establishing the Student Success Center and initiating the snapshot-program review addendum that assesses equity and student learning achievement annually.

The following statements of Vision and Values are an integral part of the overall College mission:

### **Vision**

Palo Verde College will be known for excellence—educationally, socially, economically and culturally.

## **Values**

### *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.

Palo Verde College's mission, vision, and values statements collectively represent a strong commitment to meeting the educational needs of its students.

Palo Verde College's mission is consistent with the roles and responsibilities of California community colleges delineated in California Education Code Section 66010.4 ([Evidence I.A-05 Education Code Section 66010.4](#)).

## **Analysis and Evaluation**

The College meets the standard with a mission statement that addresses the institution's broad educational purposes, defines its intended student populations, references the College's degrees and certificates and alludes to the institution's commitment to student learning and student achievement. Mission statement elements are discussed in greater detail in the following standards.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

## Evidence of Meeting the Standard

The College gathers and analyzes data, quantitative and qualitative, from a variety of sources to determine how effectively it is accomplishing its mission and whether the mission is directing its institutional priorities.

The [PVC Strategic Plan: 2020 Vision \(Evidence I.A-06\)](#) sets institutional priorities and is among the primary instruments the College uses to guide the achievement of its mission. Specifically, Strategy 4.1 provides for data analysis of the College's education programs and services:

Strategy 4.1 Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services (PVC Strategic Plan: 2020 Vision)

Achievement of this and other Strategic Plan goals is evaluated through the analysis, by College personnel, of various reports, most notably, SLO and PLO assessments, institution-set standards, program reviews, Snapshots and student success and equity reports

### Mission and SLO and PLO Assessments:

Periodic assessments of SLOs and PLOs demonstrate the College's commitment to evaluating and improving student learning and student achievement. The assessments exemplify the College's mission to serve a "community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." SLO and PLO assessments are performed in accordance with the SLO Schedule, published on the College website: Main page > Accreditation > SLOs/SAOs ([Evidence I.A-07 SLO Schedule](#)).

Completed SLO and PLO assessment results may be viewed on a shared file on the College website and is accessible only from on-campus computers: file://storage-cl/SLO-Assessment-Data.

SLO and PLO assessments may be found in program review reports, examples of which are as follows: ([Evidence I.A-08 Language Arts and Communication Program Review, pp. 20-25](#)) and program review Snapshots ([Evidence I.A-09 Business snapshot](#)). Details of program reviews and Snapshots are discussed in greater detail in the responses to standards I.B and I.C later in this report.

SLO and PLO goals for all disciplines are posted to the College website (Main page > Accreditation > SLOs/SAOs) and are included in course outlines of record ([Evidence I.A-10 Sample course outline of record](#)) and course syllabi ([Evidence I.A-11 Sample course syllabus](#)). PLOs for each degree and certificate program are listed in the College catalog ([Evidence I.A-12, College Catalog, pp. 88-117](#)).

### Mission and Institution-Set Standards:

Institution-set standards, referred to by the College as “Institutional Effectiveness” reports, are developed annually and published on the College website: Main page > Accreditation > Institutional Effectiveness > Institutional Effectiveness Rates June 2017) ([Evidence I.A-13 Institutional Effectiveness, 2017](#)) Instructional program review reports compare course completion data in the relevant disciplines with institutional-set standards reported in the Institutional Effectiveness reports.

Comparing institution-set standards with actual achievement data exemplifies the mission statement promise to commit “...to student success and equity by supporting student achievement...” Consistently low course completion rates prompt further inquiry by faculty teaching those courses to determine causes and make improvements. Rates exceeding institution-set standards prompt faculty they are helping further student achievement.

Here are examples of faculty discussion in program review reports about completion rates in their programs:

[Evidence I.A-14 Mathematics and Science program review, 2017, p. 18](#)

[Evidence I.A-15 Language Arts and Communication program review, 2017 p. 38](#)

[Evidence I.A-16 History, Social and Behavioral Sciences, 2014, p. 11](#)

[Evidence I.A-17 Criminal Justice program review, 2016, p. 12](#)

#### Mission—Program Reviews and Snapshots:

Program review reports, prepared for each instructional program and support services unit, demonstrate how such programs and services support the College’s mission by serving a “community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.”

The purpose of the program review process, including the recently implemented annual Snapshot for instructional programs, is to evaluate the effectiveness of programs and improve the quality of education at the College. Furthermore, analysis of program review data allows for strategic planning and resource allocation with the goal of supporting student success and achievement, objectives consistent with the College mission. Detailed discussion of the relationship between program review and resource allocation is found in the response to Standard I.B.4 in this report.

Here is the College program review report line-up:

1. Instructional program reviews (principally degrees and certificates), are completed every four years, with an annual Snapshot (started Fall 2019) focusing on student equity analysis, SLO assessment summary and future budget needs.

2. Instructional program review updates are completed every two years, in addition to the four-year review, for career training and education disciplines only.
3. Learning support program reviews, historically completed every four years, are completed annually as of Fall 2019, to bring the program review process in line with Integrated Planning Manual guidelines.

Consistent with living up to the terms of the mission, the College has implemented two innovations in the area of program review: implementation of the annual Snapshot that incorporates student equity analysis, timely SLO analysis and future plans into a single report; and implementation of an improved, annual student support services program review that is better suited to evaluate student services, and in a timely manner.

Program review procedures are published in the Program Review Guide ([Evidence I.A-18 Program Review Guide](#)) viewable on the College website: Main page > Accreditation > Program Review.

#### Mission Statement and Student Success and Equity:

In keeping with the mission goal to provide “...opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity...” the College implemented the annual Snapshot instructional programs. The Snapshot, among other things, provides opportunity to analyze course completion performance disaggregated by equity characteristics.

#### **Analysis and Evaluation**

The College meets the standards in that it regularly collects and analyzes student academic performance data as part of its program review process. The College uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. Program reviews allow the College to integrate data provided from outcomes assessment, quantitative indicators of program demand, external factors affecting programs and student achievement in various institution-set standards identified as strategically important to the College’s mission. Data evidenced principally in program review reports are regularly used in evaluation, planning, and resource allocation processes to support students’ educational needs.

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

#### **Evidence of Meeting the Standard**

Evidence that the College’s programs and services are aligned with the College’s mission is observable in various College planning documents, including program review reports. Each comprehensive program review report, instructional and learning support, is required

to explain how it fulfills the terms of the mission by answering the question, “How does the program support the College Mission?” as evidenced in this example: [Evidence I.A-19 Business Administration program review, 2016, p. 4](#). The responses to the question are evaluated by the Program Review Committee and, if necessary, the committee recommends that the response be clarified to ensure alignment between program and mission.

Furthermore, inasmuch as program review reports also incorporate elements of program “decision-making, planning...resource allocation and ...institutional goals for student learning and achievement,” they are consistent with mission and institutional goals, as expressed in various College planning documents. Here are examples of program review reports illustrating these elements expressed in this standard:

Decision-making, planning:

[Evidence I.A-20 Computer Information Systems program review, 2018, pp. 37-38](#)

Resource allocation:

[Evidence I.A-21 Math and Science program review, 2017, pp. 32-34](#)

Institutional goals for student learning and achievement:

[Evidence I.A-22 Language Arts and Communication program review, 2018, pp. 16-17](#)

That the mission “informs institutional goals for student learning and achievement” is evident in the major College planning documents, including the Integrated Planning Manual ([Evidence I.A-23, pp. 2; 8-9](#)), PVC Strategic Plan: 2020 Vision ([Evidence I.A-24, pp. 1-19](#)) and the Comprehensive Master Plan 2016 ([Evidence I.A-25, pp. 9-11](#)).

## **Analysis and Evaluation**

The College’s programs and services are aligned with its mission, as evidenced in program review reports and all major college planning documents, including the Integrated Planning Manual, Strategic Plan, and the 2016-2026 Comprehensive Master Plan. Moreover, program review reports and major college planning documents provide evidence of institutional decision-making, planning, and resource allocation, and they inform institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

## **Evidence of Meeting the Standard**

The College publishes the mission statement in many campus publications and documents, including, but not limited to, the College catalog, schedule of classes, Integrated Planning Manual, the Comprehensive Master Plan 2016, Strategic Plan, Board Policy 1200, and the College website. The mission is reviewed approximately every three years in a process that includes full College participation and is approved by the Board of Trustees.

### **Analysis and Evaluation**

The institution has a well-defined process by which it reviews and revises its mission statement. The College recently revised the mission in a manner that solicited input from all faculty, staff, and administrators. The revised mission was officially adopted through approval by the College community and by the Board of Trustees. It is widely published in College documents, as described earlier in this section.

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### **Conclusions on Standard I.A. Mission**

The College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. With the aim to maintain an “academic environment committed to student success and equity by supporting student achievement,” the mission informs all of the College’s planning and practices and drives a systematic process of review, evaluation and assessment.

The mission statement is visible everywhere: on the College website, in the catalog, in program review reports, and most significantly, as the opening statement of major College planning documents, namely, the Strategic Planning Manual, the PVC Strategic Plan: 2020 Vision, and the Comprehensive Master Plan 2016. In view of the College’s commitment to its mission, which, in turn, expresses commitment to student learning and achievement, the College meets the standard.

### **Improvement Plan(s)**

1. Ensure the most current mission statement is presented in all College planning documents.
2. Maintain currency of Institutional Effectiveness reports.
3. Update Integrated Planning Manual

### **Evidence List from Standard I.A:**

1A-01-Board of Trustees minutes of February 12, 2019, approval of revised Mission Statement  
1A-02-Board Policy 1200 District Mission  
1A-03-Survey Monkey instrument for mission statement review  
1A-04-College Catalog, pp. 86-117  
1A-05-Education Code Section 66010.4  
1A-06-PVC Strategic Plan: 2020 Vision  
1A-07-SLO Schedule  
1A-08-Language Arts and Communications program review, 2018, pp. 20-25  
1A-09-Business Snapshot

- 1A-10-Sample course outline of record
- 1A-11-Sample course syllabus
- 1A-12-College Catalog, pp. 88-117
- 1A-13-Institutional Effectiveness report, 2017
- 1A-14-Mathematics and Science program review, 2017, p.18
- 1A-15-Language Arts and Communication program review, 2017, p. 38
- 1A-16-History, Social and Behavioral Sciences program review, 2014, p. 11
- 1A-17-Criminal Justice Program Review, 2016, p. 12
- 1A-18-Program Review Guide
- 1A-19-Business Administration program review, 2016, p. 4
- 1A-20-Computer Information Systems program review, 2018, pp. 37-38
- 1A-21-Math and Science Program Review, 2017, pp. 32-34
- 1A-22-Language Arts and Communication program review, 2018, pp. 16-17
- 1A-23-Integrated Planning Manual, pp. 2; 8-9
- 1A-24-PVC Strategic Plan: 2020 Vision, pp. 1-19
- 1A-25-Comprehensive Master Plan, 2016, pp. 9-11

## **B. Assuring Academic Quality and Institutional Effectiveness**

### Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### **Evidence of Meeting the Standard**

There are various means by which College personnel engage in sustained dialog to promote academic quality in its courses, degrees and certificates, as supported by the PVC Strategic Plan: 2020 Vision ([Evidence I.B-1 PVC Strategic Plan: 2020 Vision, p. 9](#)). These include:

Student outcomes assessments: As assessments of courses and programs are completed—in accordance with SLO and program review schedules ([Evidence I.B-2 SLO Schedule](#) and [Evidence I.B-3 Program Review Guide](#))—the results of those assessments are discussed by faculty principally in division meetings and, to a certain extent, in Program Review Committee meetings. The following examples, drawn from SLO assessments involving courses of multiple sections and instructors, capture the dialog that took place among them:

There is one assessment that seems to have brought down the SLO #1 average significantly, some students struggled getting their books and difficulty with communication with the prison locations. But in most of the sections the students fared well. ([Evidence I.B-4 BUS 101 Introduction to Business Program Assessment, SP 2016](#))

One instructor states he will strive to accelerate feedback to students, possibly before they turn in graded assignments and exams. The other instructor indicates he will provide more study guide materials to students, covering areas, such as commissions and markup, in which students tend to be weak. ([Evidence I.B-5 BUS 105 Business Mathematics Program Assessment, SP 2016](#))

Faculty will consider adding 1 hour more instruction time for face to face ENG 099 classes. Use of computer lab in writing classes seems to make a positive difference. Maybe encourage independence in ENG 82, before students move on to ENG 099. ([Evidence I.B-6 ENG 099 Basic Composition SLO Assessment, FA 2015](#))

Some faculty report that work from incarcerated students is not being returned to faculty. Logistics issues need to be reviewed. ([Evidence I.B-7 ENG 101 Reading and Composition SLO Assessment, FA 2015](#))

Here are two examples from program review reports documenting dialog among faculty, which was, in turn, discussed with attendees of the Program Review Committee:

The division is satisfied with the results of the assessments that were completed, and takes note that there was a slight increase, from 87.8% to 88.2%, in the combined PLOs, from the 2014-15 to 2015-16 periods. In the future, the division seeks to increase the number of course level assessments in order to achieve a more accurate measure of learning, and to improve learning results with appropriate interventions, as noted elsewhere in this report. ([Evidence I.B-8 Language Arts and Communications program review, 2017, p. 25](#))

The instructors are communicating with one another a lot more about course content and evaluation methods. We find value in aligning our benchmarks as a division in order to more effectively reflect on the achievement of our collective students. This has resulted in improved development of assessment tools, finding a better organization for the course, and an emphasis on building understanding throughout the term from the lower Bloom's taxonomy to the higher levels. ([Evidence I.B-9 Business Administration, 2016, p. 12](#))

Student equity: In Fall 2019, the College implemented the Snapshot report, an addendum to the academic program review, which, among other things, tabulates course completion rates by student equity characteristics. The Snapshots provide evidence of dialog among faculty on equity, future budget needs and SLO assessments. ([Evidence I.B-10 Language Arts and Communication Snapshot](#), [Evidence I.B-11 Business Snapshot](#)). Equity is also a topic discussed during Flex Days, usually held the first two days of the Fall Semester ([Evidence I.B-12 Flex Day Agenda, August 8, 2019](#))

Academic quality: Dialog to maintain academic quality is evident in Flex Day discussions on timely matters such as Guided Pathways ([Evidence I.B-13 Flex Day Agenda, August 9, 2018](#)), SLO updates ([Evidence I.B-14 Flex Day Agenda, August 14, 2015](#)), course outline updates ([Evidence I.B-15, Flex Day Agenda, January 24, 2019](#)) and faculty evaluations ([Evidence I.B-16 Flex Day Agenda, August 13, 2015](#)).

Institutional effectiveness: Dialog on institutional effectiveness is evident in two questions in program review reports. One question asks to compare course completion rates with institutional-set standards, as in this example: [Evidence I.B-17 Business administration program review, 2016, pp. 18-20](#). The other question asks for a comparison of program goals with Strategic Plan goals ([Evidence I.B-18 Language arts and communication program review 2017, pp. 16-17](#)).

Continuous improvement of student learning and achievement: Dialog on continuous improvement is evident in program review questions relative to goal-setting, goal modification and future plans, as evidenced in these examples: [Evidence I.B-19 Business and technology program review, 2015, pp. 5-6; 35-36](#) and [Evidence I.B-20 Counseling program review, 2015, pp. 4-8](#).

Dialog for improvement is also evident in other sections of the program review reports, including comparison with institutional-set standards, as discussed earlier. Examples of SLO course and program assessments may be viewed in the following shared file: <file://storage-cl/SLO-Assessment-Data>

### **Analysis and Evaluation**

The College meets the standard. College personnel, mainly faculty and others associated with academic matters, engage in sustained dialog dealing with learning outcomes, student equity, academic quality, institutional effectiveness and related matters. Evidence of dialog is observable in program review reports, Snapshots, SLO assessments and Flex Day discussions, as presented in this section. The ongoing practice of dialog is supported by the policy goals presented in PVC Strategic Plan: 2020 Vision.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

### **Evidence of Meeting the Standard**

For instructional programs, course-level student learning outcomes are defined in the course outline of record and on the College website: Main page > Accreditation > SLOs/SAOs. Course level assessments are performed in accordance with the student learning outcomes schedule (listed in the Student Learning Outcomes site), and the results of those assessments are viewable, only from on-campus computers, in this shared file: <file://storage-cl/SLO-Assessment-Data>.

Instructional program-level learning outcomes are defined in the College catalog ([Evidence I.B-21 College catalog, pp. 88-117](#)) for each degree and certificate and on the College's website: Main page > Accreditation > SLOs/SAOs. Assessments of program learning outcomes are provided in program review reports, as discussed earlier in the response to standard I.B.1.

Instructional support learning program outcomes are defined on the College website: Main page > Accreditation > SLOs/SAOs. Assessments of instructional support outcomes are presented in program review reports ([Evidence I.B-22 Sample learning support program review](#)). In Fall 2019 the College implemented annual learning support program reviews to supplement reviews completed every four years. A detailed discussion of the annual learning support program review is located in the response to standard I.C.3 in this report.

### **Analysis and Evaluation**

The College meets the standard by defining student learning outcomes for its instructional and learning support programs, and by performing regular assessments of learning in those areas. In an effort to continuously improve, the College implemented a new learning support program review template with revised features that more adequately address the special characteristics of learning support programs.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

### **Evidence of Meeting the Standard**

The College has established institution-set standards in several performance areas and publishes those standards on the website: Main page > Accreditation > Institutional Effectiveness. The most recent institutional effectiveness report was published in 2017, with six-year achievement goals, through 2023.

The academic program indicators established in the effectiveness reports are aligned with College mission statement objectives, including, for example, course, degree and certificate completion rates, transfer to four-year institutions and acquisition of career technical education skills. That alignment is evident in this excerpt from the College mission statement: “[the College is] committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.”

Actual performance data, not including institution-set standards, is published and periodically updated, on the College website in the Student Success Scorecard (Main page > scroll down to Student Success Scorecard).

Program review reports in instructional areas evaluate actual course completion rates against institution-set standards. This topic is more fully discussed in the response to Standard I.C.3.

The setting of institution standards in various areas is supported in the Palo Verde College Strategic Plan: 2020 Vision:

Determine appropriate institution-set standards for student achievement, including course completion, program completion, job placement rates, and licensure examination passage rates, and reports these data to ACCJC by March 31st of each year. ([Evidence I.B-23 Palo Verde College Strategic Plan: 2020 Vision, Task 4.1.1.2, p. 9](#))

### **Analysis and Evaluation**

The College meets the standard by setting and publishing institution standards and incorporating at least one of those standards, namely, course completion, into program review reports. Actual College performance data is published on the web in the Student Success Scorecard. Setting institutional performance standards is supported by the PVC Strategic Plan: 2020 Vision.

The College needs to be planning and establishing new institution-set standards beyond 2023.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### **Evidence of Meeting the Standard**

The introduction to the Integrated Planning Manual states the “ultimate goal of all planning is student learning and success. Assessments focus on how well students are learning, and based on those assessments, changes are made to improve student learning and success.” ([Evidence I.B-24 Integrated Planning Manual, p. 4](#)).

With that preamble, the Integrated Planning Manual defines the relationships among planning, assessment and change, the goal of which is to improve student learning and success. The principal College process, discussed in the Integrated Planning Manual and which uses assessment results to evaluate student learning to effect organizational change, is program review.

Program review reports demonstrate program adherence to the College mission, as evidenced by this example: [Evidence I.B-25 Business and Technology program review, 2016, p. 4](#).

Program review reports demonstrate alignment between program goals and strategic planning goals expressed in the PVC 2020: Strategic Plan, evidenced by this example: [Evidence I.B-26 Mathematics and Science program review, 2017, p. 6](#).

Program review reports assess student learning in the form of SLO and PLO assessment data, evidenced in this example: [Evidence I.B-27 Psychology program review, 2014, pp. 9-11](#).

And program review reports drive resource allocation and organizational change, evidenced in these examples:

- a. Within two years of this program review report, the College initiated a new full-time faculty Alcohol and Drug Studies instructor:

The [History, Social and Behavioral Sciences] division strongly recommends that the college consider hiring a FT ADS faculty member to oversee this successful program at PVC. ([Evidence I.B-28 Alcohol and Drug Studies program review, 2014, p. 3](#))

- b. The Job Fair, initiated by the Business division, proved to be so successful in terms of attendance, the College assumed organizational leadership and financial responsibility for subsequent Job Fairs:

Host Job Fair event on an annual basis. Conduct event annually. Success indicated by attendance numbers, both by employers and students, and by evaluation by attendees and division faculty, ([Evidence I.B-29 Business Administration program review, 2016, p. 31](#))

- c. A recent assessment resulted in a calendar revision for certain career training and education courses to better accommodate high school students enrolled in those courses. The change, in turn, improved student attendance and learning: [Evidence I.B-30 PVC-PVHS Revised Calendar](#).
- d. The following two goals appeared in a 2018 program review report. One goal expressed the need for a fully equipped writing lab; the second goal recommended the hiring a

coordinator of distance learning and correspondence instructional programs. Both recommendations were adopted within the following year: The Student Success Lab opened Spring 2019; the distance learning and correspondence coordinator position was created and subsequently filled in 2017:

Previous Goal: The Basic Skills English program will need a dedicated, fully equipped Writing Lab with computers, printers, instructional software, and a variety of multimedia platforms. It is this faculty's firm belief that Basic Skills English students at Palo Verde College need these resources to compete in today's economy and workplace. 2017 Update: Dedicated writing lab: The Basic Skills English Program has semi-dedicated classroom computer labs with printers, digital projectors, and digital media. The Basic Skills English faculty will continue to review instructional software that might be potential tools for student learning and success.

2017 Update: Division faculty urge administration to proceed expeditiously in recruiting and hiring a coordinator for distance learning and correspondence instructional programs, with emphasis in serving as liaison between the college and the correctional institutions ([Evidence I.B-31 Language Arts and Communication, 2017, pp. 5-6.](#))

- e. This recommendation is expected to result in significant change in the reported course completion rate among business students that is closer to the institution-set standard:

Enforce no-show and other processes to reduce the number of course grades of W and, hopefully, increase success rates. Revisit data in two years. Success will be determined by completion rates closer to the institutional set standard. ([Evidence I.B-32 Business Administration program review 2016, p. 31](#))

## **Analysis and Evaluation**

The College meets the standard. Program review, discussed in the Integrated Planning Manual, is the key document in the process of planning and implementation. Drawing policy impetus from the mission statement and from the PVC Strategic Plan: 2020 Vision, program review assesses SLO and PLO results and effects organizational change to support student learning and achievement.

### **Institutional Effectiveness**

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

## **Evidence of Meeting the Standard**

The College's program review reporting process requires, among other things, the following items be evaluated in each report: adherence to the mission, evaluation of program goals and objectives, student learning and achievement assessments and data disaggregated for analysis by program type and mode of delivery. Ground rules for these items is spelled out in the Program Review Guide ([Evidence I.B-33 Program Review Guide](#)).

Mission: Program review reports incorporate references to the mission and define how the program fulfills mission goals. For examples of assessments of how programs accomplish the mission, see these program review reports:

[Evidence I.B-34 Library/Learning Center program review, 2017, p. 1](#)

[Evidence I.B-35 Alcohol and Drug Studies program review, 2016, p. 2](#)

Goals and objectives: Program review reports evaluate program goals and objectives by reviewing progress on prior goals, by modifying prior goals and by establishing new goals. For examples of goals evaluation in program reviews, see these reports:

[Evidence I.B-36 Computer Information Systems program review, 2018, pp. 3-4](#)

[Evidence I.B-37 Criminal Justice program review, 2016, pp. 2-3](#)

Learning and achievement assessments: Program review reports assess learning outcomes in terms of SLOs and PLOs, and achievement against an institutional-set standard in course completion. For examples of learning and achievement assessments in program reviews, see these examples:

[Evidence I.B-38 Business Administration program review, 2016, pp. 10-13 and 18-20](#)

[Evidence I.B-39 Building Construction program review, 2014, pp. 8-10 and 13-14](#)

Disaggregated data: Program review reports provide certain data disaggregated by program type and mode of delivery. For examples, see these program review reports:

[Evidence I.B-40 Math and Science program review, 2017, pp. 19-20](#)

[Evidence I.B-41 Language Arts and Communication program review, 2017, pp. 37-48](#)

In Fall 2019, the College implemented the Snapshot report, an addendum to the academic program review, which, among other things, tabulates course completion rates disaggregated by student equity characteristics. For examples, see these Snapshot reports:

[Evidence I.B-42 Business Snapshot](#)

[Evidence I.B-43 Language Art and Communication Snapshot](#)

## **Analysis and Evaluation**

The College meets the standard. Program review reports provide data and analysis as required by this standard. Annual Snapshot reports assess program data in a more timely manner than

program reviews, which are written every four years. Snapshots also assess course completion rates disaggregated by student equity.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

### **Evidence of Meeting the Standard**

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students in at least two ways: program review reports and the annual Snapshot. Program review reports ask what populations of students are served by the program and if any of those populations are underserved. Here are examples of responses to the program review question on underserved student populations, with allocation of resources of various kinds.

This example, from the business division, seeks to employ human and fiscal resources to encourage community students to participate in business-sponsored campus activities:

There is a significant enrollment imbalance in our program between community students and inmate students. Business Division faculty recognize the need to foster community students in the Business and Technology program. The division recognizes that simply launching more face to-face courses is not the only answer. Accordingly, the business faculty want to encourage more community students to enroll in our program, and has sponsored community events, such as the annual Job Fair, and student organizations including a newly formed Entrepreneur's Club for business students. ([Evidence I.B-44 Business and Technology program review, 2016, pp. 4-5](#))

This example, from counseling, seeks human and fiscal resources, to encourage first-time students to engage in campus activities:

The Counseling Program, supported by 3SP and Equity, plans to focus additional attention on first time college students, introducing the Summer Bridge Program. This population of students will participate in a program designed to empower first time students and facilitate a successful transition into their future academic goals ([Evidence I.B-45 Counseling program review, 2015, p. 4](#))

This example, from DSPS, states that new auxiliary aids and services are needed, requiring fiscal resources, to better serve disabled students:

DSPS Title 5 Regulations were revised October 16, 2015. New disabilities criteria were added in which new academic adjustments, auxiliary aids and services will be provided to DSPS students (ADA and Section 504 of The Rehabilitation Act of 1973). The new additions are Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum. DSPS Coordinator and staff will be attending trainings scheduled by the California Community College Chancellor's Office (CCCCO) in the future to learn best practices to serve ADHS and Autism spectrum students. ([Evidence I.B-46 DSPS program review, 2015, p.3](#))

And this example, from automotive, recognizes the need to bring in a greater number of adult students—most students enrolled in the automotive program are high school age—though no resources are identified:

While the Automotive Technology Program does serve students of varying needs and interests, ideally, the program would enroll a greater number of adult students. The Automotive Program will continue to serve incarcerated students through the new courses and certificates designed for these students. ([Evidence I.B-47 Automotive program review, 2015, p. 5](#))

The annual Snapshot is a new addition, as of Fall 2019, to the program review process for academic programs. The Snapshot focuses on three areas: course completion disaggregated by student equity, SLO assessments and future budget needs. The purpose of the report is to provide more timely data in two important areas, namely, equity and SLOs, and to provide the opportunity for budget requests that can more timely address students' needs. Here are examples of three Snapshot reports with commentary on the performance of students in specific population groups:

Business Snapshot ([Evidence I.B-48](#))

Language Arts and Communication Snapshot ([Evidence I.B-49](#))

Professional Technologies Snapshot ([Evidence I.B-50](#))

### **Analysis and Evaluation**

The College meets the standard. The College evaluates special needs of students in various subpopulations in at least two ways, namely, program review and the annual Snapshot. When special needs are identified, so, too, are the resources required to address them.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

### **Evidence of Meeting the Standard**

The College regularly evaluates and updates key policies and practices, consistent with the guidelines spelled out in the Integrated Planning Manual. Updates are consistent, moreover, with the College's commitment to its mission, namely, to provide "...opportunities for personal and professional growth in an academic environment committed to student success and equity by supporting student achievement..."

Review and update processes are more fully described in standard I.C.5 of this report. Here is a summary of how policies and practices across all areas of the institution are regularly evaluated:

The Integrated Planning Manual, which guides the production and periodic updates of key College policies, is itself being updated, with completion expected Fall 2019.

Board of Trustees' policies and administrative procedures have historically been evaluated on an as-needed basis supplemented by updates provided by the California League of Community

Colleges. In addition to League updates, the College is developing a schedule calling for regular review and update of policies and procedures. Board policies and administrative procedures have been converted to Board Docs, providing a central, accessible location for important College documents.

Resource management, specifically, Budget and Planning Committee policies and practices, are currently being evaluated.

Instructional and student support programs are regularly evaluated in the program review process ([Evidence I.B-51 Program Review Guide](#)), including annual Snapshots for academic programs and annual reviews for learning support programs. The program review process and examples are more fully described in standard I.C.3 of this report.

The PVC Strategic Plan: 2020 Vision was updated in 2017, superseding the previous strategic plan, namely, the Strategic Plan 2013-16.

Comprehensive Master Plan was published in 2016 and covers the period 2015 to 2025. It replaces the previous plan, the Educational and Facilities Master Plan, published in 2009.

### **Analysis and Evaluation**

The College meets the standard. While upholding its commitment to the mission, the College regularly evaluates its policies and practices across all areas of the institution, including the Integrated Planning Manual, Board policies and administrative procedures, resources management, instructional and student support programs, the PVC Strategic Plan: 2020 Vision, and the PVC Comprehensive Master Plan.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### **Evidence of Meeting the Standard**

The College publishes the results of all its key assessment activities on the website. The College's priorities reflected in those assessments are evidenced in its Institutional Goals ([Evidence I.B-52 PVC Strategic Plan: 2020 Vision, p. 1](#)). Examples of website locations for key documents are as follows:

Integrated Planning Manual: Main page > Accreditation > College Planning Documents

Board policies and administrative procedures: Main page > About Us > Board of Trustees > Board Policies and procedures. Also: Main page > About Us > Board of Trustees > Agendas and Minutes > Policies (at top of page)

Resource management: Main page > scroll down to Faculty and Staff /Business Services > Fiscal and Budget Services > Budget and Planning Committee

Program review: Main page > Accreditation > Program Review

PVC Strategic Plan: 2020 Vision: Main page > College Planning Documents

PVC Comprehensive Master Plan: Main page > College Planning Documents

## **Analysis and Evaluation**

The College meets the standard by publishing key documents and publications that have some connection with assessments or assessment procedures. The College's priorities reflect those assessments, evidenced in its Institutional Goals, presented in the PVC Strategic Plan: 2020 Vision.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

## **Evidence of Meeting the Standard**

The Integrated Planning Manual is the key College document guiding systematic evaluation and planning. With acknowledgement to the mission, the Integrated Planning Manual integrates program review, planning and resource allocation into a comprehensive process, as more fully described in standard I.C.5 in this report.

The Integrated Planning Manual provides for short-term planning and evaluation, calling for a year-by-year review and evaluation of College processes, such as program review (annually), resource allocation (annually) mission statement (every three years) and comprehensive master plan (every 10 years). Commitment to academic quality and institutional effectiveness is expressed at the beginning of the document ([Evidence I.B-53, Integrated Planning Manual, p. 2](#)):

Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement (Goal 1).

Palo Verde Community College District will use the analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, and reevaluation for accountability and continuous quality improvement of the college mission, programs, and services (Goal 6)

Long-term needs, specifically in the areas of educational, technology and facilities planning are addressed more broadly in the Comprehensive Master Plan 2016 Educational planning extends over ten years, technology planning extends for a shorter time period due to rapid changes in the

field and facility planning extends through 2030. Commitment to academic quality and institutional effectiveness is expressed at the beginning of the document ([Evidence Comprehensive Master Plan, I.B-54, p. 11](#)):

Prepare students for success through the development and support of exemplary programs and services. (Goal 1)

Commit to continuous quality improvement through the use of quantitative and qualitative data in an on-going and systematic cycle of evaluation, integrated planning, and reevaluation of the college mission, programs, and services. (Goal 4)

The Integrated Planning Manual and Comprehensive Master Plan 2016 are viewable on the College website: [Main page > Accreditation > College Planning Documents](#).

### **Analysis and Evaluation**

The College meets the standard in that it has in place procedures for short- and long-term systematic planning and evaluation of its key processes. Those procedures are described in the Integrated Planning Manual and the Comprehensive Master Plan 2016. Each of these documents begins with acknowledgement of the mission, and each demonstrates commitment to academic quality and institutional effectiveness.

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### **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

The College meets the standard: In all its practices and policies, the College demonstrates an enduring commitment to academic quality and institutional effectiveness. To maintain academic quality, the College adheres to an ongoing cycle of review, evaluation and improvement, as is evident in its program review process for both instructional and learning support programs. When change is needed, it is usually the program review process that has identified it, and the College is responsive to addressing those needs in a timely manner. With the implementation of annual Snapshots academic programs and annual reviews for learning support programs, the responsiveness will get even better.

### **Improvement Plan(s)**

1. The College will begin, in 2020, developing new goals for institution-set standards extending beyond 2023.
2. Continue the Snapshot review to identify patterns of student performance over time.
3. Complete update to Budget and Planning policies and practices.

### **Evidence List from Standard I.B:**

- I.B-1. PVC Strategic Plan: 2020 Vision, p. 9
- I.B-2. SLO Schedule
- I.B-3. Program Review Guide

- I.B-4. BUS 101 Introduction to Business Program Assessment, SP 2016
- I.B-5. BUS 105 Business Mathematics Program Assessment SP 2016
- I.B-6. ENG 099 Basic Composition SLO Assessment, FA 2015
- I.B-7. ENG 101 Reading and Composition SLO Assessment, FA 2015
- I.B-8. Language Arts and Communications program review, 2018, p. 25
- I.B-9. Business Administration, 2016, p. 12
- I.B-10. Language Arts and Communication Snapshot
- I.B-11. Business Snapshot
- I.B-12. Flex Day Agenda, August 8, 2019
- I.B-13. Flex Day Agenda, August 9, 2018
- I.B-14. Flex Day Agenda, August 14, 2015
- I.B-15. Flex Day Agenda, January 24, 2019
- I.B-16. Flex Day Agenda, August 13, 2015
- I.B-17. Business administration program review, 2016, pp. 18-20
- I.B-18. Language arts and communication program review 2017, pp. 16-17
- I.B-19. Business and technology program review 2015, pp. 5-6; 35-36
- I.B-20. Counseling program review 2015, pp. 4-8
- I.B-21. College catalog, pp. 88-117
- I.B-22. Sample learning support program review
- I.B-23. PVC Strategic Plan: 2020 Vision
- I.B-24. Integrated Planning Manual, p. 4
- I.B-25. Business and technology program review 2016, p. 4
- I.B-26. Mathematics and Science program review, 2017, p. 6
- I.B-27. Psychology program review, 2014, pp. 9-11
- I.B-28. Alcohol and Drug Studies program review, 2014, p. 3
- I.B-29. Business Administration program review, 2016, p. 31
- I.B-30. PVC-PVHS Revised Calendar
- I.B-31. Language Arts and Communication, 2018, pp. 5-6
- I.B-32. Business Administration program review 2016, p. 31
- I.B-33. Program Review Guide
- I.B-34. Library/Learning Center, 2017, p. 1
- I.B-35. Alcohol and Drug Studies, 2016, p. 2
- I.B-36. Computer Information Systems, 2018, pp. 3-4
- I.B-37. Criminal Justice, 2016, pp. 2-3
- I.B-38. Business Administration, 2016, pp. 10-13 and 18-20
- I.B-39. Building Construction, 2014, pp. 8-10 and 13-14
- I.B-40. Mathematics and Science, 2017, pp. 19-20
- I.B-41. Language Arts and Communication, 2018, pp. 37-48
- I.B-42. Business Snapshot
- I.B-43. Language Arts and Communication
- I.B-44. Evidence I.B-43 Business and Technology, 2016, pp. 4-5
- I.B-45. Counseling, 2015, p. 4
- I.B-46. DSPS, 2015, p. 3
- I.B-47. Automotive, 2015, p. 5
- I.B-48. Business Snapshot
- I.B-49. Language Arts and Communication Snapshot

- I.B-50. Professional Technologies Snapshot
- I.B-51. Program Review Guide
- I.B-52. PVC Strategic Plan: 2020 Vision, p. 1
- I.B-53. Integrated Planning Manual, p. 2
- I.B-54. Comprehensive Master Plan, 2016 p. 11

### **C. Institutional Integrity**

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

#### **Evidence of Meeting the Standard**

The College endeavors to provide accurate and timely information to employees, students and the public about all of its educational programs and services and about its accreditation status, and does so in a variety of venues, principally the College catalog and the website. The following key areas of the College's operations are publicized and periodically updated:

##### Mission Statement

The College mission statement is reviewed and updated every three years, as provided for in the Integrated Planning Manual, 2015. ([Evidence I.C-1 Integrated Planning Manual, p. 8](#)). The most recent update more fully described in standard I.A of this report, was performed in 2018, and approved by the Board of Trustees in 2019, in a process that invited the participation of all College personnel. The mission statement is published in various venues including the College catalog ([Evidence I.C-2, 2019-20 College catalog, p. 12](#)), the website ([Evidence I.C-3 Website screen shot of mission statement](#)), the Student Handbook/Planner, ([Evidence I.C-4 2019-20 Student Handbook/Planner, p. 5](#)) and various College reports and publications, including the following examples. Note that these reports were published just prior to the most 2019 update of the mission statement and therefore quote the 2016 version:

[Evidence I.C-5 Computer Information Systems program review, 2018, p. 1](#)

[Evidence I.C-6 Language Arts and Communications Division program review 2017, p. 2](#)

[Evidence I.C-7 PVC Strategic Plan: 2020 Vision \(2017\), p.1](#)

[Evidence I.C-8 PVC Comprehensive Master Plan 2016, pp. 9-10](#)

##### Student Learning Outcomes

Student learning outcomes SLOs are published in various locations at the College. Those locations include the Student Learning Outcomes web page: Main page > Accreditation > SLOs/SAOs. This page displays course, program, learning support and institutional SLOs, as well as blank forms and the assessment completion schedule ([Evidence I.C-9 Screen shot of student learning outcomes page](#)).

Course SLOs are also published in each approved course outline of record in the Curriculum Committee website ([Evidence I.C-10 Examples of course outlines of record displaying SLOs](#)) and in each current course syllabus ([Evidence I.C-11 Examples of course syllabi displaying SLOs](#)).

Course SLOs are published and assessed in the aggregate in instructional program review reports ([Evidence I.C-12 Examples of program review reports displaying SLO assessments](#)).

Program Learning Outcomes are published and assessed in instructional and non-instructional program review reports ([Evidence I.C-13 Examples of program review reports showing PLO assessments](#)).

PLOs are also published for each degree and certificate listed in the College catalog ([Evidence I.C-14 College catalog, pp. 88-117](#)).

Completed student learning outcomes assessments are not publicly viewable on the website; they are stored in a College shared file and may be viewed only from campus computers using this address: <file://storage-cl/SLO-Assessment-Data>

### Educational Programs

Educational programs, including degrees and certificates, are described in detail in the College catalog. Details of all courses, credit and noncredit, are also presented in the College catalog ([Evidence I.C-15, College Catalog, pp. 88-181](#)).

### Student Support Services

Student support services are described in the College catalog ([Evidence I.C-16, College catalog, pp. 21-53](#)), the Student Handbook ([Evidence I.C-17, Student Handbook/Planner, pp. 147-155](#)) and on the College website ([Evidence I.C-18 Screen shot of student support services tile](#)).

### Accreditation Status

The accreditation status of the College, as well as of specific College programs such as nursing, may be viewed on the website: Main page > Accreditation ([Evidence I.C-19 Screen shot of accreditation page](#)). The College's nursing program is approved by the Board of Vocational Nursing and Psychiatric Technicians.

Review of the key venues—the catalog and the website—in which College information is presented publicly is a responsibility shared by all college personnel to ensure timeliness and

accuracy. When errors are detected on the website, corrections can readily be made by the director of Institutional Research and the director of Information Technology under the authority of the Vice President of Instruction and Student Services, Vice President of Administrative Services or the Superintendent/President. Corrections to the College catalog are made by the Catalog Specialist under the same authorities and are published in a mid-academic year Catalog addendum ([Evidence I.C-20 Screen shot showing College Catalog page with addenda](#)).

## **Analysis and Evaluation**

The College meets the standard by ensuring the clarity, accuracy, and integrity of information provided to students, personnel and the public relevant to the mission statement, learning outcomes, educational programs, student support services and accreditation status. Key venues for the presentation of College information are the College catalog and the College website. The responsibility to review published information and to report errors belongs to all College personnel. Procedures are in place to correct, in a timely manner, errors found in these venues.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

## **Evidence of Meeting the Standard**

The College Catalog is made available to employees, students and the public in digital version through the College website. Paper copies of the Catalog are available in limited quantities. The Catalog may be accessed as follows: Main page > Current Students/Resources > College Catalogs. Note that previous years’ catalogs are available at this site, this to accommodate students’ claiming catalog rights from prior years and for research purposes.

The Catalog is updated annually by the Catalog Specialist with assistance from other College personnel.

## **Catalog Requirements**

### **General Information**

Page numbers for each item refer to the 2019-20 College catalog:

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution ([Evidence I.C-21, p. 2 and p. 194](#))
- Educational Mission ([Evidence I.C-22, p. 12](#))
- Representation of status with ACCJC and programmatic accreditors ([Evidence I.C-23, p. 11](#)). Approval status of the College’s nursing program is listed on the College website: Main page > Accreditation.)
- Course, Program, and Degree Offerings ([Evidence- I.C-24, pp. 86-117](#))

- Student Learning Outcomes for Programs and Degrees ([Evidence I.C-25, pp. 88-119](#)).
- Academic Calendar and Program Length ([Evidence I.C-26 pp. 7-9](#) and [Evidence I.C-27, pp. 192-193](#)).
- Academic Freedom Statement ([Evidence I.C-28, p. 11](#))
- Available Student Financial Aid ([Evidence I.C-29, pp. 44-50](#))
- Available Learning Resources ([Evidence I.C.30, pp. 52-53](#)).
- Names and Degrees of Administrators and Faculty ([Evidence I.C-31 pp. 184-187](#)). Note: administrators are not part of this list. A catalog addendum will be published Fall semester 2019 to correct this omission.
- Names of Governing Board Members ([Evidence I.C-32, p. 4](#)).

### **Requirements**

- Admissions Requirements ([Evidence I.C-33, pp. 21-27](#)).
- Student Tuition, Fees, and Other Financial Obligations ([Evidence I.C-34 p. 28-31](#)).
- Degrees, Certificates, Graduation and Transfer ([Evidence I.C-35, pp. 87-88](#)).

### **Major Policies and Procedures Affecting Students**

- Academic Regulations, including Academic Honesty ([Evidence I.C-36, pp. 55-66](#)) and ([Evidence I.C-37, p. 68](#))
- Nondiscrimination ([Evidence I.C-38, p. 72](#))
- Credits from Another Institution ([Evidence- I.C-39, p. 24](#))
- Transcripts ([Evidence I.C-40, p. 23](#))
- Complaint Procedures/Due Process ([Evidence I.C-41, pp. 72](#))
- Sexual Harassment ([Evidence I.C.-42, pp. 73](#))
- Refund of Fees ([Evidence I.C-43, pp. 28](#))

As a testament to the integrity and consistency of the College’s communications, many of the items presented in the College catalog are based on policies presented in Board of Trustees Policies and Administrative Procedures. For example:

Catalog	Board Policy/Administrative Procedure
Academic Freedom Statement, p. 11	BP 4030 <a href="#">Evidence I.C-44</a> ; AP 4030-0 <a href="#">Evidence I.C-45</a> ; AP 4030-1 <a href="#">Evidence I.C-46</a>
Nondiscrimination, p. 72	BP 3410 <a href="#">Evidence I.C-47</a> ; AP 3410 <a href="#">Evidence I.C-48</a>
Complaint Procedures/Due Process, p. 72	BP 3815-PVC <a href="#">Evidence I.C-49</a> ; AP 3815-PVC <a href="#">Evidence I.C-50</a> ; BP 5530 <a href="#">Evidence I.C-51</a>
Sexual Harassment, p. 73	BP 3430 <a href="#">Evidence I.C-52</a> ; AP 3430 <a href="#">Evidence I.C-53</a>

The College’s policy and administrative procedure, BP 5530 Student Rights and Grievances ([Evidence I.C-54](#)) and AP 5530 Student Rights and Grievances ([Evidence I.C-55](#)), apply to grievances against the College other than grievances relating to sexual harassment or discrimination, which are handled through different channels. The College also uses a petition process for requests for grade changes, and these are governed by BP 4231 Grade Changes ([Evidence I.C-56](#)) and AP 4231 Grade Changes ([Evidence I.C-57](#)).

### **Locations or Publications Where Other Policies May Be Found**

Apart from the policies already named, the College website displays all Board Policies and Administrative Procedures: Main page > About Us > Board of Trustees > Policies and Procedures ([Evidence I.C-58 Screen shot of board policies and procedures page](#))

Board of Trustees Policies and Procedures are also listed in Board Docs: Main page > About Us > Board of Trustees > Agendas and Minutes > Polices (tab at top). The College plans to move all policies and procedures to one point of access, namely, Board Docs.

### **Analysis and Evaluation**

The College meets the standard by providing accurate and timely information through the College’s print and online catalog and makes public Board Policies and Administrative Procedures on the College website.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

## Evidence of Meeting the Standard

Student learning outcomes assessment results and action plans for improvement are a required part of instructional program and learning support review reports. Program review reports are prepared for each degree and certificate by faculty teaching courses required for those degrees and certificates. Program review reports, prepared in accordance with the schedule published in the Program Review Guide, ([Evidence I.C-59 Program review schedule](#)) are examined for completeness and clarity by the Program Review Committee, and once approved, reviewed by the College Council and the Board of Trustees. Reports are published on the College website. Here are examples of SLO and program level assessments, captured in sample instructional program review reports:

Math and Science ([Evidence I.C-60 Math and Science program review, 2017, pp. 9-13](#))

Business Management ([Evidence I.C-61 Business management update, 2018, p. 9](#))

Computer Information Systems (CIS) ([Evidence I.C-62 CIS program review, 2018, pp. 7-20](#))

Language Arts and Communication ([Evidence I.C-63 Language arts program review, 2017, pp. 20-31](#))

Student achievement data, specifically, course completion rates, are also evaluated in program review reports vis-à-vis institution-set standards. Institution-set standards are published on the website and may be accessed from the main page: Main page > Accreditation > Institutional Effectiveness. The reports are dated 2015, 2016, and 2017. The most current report required by the Chancellor, 2017, provides for a six-year goal, through 2023, which is the goal with which actual rates are compared ([Evidence I.C-64 Institutional Effectiveness Report, June 2017, Item #17 Course Completion](#)).

Here are examples of assessments of student achievement vis-à-vis institutional-set effectiveness standards, captured in sample program review reports:

Business Administration [Evidence I.C-65 Business administration program review, 2016, pp. 18-20](#)

Building Construction Technology [Evidence I.C-66 Building Construction Technology program review, 2014, pp. 13-14](#)

Nursing [Evidence I.C-67, Nursing program review, 2015, pp. 6-7](#)

Criminal Justice [Evidence I.C-68 Criminal Justice program review, 2016, pp. 10-12](#)

Learning support program reviews, similarly, require assessments of SLOs as shown in these examples:

Library [Evidence I.C-69 Library program review, 2017, pp. 14-17](#)

Counseling [Evidence I.C-70 Counseling program review, 2015, pp. 10-13](#)

Disabled Students Program Services (DSPS) [Evidence I.C-71 DSPS program review, 2015, pp. 7-10](#)

Two innovations in program review reporting were implemented in the Fall semester 2019: annual Snapshots for instructional programs and annual program reviews for learning support services. The annual instructional program Snapshots display student equity status, SLO assessments and future budget needs. For learning support annual reviews, the term “SLO” was changed to Service Areas Outcome (SAO). With annual, as well as once-every-four-year program reviews, the College will conduct a timely assessment of programs that will help faculty and staff effect continuous improvements. The implementation of annual program reviews makes the program review timeline consistent with the timeline defined in the Integrated Planning Manual (Evidence I.C-72 Integrated Planning Manual, p. 15).

The following Snapshot reports for instructional programs were completed in Fall 2019:

Language Arts and Communication [Evidence I.C-73 Language Arts and Communication](#)

Math and Science [Evidence I.C-74 Mathematics and Science](#)

Business [Evidence I.C-75 Business](#)

Nursing and Allied Health [Evidence I.C-76 Nursing and Allied Health](#)

Professional Technologies [Evidence I.C-77 Professional Technologies](#)

History, Social and Behavioral Sciences [Evidence I.C-78 History, Social and Behavioral sciences](#)

The following annual learning support reviews were completed, or are in progress, in Fall 2019:

Financial Aid [Evidence I.C-79 Financial Aid annual review](#)

Categorical Support Services (in progress)

Office of Instruction and Student Services (in progress)

Needles Center [Evidence I.C-80 Needles Center annual review](#)

Superintendent/President (in progress)

Instructional Resources: Success and Equity (in progress)

Child Development Center [Evidence I.C-81 Child Development Center annual review](#)

Admissions and Records [Evidence I.C-82 Admissions and Records annual review](#)

Business Office (in progress)

Human Resources (in progress)

Information Technology [Evidence I.C-83 Information Technology annual review](#)

Maintenance and Operations (in progress)

## **Analysis and Evaluation**

The College meets the standard. The College's assessments of student learning and achievement are available to the public in instructional and learning support program review reports. Instructional program reviews provide analysis of SLO and PLO assessments and measure course completion against institutional-set standards. Learning support reviews include SLO and PLO assessments. The College has initiated annual program reviews for both instructional—the Snapshot—and learning support programs.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

## **Evidence of Meeting the Standard**

The College publishes certificate and degree information in its printed and online catalog ([Evidence I.C-84 College catalog, pp. 88-117](#)) and on the College's website: Main page > Future Students/Academics > Academic Programs ([Evidence I.C-85 Screen shot of Academic Programs page showing list of degrees and certificates](#)).

Catalog listings provide the most comprehensive information about degrees and certificates. Each degree and certificate listed in the catalog describes, at a minimum, the purpose, content, course requirements and expected learning outcomes. Here is an example from the catalog, quoting from the description of the Associate of Science in Business Administration for Transfer ([Evidence I.C-86 College catalog, p. 87 and p. 116](#)):

### Purpose

The Associate in Science Degree is a program of study that generally leads to a specific occupational goal or may prepare the student for transfer. Some courses in such programs do not transfer all credit earned to a four-year college or university. Programs of study with specific course requirements are defined in this catalog. (College Catalog, p. 87)

The Business Administration degree provides students with skills, knowledge and judgment requisite for business careers. Many positions in business and government services require general business training. Retail organizations, financial institutions, insurance agencies, and government are but a few of the employers offering opportunities to the person with general business training. (College Catalog, p. 116. Underlining added to emphasize Purpose]

## Content

The Business Administration degree provides students with skills, knowledge and judgment requisite for business careers. Many positions in business and government services require general business training. Retail organizations, financial institutions, insurance agencies, and government are but a few of the employers offering opportunities to the person with general business training. (College Catalog, p. 116. Underlining added to emphasize Content.)

## Course requirements

Refer to list of required courses: [Evidence I.C-87 College Catalog, p. 116](#).

## Expected learning outcomes

Upon successful completion of the Associate of Science in Business Administration for Transfer students will have:

1. Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.
2. Demonstrated understanding of various business functions, practices and related theories and be able to integrate this functional knowledge in order to address global market practices.

All degree and certificate information may be reviewed in the College catalog. ([Evidence I.C-88 College Catalog, pp. 87-117](#))

## **Analysis and Evaluation**

The College meets the standard. Degree and certificate programs are clearly explained in the catalog in terms of purpose, content, course requirements and expected learning outcomes.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

## **Evidence of Meeting the Standard**

The College's Integrated Planning Manual provides timelines for the review and update of the College's key publications and processes, as listed in the document's table of contents. These include the following, with detail as to timelines established in the Integrated Planning Manual and status of the required review:

Mission Statement: The Integrated Planning Manual calls for a mission statement review every three years ([Evidence I.C-89 Integrated planning manual, p. 8](#)). The most recent review was accomplished in 2018 and the revised mission statement was approved by the Board of Trustees in 2019.

Comprehensive Master Plan: The Integrated Planning Manual requires that the comprehensive master plan cover a period of ten years ([Evidence I.C-90 Comprehensive master plan, p. 10](#)). The current Comprehensive Master Plan was published in 2016 and covers the period 2015 to 2025. It replaces the previous plan, the Educational and Facilities Master Plan, published in 2009.

Strategic Plan: The Integrated Planning Manual requires review and update of the strategic plan approximately every four years ([Evidence I.C-91 Integrated planning manual, p. 13](#)). The current strategic plan, PVC Strategic Plan: 2020, was published in 2016, superseding the previous document, Strategic Plan 2013-16.

Program Review: The Integrated Planning Manual requires review and update of all program reviews annually ([Evidence I.C-92 Integrated planning manual, pp. 15-17](#)). Prior to Fall 2019, program reviews were produced every four years, with CTE updates every two years. To bring the program review process into line with the Integrated Planning Manual timeline, and to provide for more timely review of newly-disaggregated equity data, budget needs and learning outcomes, the College initiated in Fall 2019 an annual review for learning support programs and an annual Snapshot report for instructional programs.

Resource Allocation: The Integrated Planning Manual calls for review of resource allocation recommendations annually and follows three timelines: allocations other than for full-time faculty, allocations for full-time faculty and assessment of the preceding three years' allocations ([Evidence I.C-93 Integrated planning manual, pp. 18-21](#)).

Further detail on each of these timelines and how they are carried out in practice may be found in the College's responses to Standard III.D.2 and 3.

Plan Implementation: The Integrated Planning Manual calls for an ongoing review of progress in reaching the goals of the College's strategic plan, PVC Strategic Plan: 2020 Vision ([Evidence I.C-94 PVC Strategic plan 2020 Vision, pp. 22-23](#)). Progress in achieving the goals established in PVC Strategic Plan: 2020 Vision, specifically, collegewide participation in budget processes (Objective 5.3.1), is being discussed by members of the Budget Planning Committee ([Evidence I.C-95 BPC Agendas September 5, 2019 and November 7, 2019](#)).

Assessment of Progress on Institutional Goals: Because institutional goals are the basis of PVC Strategic Plan: 2020 Vision, an annual report on the progress of achieving those goals is presented by the Superintendent/President to the Board of Trustees for review as an information item. ([Evidence I.C-96 Report on progress in achieving institutional goals, All Staff meeting, February 22, 2018, and Board of Trustees](#)).

Assessment of Planning Process: The Integrated Planning Manual requires an assessment of the effectiveness of the planning manual itself every two years ([Evidence I.C-97 Integrated Planning Manual 2015, pp. 24-25](#)) The Integrated Planning Manual is in the process of being reviewed and updated ([Evidence I.C-98 Integrated Planning Manual 2019](#)). To date, the review resulted in the discovery that program reviews needed to be annualized to come into compliance with the

timeline requirements stated in the Integrated Planning Manual. Program reviews have become annualized effective Fall 2019.

In addition to Board of Trustees' policies and procedures updates provided by the League of California Community Colleges, the College is in the process of conducting its own ongoing review of Board policies and procedures.

### **Analysis and Evaluation**

The College meets the standard by providing systematic review and updates of its key processes and publications in accordance with timelines established in the Integrated Planning Manual. The Manual itself has been improved to provide for more realistic planning timelines.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

### **Evidence of Meeting the Standard**

The College informs students of the total cost of their education, in the following ways:

The College catalog provides information about College enrollment fees ([Evidence I.C-99 College catalog, pp. 28-31](#)).

The Class Schedule, published each term, provides fee information for California residents and non-residents. The Class Schedule also directs students to the virtual bookstore for information on how to purchase course textbooks and for information on the cost to purchase or rent texts ([Evidence I.C-100 Schedule of classes Fall 2019, p. 9 and p. 12](#)).

The virtual bookstore provides information on college texts: how to purchase or rent them, and what they cost: Main page > Virtual Bookstore ([Evidence I.C-101, Screen shot of virtual bookstore page](#)).

The College's Student Handbook/Planner, available on the website (Main page > Current Students/Resources > Student Handbook) and in paper version at no charge, also contains fee information ([Evidence I.C-102 Student handbook/planner, pp. 153-154](#)).

Matters of student fees, including nonresident fees, are governed by Board of Trustees' policies and administrative procedures: [Evidence I.C-103 BP 5020 Nonresident Tuition](#), [Evidence I.C-104 AP 5020 Nonresident Tuition](#), [Evidence I.C-105 BP 5030 Fees](#), and [Evidence I.C-106 AP 5030 Fees](#).

### **Analysis and Evaluation**

The College meets the standard in that it provides students in various publications, online and paper, with current, comprehensive information as to the total cost of their education.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

### **Evidence of Meeting the Standard**

The College maintains a policy and administrative procedures on the matter of academic freedom both for professors and students. BP 4030 covers academic freedom for professors and students. ([Evidence I.C-107, BP 4030 Academic freedom](#)) AP 4030-0 covers academic freedom for professors ([Evidence I.C-108, AP 4030-0 Academic Freedom-Professors](#)), and AP 4030-1 covers academic freedom for students. ([Evidence I.C-109 AP 4030-1 Academic freedom-Students](#))

The College also maintains a policy and administrative procedure governing speech on campus: ([Evidence I.C-110 BP/AP 3900 Speech: Time, Place and Manner](#))

### **Analysis and Evaluation**

The College meets the standard in that it has in place Board of Trustees' policy and administrative procedures governing academic freedom for professors and students. The College also maintains a policy and administrative procedure governing speech on campus.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

### **Evidence of Meeting the Standard**

Evidence of the College's policies and procedures promoting honesty, responsibility and academic integrity may be found in these College publications:

[College Catalog, Evidence I.C-111 Integrity and ethics section, p. 13](#)

[College Catalog, Evidence I.C-112 Students' rights and responsibilities section, pp. 68-74](#)

[Student Handbook/Planner, Evidence I.C-113 Students' rights and responsibilities section, pp. 164-169](#)

[BP/AP 2710 Conflict of Interest, Evidence I.C-114 BP/AP 2710](#)

[AP 2712 Conflict of Interest Code, Evidence I.C-115 AP 2712](#)

[BP 2715 Code of Ethics/Standards of Practice, Evidence I.C-116 BP 2715](#)

[BP 3050 Institutional Code of Ethics, Evidence I.C-117 BP 3050](#)

Faculty will often quote in their course syllabi appropriate policies having to do with student honesty and responsibility [Evidence I.C-118 Sample Faculty Syllabi citing honesty policies](#)

### **Analysis and Evaluation**

The College meets the standard by providing policy and regulatory statements governing student ethics and integrity. Such statements are presented in the College catalog and the Student Handbook/Planner and are part of the Board of Trustees' policies and administrative procedures.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **Evidence of Meeting the Standard**

The College's policy and administrative procedure on academic freedom ([Evidence I.C-119 BP/AP 4030 Academic freedom](#)) addresses the question of fairness and objectivity in faculty teaching.

Under the principles of academic freedom, the Professor has the right to discuss in the classroom all issues, however controversial, that the Professor considers relevant to the nature of the course. This right carries with it the responsibility of considering controversial issues objectively. While the Professor has the right to present conclusions to which the evidence points, the Professor has the responsibility of acknowledging the existence of and showing respect for opposing opinions.

### **Analysis and Evaluation**

The College meets the standard as evidenced by BP and AP 4030 Academic Freedom.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

### **Evidence of Meeting the Standard**

Apart from providing for codes of conduct having to do with ethics and integrity among faculty, staff, administrators and students—as discussed earlier in this standard—the College does not seek to instill any specific belief or world view.

### **Analysis and Evaluation**

The standard does not apply to the College.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

### **Evidence of Meeting the Standard**

The College does not operate in foreign locations.

### **Analysis and Evaluation**

The standard does not apply to the College.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### **Evidence of Meeting the Standard**

The College complies with all eligibility requirements, accreditation standards and commission policies, as evidenced in this accreditation report, and as evidenced by the full representation of accreditation documents in the College website: Main page > Accreditation. The College website also posts a link to the ACCJC Third-Party Comment form: Main page > Accreditation.

The College follows all guidelines for public disclosure of accreditation status, including letters and reports, on the College website. ([Evidence I.C-120 Screen shot of accreditation page](#)) To date, the College has one substantive change proposal—regarding the offering of degrees through correspondence education—and the proposal was been approved by ACCJC in 2012 and published on the College website: Main page > Accreditation > Archive. ([Evidence I.C-121 Substantive change proposal, 2012](#))

All matters pertaining to the College and its accreditation status, including the accreditation status of certain programs, are publicly viewable and made available to the ACCJC.

### **Analysis and Evaluation**

The College meets the standard. The College fully complies with all reporting requirements set forth by the commission and does so in a manner consistent with timelines established by the commission. The College publishes all documents relevant to accreditation on the website to ensure access by the public.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### **Evidence of Meeting the Standard**

BP/AP 3200 Accreditation defines the College's responsibility in all accreditation processes, including the commission and other external agencies with accreditation authority over the College's programs. The following excerpt from BP 3200 Accreditation defines that responsibility:

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The College complies with Commission policies, as well as with policies established in the California Education Code, the California Community College Chancellor's Office, the U.S. Department of Education and other state and federal agencies and organizations. Evidence of the College's compliance with policies established by these entities is more fully described in the section, Certification of Continued Institutional Compliance with Commission Policies, earlier in this report.

### **Analysis and Evaluation**

The College meets the standard by demonstrating honesty and integrity in its relationships with external agencies, including compliance with their rules and procedures. The College keeps the Commission informed through required reports and statements and will inform the Commission of any change that may affect its accreditation status.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

### **Evidence of Meeting the Standard**

The College does not recognize any of the objectives identified in this standard, namely, "generating financial returns for investors, contributing to a related or parent organization, or supporting external interests." The standard, therefore, does not apply to the College.

### **Analysis and Evaluation**

The standard does not apply to the College.

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### **Conclusions on Standard I.C. Institutional Integrity**

The College meets the standard: The College is diligent in ensuring the information conveyed to its students, employees and the public, is accurate, comprehensive and timely. Following the timelines established in the Integrated Planning Manual, the College reviews and updates key publications and processes, including the mission statement, program review, resource allocation, strategic plan, institutional goals and the integrated planning process itself. The College is developing a schedule to update systematically Board of Trustees' policies and procedures.

The College publishes in the catalog and on the website information about its degrees and certificates, standards of student behavior and the cost to students of its educational programs. The College publishes on the website instructional and learning support program reviews that include assessments of learning and action plans to help programs improve.

The administration, faculty, staff, and governing board members act honestly, ethically and fairly in the performance of their duties—consistent with the standards and expectations prescribed in the relevant Board of Trustees' policies and administrative procedures.

The College demonstrates integrity in its policies, actions and communications, as evidenced by the clarity and consistency of the messages delivered through its many publications and venues.

### **Improvement Plan(s)**

1. Complete the schedule for the regular review and update of Board of Trustees' policies and administrative procedures.
2. Ensure that the budget review process is understood and followed by College personnel. Revitalize budget process and coordinate the process with the Integrated Strategic Plan.
3. Continue ongoing changes in the College's committee and organization structure to improve dialog and decision making.

### **Evidence List**

- I.C-1 Integrated Planning Manual, p. 8
- I.C-2 2019-20 College catalog, p. 12
- I.C-3 Website screen shot of mission statement
- I.C-4 2019-20 Student Handbook/Planner, p. 5
- I.C-5 Computer Information Systems program review, 2018, p. 1
- I.C-6 Language Arts and Communications Division program review 2017, p. 2
- I.C-7 PVC Strategic Plan 2020 (2017), p.1
- I.C-8 PVC Comprehensive Master Plan 2016, pp. 9-10
- I.C-9 Screen shot of student learning outcomes page
- I.C-10 Examples of course outlines of record displaying SLOs
- I.C-11 Examples of course syllabi displaying SLOs
- I.C-12 Examples of program review reports displaying SLO assessments
- I.C-13 Examples of program review reports showing PLO assessments

I.C-14, College catalog, pp. 88-117  
I.C-15, College catalog, pp. 88-181  
I.C-16, College catalog, pp. 21-53  
I.C-17, Student Handbook/Planner, pp. 147-155  
I.C-18 Screen shot of student support services tile  
I.C-19 Screen shot of accreditation page  
I.C.-20 Screen shot showing College Catalogs page with addenda

Items 21-43 are references to the College catalog:

I.C-21 p. 2 and p. 194  
I.C-22 p. 12  
I.C.23 p. 11  
I.C-24 pp. 86-117  
I.C-25 pp. 88-119  
I.C-26 pp. 7-9  
I.C-27 pp. 192-193  
I.C-28 p. 11  
I.C-29 pp. 44-50  
I.C-30 pp. 52-53  
I.C-31 pp. 184-187  
I.C-32 p. 4  
I.C-33 pp. 21-27  
I.C-34 p. 28-31  
I.C-35 pp. 88-87  
I.C-36 pp. 55-66  
I.C-37 p. 68  
I.C-38 p. 72  
I.C-39 p. 24  
I.C-40 p. 23  
I.C-41 pp. 72  
I.C-42 pp. 73  
I.C-43 pp. 28

I.C-44 BP 4030  
I.C-45 AP 4030-0  
I.C-46 AP 4030-1  
I.C-47 BP 3410I.  
I.C-48 AP 3410  
I.C-49 BP 3815-PVC  
I.C-50 AP 3815-PVC  
I.C-51 BP 5530 Student Rights and Grievances  
I.C-52 BP 3430  
I.C-53 AP 3430  
I.C-54 BP 5530 Student Rights and Grievances  
I.C-55 AP 5530 Student Rights and Grievances

I.C-56 BP 4231 Grade Changes  
 I.C-57 AP 4231 Grade Changes  
 I.C-58 Screen shot of board policies and procedures page  
 I.C-59 Program review schedule  
 I.C-60 Math and science program review, 2017, pp. 9-13  
 I.C-61 Business management update, 2018, p. 9  
 I.C-62 CIS program review, 2018, pp. 7-20  
 I.C-63 Language arts program review, 2017, pp. 20-31  
 I.C-64 Institutional Effectiveness Report, June 2017, Item #17 Course Completion  
 I.C-65 Business administration program review, 2016, pp. 18-20  
 I.C-66 Business construction technology program review, 2014, pp. 13-14  
 I.C-67 Nursing program review, 2015, pp. 6-7  
 I.C.-68 Criminal justice program review, 2016, pp. 10-12  
 I.C.-69 Library program review, 2017, pp. 14-17  
 I.C.-70 Counseling program review, 2015, pp. 10-13  
 I.C.-71 DSPS program review, 2015, pp. 7-10  
 I.C.-72, Integrated planning manual, p. 15  
 I.C.-73 Language arts snapshot  
 I.C.-74 Math and science Snapshot  
 I.C.-75 Business Snapshot  
 I.C.-76 Nursing and allied health snapshot  
 I.C.-77 Professional technologies snapshot  
 I.C.-78 History, social and behavioral sciences snapshot  
 I.C.-79 Financial aid annual review  
 I.C.-80 Needles Center annual review  
 I.C.-81 Child development center annual review  
 I.C.-82 Admissions and records annual review  
 I.C.-83 Information technology annual review  
 I.C.-84 College catalog, pp. 88-117  
 I.C.-85 Screen shot of Academic  
 I.C.-86 College catalog, p. 87 and p. 116  
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 I.C.-89 Integrated planning manual, p. 8  
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 I.C.-92 Integrated planning manual, pp. 15-17  
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 I.C.-94 PVC Strategic plan 2020, pp. 22-23  
 I.C.-95 BPC Agendas September 5, 2019 and November 7, 2019  
 I.C.-96 Report on progress in achieving institutional goals, All Staff meeting, February 22, 2018, and Board of Trustees  
 I.C.-97 Integrated Planning Manual 2015, pp. 24-25  
 I.C.-98, Integrated Planning Manual 2019  
 I.C.-99 College catalog, pp. 28-31  
 I.C.-100 Schedule of classes Fall 2019, p. 9 and p. 12

I.C.-101, Screen shot of virtual bookstore page  
 I.C.-102 Student handbook/planner, pp. 153-154  
 I.C.-103 BP 5020 Nonresident Tuition  
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 I.C.-105 BP 5030 Fees  
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 I.C.-107 BP 4030 Academic freedom  
 I.C.-108, AP 4030-0 Academic freedom-professors  
 I.C.-109 AP 4030-1 Academic freedom-students  
 I.C.-110 BP/AP 3900 Speech: Time, Place and Manner  
 I.C.-111 Integrity and ethics section, p. 13  
 I.C.-112 College catalog, Students' rights and responsibilities section, pp. 68-74  
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 I.C.-114 BP/AP 2710  
 I.C.-115 AP 2712  
 I.C.-116 BP 2715  
 I.C.-117 BP 3050  
 I.C.-118 Sample Faculty Syllabi citing honesty policies  
 I.C.-119 BP/AP 4030 Academic freedom  
 I.C.-120 Screen shot of accreditation page  
 I.C.-121 Substantive change proposal, 2012

## **Standard II: Student Learning Programs and Support Services**

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

### **A. Instructional Programs**

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

### **Evidence of Meeting the Standard**

The College offers courses, certificates and degree programs in diverse fields of study that reflect the diversity of its student population, as promised in its mission:

Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners... (College Mission, excerpt)

In this regard, the college offers thirty-four certificate programs, eight AS degrees, four AA degrees and five AS and AA degrees for transfer ([Evidence II.A-1 College Catalog, p. 86](#)). Each of these programs requires the successful completion of credit courses approved as appropriate to higher education by the College through a clearly defined process of curriculum review. All courses and programs offered by the College are identified with student learning outcomes, which are periodically assessed by faculty.

To ensure consistency and rigor in curriculum regardless of the location where a course is taught or its means of delivery, each course is defined by a single course outline-of-record that may comprise multiple modes of delivery, but with identical description, unit value, objectives and learning outcomes. To be sure, the methods of instruction and evaluation of student performance of a particular course may vary slightly depending on method of delivery, and these variances are spelled out in each course outline-of-record ([Evidence II.A-2 Examples of course outlines-of-record](#)). Instructors are required to prepare course syllabi that are consistent with the appropriate course outlines-of record, and to make syllabi publicly viewable on the Bridge: Main page > scroll down to The Bridge > Browse Courses.

In keeping with the mission's support for instructional programs leading to employment, program review reports in career training and employment fields are required to address labor market demand for occupations in their areas of study ([Evidence II.A-3 Examples of CTE program reviews and updates](#)).

Student learning is assessed by faculty at the course and program levels, as discussed in detail in the response to standard I.C.3 of this report. Annual completions of degrees and certificates are presented in the Presentation of Student Achievement Data and Institution-set Standards section of this report.

### **Analysis and Evaluation**

The College meets the standard: Consistent with the terms of its mission, the College offers instructional programs that meet the diverse, educational needs of its students, and that are appropriate to higher education. Through program review, the College assesses employment opportunities resulting from its career training and education programs. A course offered in different locations and in different modes of delivery is consistent in description, unit value, objectives and learning outcomes, as evidenced in the course outline-of-record. Course syllabi are required to be consistent with the appropriate course outline-of-record and to be publicly viewable. Through program review, the College evaluates student achievement of course and program learning.

2. *(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.)* Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

## **Evidence of Meeting the Standard**

Faculty ensure, in various ways, that the content and methods of instruction meet generally accepted academic and professional standards and expectations. These include but are not limited to curriculum review, program review, student learning assessments and faculty performance evaluations.

### Curriculum review

Board of Trustees' administrative procedures governing modes of instruction other than face-to-face include:

[Evidence II.A-4 AP 4105 Distance Education](#)

[Evidence II.A-5 AP 4105-1 Distance Education-Interactive Television \(ITV\) Courses](#)

[Evidence II.A-6 AP 4105-2 Correspondence Education](#)

These administrative procedures clearly define each instructional mode and the differences among them. The definitions established are followed through in all curriculum development and course delivery and are consistent with the ACCJC Policy on Distance Education and on Correspondence Education.

All courses and programs must be initiated or modified by faculty and be processed through curriculum review and approval. The process is described in the Curriculum Guide, available on the Curriculum Committee website: Main page > scroll down to Faculty & Staff/Curriculum Committee > Curriculum Guide. Courses typically begin with development of the course outline-of-record by a faculty member who first presents it to the appropriate academic division. Once division members have reviewed the proposal, it proceeds to the Technical Review Committee, then to the Curriculum Committee and then to the Board of Trustees for local approval.

The course outline of record, required of all courses, must indicate the methods of instruction and methods for evaluating students' performance for each instructional mode—face-to-face, correspondence and distance education—in which the course is taught. This requirement is stated in the Curriculum Guide ([Evidence II.A-7 Curriculum Guide, pp. 10-11](#)) and in the course outline of record template in eLumen ([Evidence II.A-8 eLumen course template](#)).

With the changeover from paper-based course outlines-of-record to eLumen in Fall 2019, the curriculum process has improved in efficiency and enhanced faculty participation. The eLumen system encourages faculty to comment, in writing, on one another's curriculum proposals as they move through each stage of the review process, helping to ensure curriculum content and teaching methods meet professional academic standards ([Evidence II.A-9 Screen shot of sample course proposal with commentary](#)).

### Program review

The program review process is another way in which faculty ensure that curriculum and teaching methods meet professional academic standards.

Comprehensive program reviews for instructional programs are completed with rigorous analysis every four years by faculty. The following topics, drawn as examples from the program review instructional program template, reflect the effort to ensure curriculum content and teaching methods meet professional academic standards.

Examples of topics from instructional program review:

- a. Discuss program strengths and weaknesses
- b. Evaluate progress of prior years' goals and establish new goals
- c. Discuss the alignment of program goals with the College strategic plan goals
- d. Assess course and program level student learning
- e. Compare student course completions with the institution-set standard
- f. Discuss professional development activities of program faculty

In addition to the comprehensive program review conducted every four years, starting Fall 2019, faculty produce annual Snapshots for their academic divisions that evaluate programs in terms of equity, student learning outcomes and future budget needs. The Snapshot provides faculty with the opportunity to review annually the aforementioned program indicators, and to work up plans to address promptly problems, if any.

### Student learning assessments

As discussed above, and in greater detail in the response to standard I.C.3 of this report, student learning is periodically assessed by faculty for courses in course-level assessments and in program review reports and the annual Snapshot. Course-level assessments, whose purpose is to evaluate learning and improve instruction, are performed in accordance with the SLO Schedule which may be found on the College website: Main page > Accreditation > SLOs/SAOs > SLO Schedule. Assessment results may be viewed on the College website, accessible only from on-campus computers: <file://storage-cl/SLO-Assessment-Data>.

Similarly, instructional program review reports, whose purpose is to evaluate program quality, are performed every four years—updates are done every two years for career training and

education programs—in accordance with the Program Review Guide: Main page > Accreditation > Program Review > Program Review Guide (Appendix A). Snapshots, initiated Fall 2019 are compiled for each division to evaluate programs in terms of equity, student learning outcomes and future budget needs.

### Faculty performance evaluations

Performance evaluations are another way faculty ensure content and methods of instruction meet generally accepted academic and professional standards and expectations. Evaluations are performed by peer faculty and by students in accordance with terms prescribed by the CTA-District Agreement 2016-2019 ([Evidence II.A-10 CTA-District Agreement 2016-2019, p. 38](#)).

Here are examples of questions from the Peer Evaluation Report and Peer Evaluation Narrative questionnaires, demonstrating the standards by which faculty are evaluated ([Evidence II.A-11 Peer Evaluation Report and Peer Evaluation Narrative](#)):

- Is thorough in preparation and organized in presentation of materials (classroom, online, ITV, correspondence, as applicable). (Peer Observation Report, question #2)
- Explains main ideas, concepts, and principles. (Peer Observation Report, question #5)
- Describe the faculty member’s subject, teaching methodologies, and alignment with student learning outcomes. (Peer Observation Narrative, question #1)

Faculty, full-time and adjunct, are also required to submit a completed Professional Development Self-Disclosure Statement as part of their evaluation ([Evidence II.A-12 Professional Development Self-Disclosure Statement](#)).

### **Analysis and Evaluation**

The College meets the standard as evidenced by the prominent role faculty play in curriculum review, program review, learning assessments and performance evaluation to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

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

### **Evidence of Meeting the Standard**

As described in the response to standard II.A.2, the College has a clearly defined program review process for evaluating ongoing courses, programs, certificates and degrees, and the process is

spelled out in the Program Review Guide and associated program review templates ([Evidence II.A-13 Program Review Guide](#)). New courses and programs are reviewed and evaluated by the curriculum review process, consisting of faculty review at the division level, Technical Review Committee, Curriculum Committee and Board of Trustees.

All course outlines-of-record are required to list course student learning outcomes ([Evidence II.A-14 Sampling of pdf versions of course outlines-of-record](#)).

Faculty are required to list in their course syllabi student learning outcomes drawn from the corresponding course outline-of-record ([Evidence II.A-15 Sampling of course syllabi](#)). Course syllabi are publicly viewable on the College' Bridge website: Main page > scroll down to the Bridge > Browse Courses.

The College's Academic Senate is currently reviewing procedures to review and evaluate course syllabi, with emphasis on syllabi for correspondence sections, to ensure that key course information is provided to students enrolled in the class.

### **Analysis and Evaluation**

The College meets the standard by employing a well-defined, systematic review of courses and programs, evidenced in the Curriculum Guide and Program Review Guide. The College requires that course syllabi list student learning outcomes consistent with the corresponding course outline-of-record, and that course syllabi be publicly viewable.

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

### **Evidence of Meeting the Standard**

The College has certified that, as of Fall 2019, it is compliant with AB 705, and has eliminated placement testing and removed pre-requisites from college-level English and math courses. At present, only a few pre-collegiate, or basic skills, English and math courses are offered, namely, ENG 099 Basic Composition and MAT 096 Pre-College Algebra, to meet students support needs in those areas. Pre-college courses are clearly identified by course number, that is, courses with a number less than 100-level are pre-college, or basic skills:

080 - 099 **Developmental** - Courses which provide basic knowledge and skills. These courses are usually found in areas such as English, mathematics, or other areas which may be considered as support for academic achievement. Not intended for transfer ([Evidence II.A-16 College Catalog, p. 118](#)).

Basic skills courses are also identified as such in the course outline-of-record in at least two places: CB 08 Basic Skills Status and CB 21 Prior to College Level ([Evidence II.A-17 Screen shot of ENG 082 course outline-of-record](#)).

Tutoring support in English and math is available to students, as discussed in the response to standards II.B.1-3. Learning support for those disciplines, as well as general counseling and advisement, is available to students in the recently established Student Success Center.

### **Analysis and Evaluation**

As a result of AB 705, the College discontinued requiring placement tests and no longer requires students to take pre-collegiate, or basic skills, courses as pre-requisites to college-level math and English. Nonetheless, the College offers a few basic skills courses to assist students needing them. The College meets the standard by clearly identifying basic skills courses by course number and by other identifying features in the course outlines-of-record.

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

### **Evidence of Meeting the Standard**

While College faculty play a significant role in developing degree and certificate programs using their own expertise, they also rely on advice and guidance from other creditable resources, including C-ID model curriculum, comparable programs offered successfully by other California Community Colleges, Chancellor's Office rules and guidelines, external accrediting and approving agencies such as the ACCJC and the Board of Vocational Nursing and Psychiatric Technicians, local advisory committees and the Inland Empire/Desert Regional Consortium:

All new and revised certificate and degree programs, moreover, are reviewed by the College's Technical Review Committee and Curriculum Committee prior to submission to the Board of Trustees and Chancellor's Office for final approval. All existing certificate and degree programs are periodically reviewed and revised, when needed, during the College's program review process, as described more fully in the response to standard I.C.3 in this report.

Through these review processes, issues of appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning are examined and refined. That these issues are accounted for is evident in the Development Criteria, Narrative and Documentation Report, required by the Chancellor's Office, prepared for each of the College's certificates and degrees ([Evidence II.A-18, sample Development Criteria, Narrative and Documentation Reports](#)).

Various features of each certificate and degree program are published in the College catalog. These features include program purpose and narrative, required courses and units and, as a testimony to synthesis of learning, program learning outcomes ([Evidence II.A-19, College Catalog, pp. 88-117](#)).

The College requires completion of at least 60 units of program-required, college-level courses to earn an associate degree offered by the College ([Evidence II.A-20 College Catalog, pp. 87 and 108](#)). The College does not offer baccalaureate degrees.

The College's graduation requirements are codified in Board of Trustees' policy and administrative procedure ([Evidence II.A-21 BP 4100 Graduation Requirements for Degrees and Certificates](#) and [Evidence II.A-22 AP 4100 Graduation Requirements for Degrees and Certificates](#)).

### **Analysis and Evaluation**

The College meets the standard by ensuring, and documenting in the Development Criteria, Narrative and Documentation Report and the College catalog, that it follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures these program criteria are met for new program proposals, followed up later for established programs by periodic examination in program review.

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

### **Evidence of Meeting the Standard**

With recommendations from faculty and from the Office of Instruction and Student Services, the College makes a diligent effort to ensure all general education courses and certificate- and degree-specific courses are offered regularly and with sufficient frequency to ensure students can complete requirements in the prescribed amount of time.

Typically, certificates may be completed in one, two or sometimes three semesters, while associate degrees require two years to complete. These times to complete programs are consistent with programs offered by other California community colleges. To be sure, students, depending upon personal circumstances, will from time to time, drop out, or "stop out," and, hopefully, return to school later.

To the best of the College's knowledge, no student's completion of a certificate or degree has ever been delayed as a result of a course not being available. In certain cases, when a student needs only one more course to graduate, the College will arrange for an independent study option with an appropriate faculty member to help the student finish that final course on time.

The offering of courses, moreover, in various modalities—face-to-face, correspondence and distance learning—provides various other options to students to complete their studies in a manner that accommodates their personal family and work commitments. Correspondence sections have a higher capacity—generally up to twenty-nine students—than face-to-face sections, providing students with another course enrollment option.

Students seeking degrees and certificates are also required to complete an education plan spelling out courses required and the time it will take to complete their chosen program. With the education plan, students can effectively plan their school program for upcoming semesters, and complete required courses accordingly ([Evidence II.A-23 Education plan template](#)).

### **Analysis and Evaluation**

The College meets the standard by ensuring degrees and certificates may be completed in the prescribed times, specifically, one, two or three semesters for certificates and two years for associate degrees. Those times to complete are consistent with comparable programs at other California community colleges. The College may make special accommodations to allow students to complete programs by offering independent study options, when needed. Students are required to complete an education plan that spells out required courses and the semesters they are expected to enroll in them to ensure timely program completion.

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

### **Evidence of Meeting the Standard**

The diverse and changing needs of students have manifested themselves in various ways. Here are some of those changing needs:

#### Growth in incarcerated student enrollment

Over the past fifteen or so years, the College's correspondence courses have increased in number significantly, largely because of increases in the number of incarcerated students from local and other prisons seeking courses and degrees (See Student Enrollment Data, Figure 3, Unique Populations, earlier in this report).

To accommodate these changing conditions, the College has perfected its correspondence mode of delivery in various ways. Apart from increasing the number of correspondence sections, the College has revised the course outline-of-record on several occasions to provide for the special instructional requirements of correspondence students; created a new counselor/coordinator position assigned to work as liaison between the prisons and the College; begun evaluating the equity of incarcerated students in addition to community students; arranged for the distribution of research materials for incarcerated students; and revised timelines for the distribution of course materials to ensure incarcerated students receive course materials in a timely manner so they may complete assignments on time.

A new development in the past year is that some full-time and adjunct faculty have volunteered to teach courses face-to-face at two of the prisons located within a short drive of the Blythe main campus.

The growth in correspondence courses and changes in the managing of correspondence courses is a direct result of the emerging instructional needs of incarcerated students. The recent development of faculty traveling to the local prisons to teach courses, similarly, resulted from the belief that some incarcerated students would likely benefit from face-to-face instruction, another effective use of delivery modes.

The growth in correspondence courses has been accompanied by the need for learning support services both at the prison sites and among community students on the Blythe main campus. The prison sites arrange for proctor and peer tutoring at the prison locations for students needing help, and the main campus provides tutoring with peer tutors at the Library/Learning Skills Center and at the Student Success Center. As another example of the effective use of delivery modes, the College provides students with Brainfuse, an online tutoring service.

Because correspondence instruction is such a significant part of the College's instructional program, it is the subject of the College's Quality Focus Essay, found later in this report.

### The advent of AB 705

The implementation of AB 705 caused substantial changes at the College designed to accommodate students' changing instructional and support needs. In the absence of basic skills courses and placement tests, students are now given the option to enroll in college level courses in math and English.

The College has developed new courses for students wishing to enroll in a college-level course, but who need extra help. For example, the College developed ENG 100, a 4-unit equivalent to the regular, 3-unit ENG 101 course. ENG 100 provides the same instruction as ENG 101 but has an additional hour per week of supplemental instruction. Like ENG 101, ENG 100 is transferable and certified by CSU-GE and IGETC.

In anticipation of the need for greater tutoring help resulting from AB 705, the College started up the Student Success Center in Fall 2019 to provide tutoring and advisement services.

It is still too early to evaluate the effects of AB 705 and the courses and support services created to comply with the law. The College expects to conduct an evaluation of the impact of AB 705 and to implement improvements in response to that evaluation.

### Umoja and Puente

Umoja started about a year ago at the College and currently has a membership consisting of students, faculty and staff. The program is designed to help build self-confidence and understanding among students and to encourage success in school. While there is no actual data available as yet, program sponsors contend that students participating in Umoja have grown in pride, self-awareness and improved understanding of the different options—degree pathways and careers—open to them.

At the present time, the College does not yet have an active Puente program, but several faculty and staff are encouraging the College to start one.

#### Program review analysis of completion by modality

In recent years, with the growth of correspondence enrollment, the College has been monitoring course completion rates by modality in instructional program review reports every four years to identify any disparities between correspondence and face-to-face completions. While completion rates fluctuate in both modes over the span of semesters, there has been no indication of significant trends in disparities between the two modes ([Evidence II.A-24, Program review reports, Automotive Technologies, 2018, pp. 12-15; Computer Information Systems, 2018, pp. 14-30](#)).

#### Compliance with Commission policies on distance education and correspondence education

In adapting to the emerging needs of its students, the College has developed a highly successful correspondence education program over the past twenty years. To continuously maintain the quality of these programs the College adheres to the ACCJC Policy on Distance Education and on Correspondence Education ([Evidence II.A-25 ACCJC Policy on Distance Education and on Correspondence Education](#)). All courses offered by the College, whether they be in face-to-face, correspondence or distance education modes, are required to:

- Take place within the College's educational mission
- Be controlled, implemented and evaluated in the name of the College
- Have student learning outcomes for every course, and that the student learning outcomes are identical for each mode in which the course is offered
- Have appropriate resources and structure to enable students to achieve the required outcomes and to assess those outcomes
- Be offered having notified the Commission if a new mode—correspondence and distance learning—is to be initiated. Note that correspondence education courses were already in place at the time the College proposed a substantive change to ACCJC in 2012, acknowledged in the College's substantive change proposal to ACCJC ([Evidence II.A-26 Proposal for Substantive Change in Delivery Methodology: Correspondence Education, February 9, 2012, p. 5](#)).
- Be offered having notified the Commission of the intent to offer programs of which 50% or more of required courses are correspondence or distance education, as was done in the College's substantive change proposal, approved by ACCJC in 2012 ([Evidence II.A-27 Proposal for Substantive Change in Delivery Methodology: Correspondence Education, February 9, 2012](#))

- Have procedures in place to verify students' identities and to protect students' privacy, said procedures being in place at the College, as follows:
  - Use of secure login and password to access courses on the Bridge (Canvas) in which the student is enrolled, with access permission issued by the College. Note that incarcerated students are not permitted, by prison rules, to access the Bridge; however, their identities are verifiable by prison proctors and officials.
  - Proctored exams requiring, when needed, picture ID
  - Maintenance of the confidentiality of students' identities and course work in accordance with FERPA rules, in which all College personnel are required to be trained each year

### **Analysis and Evaluation**

The College meets the standard by using delivery modes to the best advantage of students. The most salient example is the growth in correspondence courses to meet the needs of increasing numbers of incarcerated students, with accompanying learning support. The College adheres to the ACCJC Policy on Distance Education and on Correspondence Education to ensure quality in these programs. The recent start of the Umoja program on campus, and discussions about starting a Puente program, reflect efforts to utilize student support programs to help students succeed. The College's response to AB 705 is an example of how the College changes instructional approaches to meet students' changing needs. Examination of the effectiveness of each mode in terms of course completions is conducted in recent program reviews.

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

### **Evidence of Meeting the Standard**

The College does not have department or program examinations. As of Fall 2019, in compliance with AB 705, the College no longer uses course placement tests.

The nursing department administers exams to students to test readiness for the national exam for vocational nursing licensure. Beginning Spring 2020, nursing will introduce an admissions exam from Kaplan Test Preparation Services for competence in math, science, reading and English designed for schools of nursing.

In two other areas, the College is currently applying for certification by the American Welding Society and the Automotive Society of Excellence. Certification in these disciplines will permit the College to administer welding and auto technology certification examinations to students. Certification in welding and in auto will improve the students' chances of gaining employment in these areas. The College is in the process of procuring specialized equipment and training for staff to meet the standards of the societies. The College anticipates beginning testing in 2020.

## **Analysis and Evaluation**

The standard does not, in fact, apply to the College since the College does not have placement exams or department or program examinations. The nursing department administers tests to evaluate readiness for the national licensure and will introduce an admissions test Spring 2020 designed for schools of nursing. The College is in the process of gaining certification to administer testing in welding and auto technology by 2020.

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

## **Evidence of Meeting the Standard**

Most assessments of student learning at the course level are based on whether students attain at least 70% or better in meeting a particular SLO standard ([Evidence II.A-28, Sample course level SLO worksheets](#)). Since degrees and certificates offered by the College require a grade of C or better in all courses taken for that degree or certificate, it stands to reason that students scoring below 70% in most assessed areas may not pass the course, and likely, will not be awarded a degree or certificate.

That said, course grades may not always be based directly on a student's student learning outcome assessment results. Because student learning assessments are almost always based on a particular assignment such as a midterm, final exam, or term paper, for example, it is possible for a student to score below 70% on the assessed assignment, but make up for it by doing well on other course assignments. Thus, it's possible for a student to have a low SLO score but do well enough in other work to earn a C or better. To date, the College does not track an individual student's student learning outcome scores vis-à-vis that student's course grade.

The College offers programs on a credit-hour, not a clock-hour, basis. Board Policy 4020 Program and Curriculum and Course Development stipulates that the Superintendent/President establish procedures which prescribe the definition of credit-hour consistent with applicable Title 5 and federal regulations ([Evidence II.A-29, Board Policy 4020](#)).

## **Analysis and Evaluation**

The College meets the standard by ensuring, as is feasible, that awards of degrees and certificates are based on successful achievement of student learning outcome results. The College offers programs on a credit-hour basis. Board policy provides that Title 5 and federal regulations will be followed in defining credit-hour programs.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to

fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

### **Evidence of Meeting the Standard**

The College publishes its admissions policies, including acceptance and transfer-of-credit policies, in the College catalog ([Evidence II.A-30 College Catalog, pp. 21-27; 24](#)). The College also publishes policies governing transfer to four-year institutions in the College catalog ([Evidence II.A-31 College Catalog pp. 78-85](#)).

In virtually all cases, courses from other California community colleges will have student learning outcomes comparable to those courses offered by the College. For courses from out-of-state institutions and from California four-year colleges, faculty will be consulted, when needed, to evaluate such courses as to their descriptions, objectives and, if available, learning outcomes, to determine comparability with courses offered by the College.

The College has an active articulation unit staffed by an Articulation Officer. The College subscribes to the ASSIST database to which the Articulation Officer posts courses. The College regularly submits new and revised course outlines-of-record for CSU-GE and IGETC certification and has an articulation agreement with the University of California.

Students interested in transfer options may be directed to further information available through the College website: Main page > Scroll down to Current Students > Transfer Information.

### **Analysis and Evaluation**

The College meets the standard by publishing transfer-of-credit policies both for courses transferring to the College, and for courses offered by the College transferring to four-year institutions. The College ensures that the learning outcomes from California community colleges are comparable to the courses the College offers. The College also ensures, whenever possible, that courses from California four-year institutions and from out-of-state institutions are comparable to the courses offered by the College, consulting often with appropriate faculty to confirm comparability.

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

### **Evidence of Meeting the Standard**

The skills and competencies described in this standard are reflected in the institutional learning outcomes of the College; learning outcomes at the program level are mapped to those institutional learning outcomes.

As an example, here are program learning outcomes from the AA in Psychology for Transfer ([Evidence II.A-32, College Catalog, p.114](#)):

Students will have:

1. Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.
2. Acquired an essential foundation and skills in concepts, principles, and research methods of psychology.

And here is how program learning outcomes are mapped to institutional learning outcomes:

Institutional Learning Outcomes (ILOs)	PLO #1 General Education	PLO #2 Program Specific-Psychology
	Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.	Acquired an essential foundation and skills in concepts, principles, and research methods of psychology.
CRITICAL AND CREATIVE THINKING: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific and mathematical problems.		X
COMMUNICATIONS: Students will communicate effectively and interactively in written, spoken or signed, and artistic forms.	X	X
PERSONAL AND PROFESSIONAL GROWTH & DEVELOPMENT: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental and social well-being.	X	
INFORMATION COMPETENCY: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	X	X
TECHNOLOGICAL COMPETENCY: Student will effectively use contemporary technology relevant to their personal and career choices.	X	X
COMMUNITY AND GLOBAL AWARENESS: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	X	X

The example of the AA Psychology for Transfer, demonstrates that at least one or more program learning outcomes are mapped to the College’s institutional learning outcomes, consisting of competencies described in this standard. Other College programs and their mapping to institutional learning outcomes may be found in the Mapping folders in this file: [file://storage-cl/SLO-Assessment-Data](#). Note that most mapping was accomplished in 2014 and 2015 and has remained unchanged; mapping may be viewed in the folders for those years.

## Analysis and Evaluation

The College meets the standard by ensuring that its programs are mapped to institutional learning outcomes, whose skills and competencies are consistent with those described in this standard.

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

## Evidence of Meeting the Standard

The College’s “Philosophy of Education,” published in the College catalog, and the general education course requirements for each of the College’s degrees, together provide a composite picture of the College’s general education program that includes all of competencies described in this standard.

Here is the College’s “Philosophy of Education” showing, in bold face, alignment with the skills and competencies described in this standard:

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability **to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding** ([Evidence II.A-33, College Catalog, p. 12](#)).

Here are the main academic areas required in the general education programs for the AS degree, AA CSU-GE and AA IGETC ([Evidence II.A-34, College Catalog, pp. 87, 108, 109](#)) showing, in parentheses, alignment with the skills and competencies described in this standard and as delineate in the College’s Philosophy of Education:

AS General Education	AA CSU-GE	AA IGETC
Communications: English and Oral Communication (“to think and to	Area A: Communication in the English Language and Critical Thinking (“to think and to	Area 1: English Communication: English Composition, Critical Thinking, Oral Communication

communicate clearly and effectively both orally and in writing")	communicate clearly and effectively both orally and in writing")	("to think and to communicate clearly and effectively both orally and in writing")
Natural Sciences ("the sciences")	Area B: Scientific Inquiry and Quantitative Reasoning ("the sciences") ("mathematics")	Area 2: Mathematical Concepts and Quantitative Reasoning ("mathematics")
Mathematics ("mathematics")	Area C: Arts, Literature, Philosophy and Foreign Language ("arts and humanities")	Area 3: Arts and Humanities ("arts and humanities")
Humanities ("arts and humanities")	Area D: Social, Political and Economic Institutions and Behavior, Historical Backgrounds ("participation in civil society") ("social sciences")	Area 4: Social and Behavioral Sciences ("participation in civil society") ("social sciences")
Social Sciences ("participation in civil society") ("social sciences")	Area E: Lifelong Understanding & Self-Development ("skills for lifelong learning")	Area 5: Physical and Biological Sciences ("the sciences")
Lifelong Learning & Self-Development ("skills for lifelong learning")		Area 6: Language Other Than English ("skills for lifelong learning")

The College relies on faculty expertise in determining courses for inclusion in general education programs, as is evident in the curriculum review process, more fully described in this report in the response to standard II.A.2. For CSU-GE and IGETC general education courses and requirements, faculty play a prominent role in recommending courses; however, those recommendations are subject to articulation rules and standards established by California State University and University of California.

### **Analysis and Evaluation**

The College meets this standard by publishing a Philosophy of Education in the College catalog that enumerates skills and competencies aligned with those in the standard, and by incorporating course requirements for general education programs aligned with this standard and with the Philosophy of Education. College faculty play a prominent role in recommending general education courses, within the CSU-GE and IGETC articulation constraints established by California State University and University of California.

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

### **Evidence of Meeting the Standard**

All College degree programs have at least one focus of study, or area of inquiry and all have courses specializing in the focus of study, as well as general education requirements.

Focused areas for AS degrees: Automotive Technology, Building Construction Technology, Business Management/Administration, Child Development, Computer Information Systems, Criminal Justice/Administration of Justice, Fire Science Technology, Welding Technology

Specialized courses for each AS degree are listed in the College catalog ([Evidence II.A-35, College Catalog, pp. 88-107](#)).

Focused areas for AA degrees: Arts and Humanities, Business and Technology, Mathematics and Science, Social and Behavioral Science

Specialized courses for each AA degree are listed in the College catalog ([Evidence II.A-36, College Catalog, p. 111](#)).

Focused areas for the Associate Degrees for Transfer:

AST: Business Management/Administration, Child Development, Criminal Justice/Administration of Justice

AAT: Psychology, Sociology

Specialized courses for each Associate Degree for Transfer degree are listed in the College catalog ([Evidence II.A-37, College Catalog, pp. 114-117](#))

Each degree program has two program learning outcomes: a general education program outcome and an outcome applicable to the focused area of study.

Apart from general education course requirements, each program requires specialized courses directly relevant to the focused area of study.

### **Analysis and Evaluation**

The College meets the standard: apart from general education requirements, all degree programs include a focus of study in at least one or two disciplines and include specialized courses relevant to the area of focus.

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

### **Evidence of Meeting the Standard**

There are several ways in which the College prepares students with technical and professional competencies to meet employment standards and to be ready for external licensure and certification. These include consultation on curriculum and industry trends with local advisory committees, consultation with the Inland Empire/Desert Regional Consortium, compliance with

external accrediting and certification agencies and program review updates performed every two years to improve program rigor and quality.

#### Local advisory committees:

The College's various career training and education programs each has a local advisory committee consisting of faculty, staff and community members with knowledge and expertise in a particular industry. Advisory committees usually meet with faculty every two years, offering recommendations on course and program improvements.

#### Inland Empire/Desert Regional Consortium:

The College is a member of the Inland Empire/Desert Regional Consortium dedicated to developing, maintaining and improving quality career training and education programs which prepare students for certification and licensure, employment.

#### External accrediting and certification agencies:

The College's nursing program is approved by the Board of Vocational Nursing and Psychiatric Technicians, which ensures the College's curriculum, including course objectives and learning outcomes, are consistent with Board and industry standards.

As discussed in the response to standard II.A-8, the College is currently applying for certification by the American Welding Society and the Automotive Society of Excellence. Certification in these disciplines will permit the College to administer welding and auto technology certification examinations to students.

#### Program review updates:

Career training and education programs are required to perform comprehensive program reviews every four years, with updates every two years. Topics examined in these reports include, but are not limited to: purpose of this program, quality of this program, demand/labor market trends related to this program and two-year plan for this program.

### **Analysis and Evaluation**

The College meets the standard through various means that ensure students enrolled in career training and education programs are well-equipped to meet external certification and licensure requirements and to meet industry standards required for employment. The various means include local advisory committees, the Inland Empire/Desert Regional Consortium, external certification and accrediting agencies and two- and four-year program updates and comprehensive reviews of all career training and education programs.

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

### **Evidence of Meeting the Standard**

While there is no policy in place enumerating specific procedures in the event of a program's discontinuation, Board of Trustees' Administrative Policy 4020 address the topic and requires the involvement of the Vice President of Instruction and Student Services and the Curriculum Committee of the Academic Senate. AP 4020 reads, in part:

The Board of Trustees shall authorize the discontinuance of any instructional program prior to its removal from college program offerings and prior to notification of the state of such discontinuance.

Decisions pertaining to approval and discontinuance of all instructional programs shall include the involvement of the Vice President of Instructional Services and the Curriculum Committee of the Academic Senate. ([Evidence II.A-38, AP 4020, Program and Curriculum Development: Review, Approval and Discontinuance of Instructional Programs](#)).

As for programs that have undergone significant changes in requirements, the College works with students on a case-by-case basis to ensure they may complete their education with a minimum of interruption, recognizing that students are protected by catalog rights, the terms and conditions of which are defined in the College catalog ([Evidence II.A-39, College Catalog, p. 80](#)).

### **Analysis and Evaluation**

The College meets the standard by recognizing that program discontinuation requires the participation of administration—the Vice President of Instruction and Student Services—and the faculty—the Curriculum Committee of the Academic Senate—in making recommendations to the Board of Trustees. The College also recognized that when program requirements change significantly, the College works with affected students on a case-by-case basis, recognizing students are protected by catalog rights.

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

### **Evidence of Meeting the Standard**

As the chief means by which the College evaluates and improves the quality and currency of all instructional programs, instructional programs are required to perform program reviews of all degrees and certificates in accordance with the schedule in the Program Review Guide ([Evidence II.A-40, Program Review Guide, Appendix A, p. 7](#)).

As discussed earlier in the responses to various sections in standard I.B and II.A in this report, starting Fall 2019, the College initiated an annual program review addendum to the Program Review Guide, called the Snapshot. The Snapshot, produced by each of the six academic divisions, reports data on course completion by student equity characteristics, anticipated resource needs and synopses of student learning outcome results.

Program review reports, produced every two years for career training and education programs and every four years for regular academic programs—provide comprehensive assessments designed to improve the program and to enhance the opportunity for student learning. Snapshots, produced annually, are meant to provide brief quick assessments of academic programs such that program needs and problems may be addressed expeditiously.

Learning assessments of all courses and programs are conducted periodically in accordance with the SLO Schedule published on the College website ([Evidence II.A-41, SLO Schedule](#)). Assessment results, which are reported for courses delivered in all modes and locations, are discussed among faculty, and recommendations are made to improve course and program quality. Examples of improvements resulting from student learning outcome assessments and program review are discussed in more detail in the responses to standards I.B. 1 and I.B.4 in this report.

### **Analysis and Evaluation**

The College meets this standard by conducting regular, systematic and comprehensive course and program assessments with the aim to improve instruction and enhance student learning. The annual Snapshot, the two-year update and four-year program reviews and period course and program-level assessments are among the key reports demonstrating the College’s commitment to continuous improvement in its academic programs.

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### **Conclusions on Standard II.A. Instructional Programs**

The College fulfills the requirements set forth in this standard in its instructional programs.

Programs are consistent with the College mission, with emphasis on addressing a “diverse and unique community of learners”. Faculty are primarily responsible for developing and evaluating courses and programs, with ultimate review by the Board of Trustees. Courses and programs are assessed periodically in accordance with established schedules, and assessment results often produce changes and improvements to enhance student learning. Courses and programs are comparable in breadth and rigor with those other institutions of higher education and are scheduled in a manner that permits timely completion.

Courses and programs offered by the College are delivered primarily in face-to-face and correspondence modes, with some in distance education, or online. The quality, content and learning support provisions are comparable for all courses regardless of location or mode of delivery. The College adheres to all of the policy elements of the ACCJC Policy on Distance Education and on Correspondence Education.

All courses and programs have identified and published learning outcomes. Course-level student learning outcomes are part of the course outline-of-record and they appear on instructors' courses syllabi. Course learning outcomes are mapped to program outcomes, which are, in turn, mapped to institutional learning outcomes.

The College has a philosophy of education which identifies skills and competencies that are presented in all College degrees in required general education courses.

Degrees offered by the College all have at least one focused area of inquiry and require 60 units of general education and degree-specific courses to complete. All courses, certificates and degrees are periodically assessed through various means to ensure continuous quality improvement and enhancement of student learning.

### **Improvement Plan(s)**

1. Consider developing a formal policy and administrative procedure on program discontinuance.
2. Develop better logistical procedures in correspondence courses, as presented in the Quality Focus Essay of this report.

### **Evidence List**

- II.A-1 College Catalog, p. 86
- II.A-2 Examples of course outlines-of-record
- II.A-3 Examples of CTE program reviews and updates)
- II.A-4 AP 4105 Distance Education
- II.A-5 AP 4105-1 Distance Education-Interactive Television (ITV) Courses
- II.A-6 AP 4105-2 Correspondence Education
- II.A-7 Curriculum Guide, pp. 10-11
- II.A-8 eLumen course outline template
- II.A-9 Screen shot of sample course proposal with commentary
- II.A-10 CTA-District Agreement 2016-2019, p. 38
- II.A-11 Peer Evaluation Report and Peer Evaluation Narrative
- II.A-12 Professional Development Self-Disclosure Statement
- II.A-13 Program Review Guide
- II.A-14 Sampling of pdf versions of course outlines-of-record
- II.A-15 Sampling of course syllabi
- II.A-16 College Catalog, p. 118
- II.A-17 Evidence II.A-12 Screen shot of ENG 082 course outline-of-record
- II.A-18 Sample Development Criteria, Narrative and Documentation Reports
- II.A-19 College Catalog, pp. 88-117
- II.A-20 College Catalog, pp. 87 and 108
- II.A-21 BP 4100 Graduation Requirements for Degrees and Certificates.
- II.A-22 AP 4100 Graduation Requirements for Degrees and Certificates

- II.A-23 Education plan template
  - II.A-24 Program review reports, Automotive Technologies, 2018, pp. 12-15; Computer Information Systems, 2018, pp. 14-30
  - II.A-25 ACCJC Policy on Distance Education and on Correspondence Education
  - II.A-26 Proposal for Substantive Change in Delivery Methodology: Correspondence Education, February 9, 2012, p. 5
  - II.A-27 Proposal for Substantive Change in Delivery Methodology: Correspondence Education, February 9, 2012
  - II.A-28 Sample course level SLO assessment worksheets
  - II.A-29 Board Policy 4020
  - II.A-30 College Catalog, pp. 21-27; 24
  - II.A-31 College Catalog pp. 78-85
  - II.A-32 College Catalog, p.114
  - II.A-33 College Catalog, p. 12
  - II.A-34 College Catalog, pp. 87, 108, 109
  - II.A-35 College Catalog, pp. 88-107
  - II.A-36 College Catalog, p. 111
  - II.A-37 College Catalog, pp. 114-117
  - II.A-38 AP 4020 Program and Curriculum Development: Review, Approval and Discontinuance of Instructional Programs
  - II.A-39 College Catalog, p. 80
  - II.A-40 Program Review Guide, Appendix A, p. 7
  - II.A-41 SLO Schedule
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## **B. Library and Learning Support Services**

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### **Evidence of Meeting the Standard**

Housed within the nearly 10,000-square-foot Library/Learning Center are library services, as well as peer tutoring, online orientation set-up and help and proctoring for correspondence test-takers. In years prior to AB 705 which, in effect, eliminated assessment testing, the Library/Learning Center also provided assessment testing services.

### **Library**

The College Library/Learning Center provides access to approximately 20,000 print books, 435 DVDs, all current course textbooks, one print periodical, 180,000 subscription electronic books,

92 purchased e-books, 31 online subscription databases and 30,000 streaming films and documentaries. In addition, 16 computers with Internet access and popular software applications are available for students to use. Four additional computers are located in the peer tutoring area and those computers can be used by any student when tutoring isn't taking place. The library is staffed by one full-time, 10-month faculty librarian and one full-time 12-month classified library technician. The library is located on the second floor of the CL Building and is open Monday through Friday for 49 hours per week during the Fall and Spring semesters and 39.5 hours per week at all other times, excluding holidays. The library has a special Umoja book collection and creates specialized displays throughout the year for celebrations such as Hispanic Heritage Month and Black History Month.

The library relies primarily on digital subscription resources to meet the needs of non-incarcerated students, including face-to-face, online and correspondence students, and to meet the needs of students taking courses at the Needles Center. These resources are available to students 24 hours a day, seven days a week.

The librarian and adjunct faculty fulfill research requests for the incarcerated student population. Once the incarcerated student submits a research request—usually by courier or USPS mail—the research is completed by the librarian or adjunct faculty by printing research articles from the subscription library databases. The articles are then sent to the incarcerated student. See the following chart for reports of research requests ([Evidence II.B-1 Library Program Review, 2017, p. 3](#)).

<b>Incarcerated Student Research Requests</b>	<b># Requests</b>	<b># Questions</b>
2013-2014	272	452
2014-2015	408	827
2015-2016	280	447
2016-2017	244	381
2017-2018	263	371

The librarian offers workshops to face-to-face students each year, incorporating information literacy concepts in conjunction with instructors' assignments. Each semester, the librarian gives a workshop to probationary students that covers library and tutoring services available to them. Non-incarcerated students are welcome to contact the librarian by phone, e-mail or in-person.

### ***Tutoring***

The College offers students face-to-face tutoring and online tutoring available through Brainfuse, the College's online tutoring service ([Evidence II.B-2 Library Program Review, 2017, p. 5](#)). Incarcerated students receive tutoring via peer tutors at their facility. The College's tutoring website can be found by going to the College website main page and clicking on the Library tile. It includes links to Brainfuse, information about making appointments, helpful website links for English, math and ESL subjects and information about becoming a tutor. Links to tutoring are available on the college's main page under the heading of Student Services. A large tile

captioned “Need Tutoring?” is near the top of the College’s website main page, providing students with access to tutoring information

### ***Peer and Adjunct Tutoring***

The Library/Learning Services Center has housed peer tutoring services for several years in a section of the library since Spring of 2014. Using Basic Skills Initiative (BSI) funding, tutoring has been offered in the subjects of remedial math, reading, English and ESL. Tutors are trained using Innovative Educators Tutor Lingo training modules. Tutors must complete the training modules before starting to tutor. Many-face-to-face sections in those subjects have embedded peer tutors, especially in math. This helps students recognize the peer tutors who assist in the classroom. Students then book appointments outside of class time with those peer tutors whom they see each week in class. Funding has, at times, been-available from the Edison STEM grant for tutoring for upper-level math and science courses.

For the past couple of years, an adjunct math tutor working up to 19 hours per week has been available in the CL building to help students with advanced math. During the Spring, 2019 semester, a Student Success Lab opened in the CL building and the adjunct math tutor, along with a Writing/English adjunct instructor are available for six hours per week. While math tutoring services are heavily utilized, writing and English tutoring has not been. English faculty and the Student Success Lab manager are seeking ways to improve utilization of tutoring services in writing and English. The following chart shows tutoring utilization data prior to the opening of the Student Success Lab.

<b>Learning Center FTF Tutoring</b>	<b>Total # Students Using FTF Tutoring</b>
2014-2015	60
2015-2016	72
2016-2017	73
2017-2018	96

In June 2016, students having received tutoring services were surveyed. The survey produced 12 responses, with this conclusion: All tutees would recommend the peer tutoring services to other students, and ten out of twelve students felt they would not have passed their courses without the help of tutors ([Evidence II.B-3 Library Program Review, 2017, pp. 21-27](#)).

### **Online Tutoring**

Brainfuse enhances the face-to-face tutoring available to students, and is available 24/7. Brainfuse offers many more tutoring subjects than the college is able to offer with its peer tutoring program. An indication of its success is evidenced by an increase in student usage of the program. For academic year 2017-18 student usage of Brainfuse was a total of 84.30 hours and for academic year 2018-19 student usage was 100.13 hours ([Evidence II.B-4 Brainfuse usage data for 2017-18](#)). Brainfuse is accessible to students using the same login credentials that they

use for their Bridge accounts. Brainfuse may be accessed from the College’s main web page by clicking on the “Need Tutoring?” tile or by clicking on the “Library” tile.

***Student Success Lab***

Opened in Spring of 2019, a new Student Success Lab is located in the classroom building and consists of six desks with computers, with links on the desktop to specialized math programs used in the courses. An adjunct math tutor and an adjunct English tutor are on staff in the evenings. The Student Success Lab is used by other groups during daytime hours.

**Proctoring for Correspondence Student Test Takers**

The library maintains a quiet environment for students taking correspondence tests and quizzes. A survey was given to students who came to the library for proctoring of their correspondence tests and quizzes. Students who completed the survey were 100% satisfied with the courteousness of the staff and 100% satisfied with the check-in process, but didn’t like the chairs, so we switched out the uncomfortable wooden chairs with padded seating ([Evidence II.B-5 Library Program Review, 2017, pp. 28-35](#)).

<b>Proctored Correspondence Exams &amp; Quizzes</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Totals</b>
2014-2015	677	459	216	1,352
2015-2016	530	417	320	1,267
2016-2017	464	521	177	1,162
2017-2018	506	386	150	1,042

**Assessment Testing**

Due to AB 705, assessment testing has ceased effective Fall semester 2019. Data regarding assessment testing from prior years is available in the most recent Library Program Review report ([Evidence II.B-6 Library Program Review, 2017, p. 2 and p. 36](#)).

**Analysis and Evaluation**

The College meets the standard. The library offers many services to students that foster student success including not only library services, but peer tutoring, help with the library computer lab, access to all textbooks, assisting with online orientations, access to online tutoring 24/7 and proctoring for students taking correspondence exams.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

### **Evidence of Meeting the Standard**

The library facility and equipment includes 20 computer stations with Internet access and popular software programs, one dedicated study room, one dual-purpose campus meeting/study room, several large and small tables and individual cubicles, a pay-for-print kiosk, one black and white photocopier, a charging station and electrical outlets along the outer walls and in the floor. In addition, the IT department installed an assistive device for visually impaired students in March 2019. The device increases print size and also reads materials out loud. The library also loans calculators and headphones for student use.

The librarian signs off on all new or revised course outlines of record, ensuring there are adequate resources for those courses. The librarian consults with new faculty regarding any resource needs and has on-going dialogue with all faculty. Because the College is small campus with about forty full-time faculty, we have the opportunity to dialogue in hallways and in committees where many of us serve on more than one committee. The librarian consults with individual faculty and asks if the resources are meeting their needs.

Reviews of electronic library resources appear on the Community College Library Consortium website and are helpful when considering a new subscription resource. Students have access to library subscription resources 24/7 and are able to use the same credentials to logon as they do for the Bridge.

### **Analysis and Evaluation**

For equipment, the computers in the Library/Learning Center are sufficient to meet student demand. In addition, there are also computers available to students in the CL building. Charging stations, a color printer, and a black and white printer and copier meet students' needs for printing and charging of electronic devices. Subscription databases serve the needs of all students, wherever they are, by being accessible 24/7. For incarcerated students, we bring the library to them by printing research articles to meet the requirements of their assignment.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### **Evidence of Meeting the Standard**

The librarian issues pre- and post-tests for every classroom library workshop in any given year to measure information literacy student learning outcomes for that particular assignment or course ([Evidence II.B-7 Library Program Review, 2017, pp. 14-16](#)).

The librarian also conducted student surveys regarding the services of tutoring, assessment and correspondence test proctoring in order to evaluate the services being offered in the Library/Learning Center ([Evidence II.B-8 Library Program Review, 2017, Appendix, pp. 21-36](#)).

Database usage statistics along with a combination of common research request subjects from incarcerated and community students plus the cost factor are used to determine which resources to select or keep. The statewide purchase of the EBSCO databases helps with continued access to quality databases. Students are able to logon to the library databases and Brainfuse, the online tutoring service, with the same login that they use to log into the Bridge.

### **Analysis and Evaluation**

The student surveys referenced above in the Library Program Review and elsewhere were used to evaluate the services offered in the library. Subscription databases are used to meet the needs of PVC's large incarcerated student program. Many library staff hours are devoted to fulfilling incarcerated students' research requests.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### **Evidence of Meeting the Standard**

The library is a member of the California Community College Library Consortium and subscribes to all databases but one through the Consortium. The Consortium negotiates database subscriptions for all community colleges, normally based on FTE's and keeps records of those agreements. The library uses EzProxy to authenticate students when students are not on campus, enabling students to use the library databases and resources anytime, anywhere. Brainfuse, the online tutoring service, is also accessible to students 24/7 no matter where they are, and students are able to use the same login that they use to log into their Bridge account.

### **Analysis and Evaluation**

Students can access library subscription databases 24/7, as well as Brainfuse, the online tutoring service by simply logging in with their LMS credentials. The California Library Consortium mentioned above maintains and keep records of all subscription databases that we subscribe to through them for our students. Contracts with Brainfuse and Kanopy (video documentary subscription) are kept on file in the College's Business Office.

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## **Conclusions on Standard II.B. Library and Learning Support Services**

The Library/Learning Center offers multiple services to students including research help to all students, peer tutoring for face-to-face students, online tutoring for all students, administration of the online orientations, and proctoring for correspondence students and other test-takers. Based on survey results and other data, services are more than adequate to meet students' educational needs. The College is particularly pleased with the success of Brainfuse, its online tutoring services, which has been in effect for several years. All of our resources are available to students 24/7 with a single sign-on method using the same log-in students already use for the Bridge.

#### Improvement Plan(s)

1. The librarian will conduct annual student and faculty surveys of library services to evaluate the effectiveness of library services more consistently. Include library and tutoring services in College-wide surveys.
2. Evaluate Student Success Lab services, especially writing and English, and develop ways to complement and augment existing tutoring and student support services.

#### Evidence List

- II.B-1 Library Program Review, 2017, p. 3
  - II.B-2 Library Program Review, 2017, p. 5
  - II.B-3 Library Program Review, 2107, pp 21-27
  - II.B-4 Brainfuse usage statistics for 2017-18
  - II.B-5 Library Program Review, 2017, 28-35
  - II.B-6 Library Program Review, 2017, p. 2 and p. 36
  - II.B-7 Library Program Review, 2017, pp. 14-16
  - II.B-8 Library Program Review, 2017, Appendix, pp. 21-36
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#### C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

#### Evidence of Meeting the Standard

Among the key processes by which the College evaluates the quality of student support services are the comprehensive program review reports previously required every four years and now replaced, Fall 2019, by learning support reviews to be completed annually. Templates, scheduling and process for the completion of these reports are presented in the Program Review Guide ([Evidence II.C-1 Program Review Guide](#)).

The comprehensive report covered a four-year period, and described adherence to the College mission, population served, assessment of goals, strengths and weaknesses, student learning outcomes, personnel summary and development, facilities and financial standing.

Beginning Fall 2019, the College replaced the four-year review with an annual review. Briefer than the comprehensive review, the annual review covers a shorter time period than the comprehensive report, and thereby provides a timely examination of each support program, evaluating strengths and weaknesses, goals, anticipated program needs and future plans ([Evidence II.C-2 Examples of annual program reviews](#)).

Both program reviews evaluate the effectiveness of support services and explain that student support services, regardless of location or means of delivery, support student learning and enhance accomplishment of the mission.

Regardless of location or means of delivery:

Support programs all have defined populations of students served. Those defined populations include students enrolled in the Blythe main campus, as well as students located outside of the Blythe area, such as the Needles Center, incarcerated students in prison locations served by the College and students enrolled in courses offered through instructional services agreements. For example, the following is an excerpt from the Counseling Program Review report, 2015, identifying students served, and the means by which they are served, regardless of location:

Counselors assists all student populations at Palo Verde College. Students in EOPS, DSPS and other special programs also receive general counseling... We serve High School, First-Time College, Re-entry, On Campus and Off Campus Students, including Needles and Incarcerated Students. Students have access to counseling by email, phone, in person appointment and on a drop-in basis. Currently, all counselors are Bilingual (English/Spanish), which accommodates a need of the community ([Evidence II.C-3 Counseling Program Review, 2015, p. 3](#)).

Similarly, the Admissions and Records department acknowledges, in its annual program review, services provided to students enrolled in fire science courses—these courses are offered by the College through an instructional services agreement—and incarcerated students:

The Admissions & Records Office serves all students within our district, as well as the following special populations: Fire Science and incarcerated students ([Evidence II.C-4, Admissions and Records Annual Program Review, 2019, p. 1](#)).

In the same review, Admissions and Records cites the need for additional office assistance in the future to expedite enrollment processing for those special populations:

Incarcerated and Fire Science enrollment is hand entered into our student information system (Colleague) and is a large portion of our enrollment growth ([Evidence II.C-5, Admissions and Records Annual Program Review, 2019, p. 2](#)).

Incarcerated students located at Chuckawalla Valley and Ironwood State Prisons, the two prison facilities located in close proximity to the Blythe campus, receive in-person orientations each semester during which they are given a quiz to assess their knowledge of Students' Rights and

Responsibilities, the institution's rights and responsibilities, and expectations of being a student. The students receive a copy of the Student Orientation/Handbook for Incarcerated Students.

As for evaluating student support services regardless of the means of delivery, counselors and advisors provide guidance to students as to mode of course delivery that best suits their needs in terms of work and family schedules and academic needs. Other student support services, such as services provided by Counseling, Financial Aid, Admissions and Records, Disabled Student Programs and Services and other services are available to each student, as needed, regardless of the delivery mode of the course in which the student is enrolled or the method by which the support service is delivered.

Other learning support program reviews, comprehensive and annual that identify student populations served, may be viewed at the College website: Main page > Accreditation > Program Review.

#### Support student learning:

Comprehensive and annual program review reports define and assess specific student learning outcomes. With the implementation of the annual learning support review in Fall 2019, support programs have adopted the term "service area outcome," or SAO, to define not only student learning results but service outcomes that contribute to student learning. For example, the Financial Aid annual review has the following service area outcomes:

SAO #1: Students to have a better comprehension of the federal rules and regulations pertaining to their federal awards.

SAO #2: Financial Aid Department will provide services to the maximum number of eligible students. ([Evidence II.C-6, Financial Aid Annual Review, 2019, p. 2](#)).

In this case, SAO #1 seeks to improve student understanding of financial aid rules and regulations, while SAO #2 seeks to maximize services to eligible students. Both SAOs support student learning, although in slightly different ways.

Other learning support program reviews, comprehensive and annual that identify student learning outcomes or service area outcomes, may be viewed at the College website: Main page > Accreditation > Program Review.

#### Enhance accomplishment of the mission:

Each program review report invokes the mission statement and is required to explain how the program under review supports the mission. Here, for example, is an excerpt from the EOPS/CARE report:

[EOPS/CARE] promotes student success, lifelong learning and community development. It is our goal to motivate those whom the program serves by enabling them to be more effective and decisive with their career choices ([Evidence II.C-7 EOPS/CARE Program Review, 2014, p. 2](#)).

And here is the comparable excerpt from the Admissions and Records annual program review:

Admissions & Records is committed to providing excellent service, by accurately obtaining, processing, storing and reporting academic records pertaining to student enrollment data, which supports the overall PVC mission ([Evidence II.C-8 Admissions and Records Annual Program Review, 2019, p. 1](#)).

Other learning support program reviews, comprehensive and annual that acknowledge the College mission, may be viewed at the College website: Main page > Accreditation > Program Review.

Apart from program review, the College evaluates student support programs in other ways. Student services department leaders, for example, meet monthly with the Vice President of Instruction and Student Services and the Dean of Instruction and Student Services to formulate a combined monthly report to the Board of Trustees on current activities among the student support departments ([Evidence II.C-9 Sample report to the Board of Trustees, September 10, 2019](#)).

Each semester, the Student Equity and Achievement (SEA) committee reviews orientation rates, recorded student education plans, students on probation and components missing from students' records. This information is disaggregated and shared with the SEA Committee to address areas in need of improvement.

The College participated in the Community College Survey of Student Engagement (CCSSE) in Spring 2017 and the SENSE in Fall 2017. The results were reported in the Fall of 2017 (CCSSE) and in the Spring 2018 campus Flex Day (SENSE). This tool was used to increase student engagement between counseling and students and to hire educational advisors who specifically support SEA, general counseling, EOPS, DSPS, and the incarcerated student population.

## **Analysis and Evaluation**

The College meets the standard in a process of ongoing program review evaluation, comprehensive and annual, of learning support programs. Program reviews and College practices ensure that support services are evaluated regardless of their location or the mode of delivery of their courses. Program reviews assess learning outcomes and, where appropriate, recommend action plans to improve learning. Program reviews acknowledge the adherence of programs under review to the College mission. Committees, such as the Student Equity and Achievement committee, meet periodically to assess student achievement data. A combined, summary report from several learning support programs is presented monthly to the Board of Trustees.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

## **Evidence of Meeting the Standard**

Learning support outcome goals are posted on the College website: Main page > Accreditation > SLOs/SAOs > Learning Support SLOs. Assessments of outcome results are published in learning support program reviews, both comprehensive and annual. Here are examples of action plans resulting from outcomes assessments:

[We] have streamlined our counseling tools such as educational plans and petitions, to reflect the needs of students and to meet the 3SP Guidelines ([Evidence II.C-10, Counseling Program Review, 2015, p. 13](#)).

After reviewing the SLO outcomes, DSPS department decided to show students during orientation on the types of assistive technology and alternate media software available ([Evidence II.C-11, 2015, DSPS Program Review, 2015, p. 10](#)).

Admissions & Records participated in a complete system analysis with our student information system vendor Ellucian consisting of a complete review of our student records and admissions setup and follow-on consulting to implement any suggested modifications ([Evidence II.C-12, Admissions and Records Annual Program Review, 2019, p. 2](#))

Apart from performing program review outcomes assessments, the monitoring of students on probation led to the creation of the Summer Bridge program in 2016. Summer Bridge, which expanded to the Needles Center in 2017, is a proactive measure designed to acclimate students to college academics by providing orientation, placement, student education plans, and tools such as student IDs, current catalog, backpacks, folders, and other items to increase the chances for success.

Consistent assessment also led, in Fall 2019, to the opening of the Student Success Center located in the Classroom/Laboratory Building. The Student Success Center is an extension of existing Library/Learning Center tutoring services and offers support counseling services as well.

### **Analysis and Evaluation**

The College meets the standard by assessing desired learning support outcomes and developing improved approaches to improve student learning. Among improvements made as the result of assessments are the streamlining of certain counseling methods, expanded treatments of DSPS services, start-up of the Summer Bridge program and implementation of the Student Success Center.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

### **Evidence of Meeting the Standard**

The College assures equitable access to support services regardless of service location or delivery method. Here is a summary of the various locations served by the College and key support services provided:

Students at the Blythe main campus:

Students receive an array of learning support services including education plan counseling, DSPS, EOPS, financial aid advise and other services by counselors and advisors on a drop-in, appointment or email basis. The Student Success Center and Library/Learning Center are available for tutoring along with other advising support services.

In November 2019 the College opened the Veterans Resource Center where veteran students receive in-person counseling from a career and technical education counselor. Veteran students will also be able to access online information about health services, disability services and financial aid information.

#### Students at the Needles Center:

Counseling support is provided on-site at the Needles Center by the Dean of the Needles Center and a part-time educational advisor assigned to the Needles Center. The educational advisor initially meets with the student, then refers the student to a counselor to complete his or her educational plan and to address other advising needs. Counselors travel to Needles two or three times each semester, and they are available via phone and email regularly. Other services such as DSPS, EOPS, are provided in-person and via telephone, ITV and email to Needles Center students.

#### Students incarcerated at nearby Ironwood and Chuckawalla prisons:

Each semester, counselors and advisors from the College travel to the two nearby prisons to meet with students and provide counseling and support services in person. Incarcerated students, because they do not have access to the internet, receive library research services, as well.

Educational advisors, general counselors, and EOPS and DSPS representatives visit both prisons multiple times during the semester to provide departmental services including counseling, program study assistance, student education plans, textbook information and other matters

#### Students incarcerated at prisons outside of the Blythe district area:

Counseling support to incarcerated students outside the Blythe district is provided by the College through trained proctors and tutors on site at the various outlying prisons. Proctors communicate with counselors and advisors at the Blythe main via email and correspondence and, in turn, relay information to students. Students at these locations have access to learning support programs, including tutoring and library research support.

The correspondence education coordinator at the Blythe main campus coordinates by telephone, email and mail with California Department of Corrections and Rehabilitation educational administrators to ensure peer tutors and proctors are available to provide learning support to incarcerated students ([Evidence II.C-13 Sample advisor letters to CDCR proctors](#)).

#### Students enrolled in fire science courses through instructional services agreements at locations outside the district:

The College provides advising and support services, as needed, via email, telephone and mail correspondence to students enrolled in fire science courses offered under the auspices of the College. Fire sciences are taught face-to-face mostly in locations outside the district and are handled through an instructional services agreement between the College and the Industrial Emergency Council.

Most of the fire science courses in which students are enrolled are short-term refresher and specialized training courses, so there is very little need for tutoring or library research support. The College's fire science courses are aligned with comparable courses listed in the Course Information and Required Materials Manual, published by the California Department of Forestry and Fire Protection, and are processed and approved through the College's curriculum review process. Fire science courses fulfill specialized needs for job-related skills and competencies of firefighters.

### **Analysis and Evaluation**

The College meets the standard by assuring access for all students to support services at all locations regardless of the mode of delivery of the course in which the student is enrolled. Modes of delivery include principally face-to-face and correspondence courses. Locations include the Blythe main campus, Needles Center, two nearby state prisons, several prisons located outside the district in California and locations outside the district where fire science courses are taught through an instructional services agreement.

The College, through the Student Success and Equity Committee and the Guided Pathways Committee, is currently assessing data to identify overlaps and gaps in student services. Findings will be used to re-organize positions, tasks and activities to improve services to students. The College is implementing Ellucian's Self-Service platform to enable students to access their finances, grades, education plans and the course catalog, and to petition to graduate.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

### **Evidence of Meeting the Standard**

In Fall 2018, the College launched the Umoja Community, a co-curricular program designed to be a resource "dedicated to enhancing the cultural and educational experiences of African American and other students" ([Evidence II.C-14 Screen shot Umoja site](#)). The program welcomes all students and engages in student and academic services including traveling to Umoja conferences with students, holding meetings twice a month, and conducting cultural awareness events on campus for Hispanic Heritage Month, Day of the Dead, Black History Month and Women's History Month and Sexual Assault Awareness Month. PVC Umoja

encourages reading, writing, transfer, and career preparedness activities as prescribed by the College's mission.

The Associated Student Government (ASG) is a student organization whose purpose is:

To protect and advance the interests of the students of Palo Verde College through fair and democratic representation, to maintain general supervision of clubs, organizations, and ASG committees, as well as stimulate and unify the academic, intellectual, physical, and social life of Palo Verde College ([Evidence II.C-15, ASG Constitution](#)).

ASG holds meetings each week during Student Hour, which is each Tuesday, 11 a.m. in a room in the CS Building designated for student use. ASG publishes a monthly newsletter highlighting current events, including social and cultural topics ([Evidence II.C-16 Sample ASG newsletter](#)). The ASG leadership hosts and sponsors regular events focused on social events including participation in the National Denim Day, founded by Peace Over Violence to bring about awareness of sexual assault.

After about two years of planning, the College launched, in Fall 2019, its first season of intercollegiate basketball. The "Pirates" are part of the Inland Empire Athletic Conference and the California Community College Athletic Association. With an academic program of five courses in basketball athletics, a new interim athletic director, two teams—men's and women's—and a gymnasium and athletic facility on campus, the Pirates are a promising addition to the College's physical education programs.

All student clubs and organizations operate with authorization from the College administration, and all funds are controlled by the College's business office, as required by Board policy ([Evidence II.C-17, BP/AP 5400 Associated Students Organizations; AP 5400-1 Student Club Procedures](#)).

The student organizations discussed in this section are suitable to the College mission in that they represent service "to a diverse and unique community of learners in an academic environment committed to student success and equity." In light of their acceptance and popularity with students, they are appropriate to the College's cultural and social environment, as well.

### **Analysis and Evaluation**

The College meets the standard by encouraging and supporting student organizations, such as Umoja and ASG, that are suitable to the College's mission and to the social and culture environment of the College. The College recently started the first season with a new basketball team, the Pirates. ASG and other student clubs operate with authorization of the College, and with financial control by the College.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

## **Evidence of Meeting the Standard**

During Flex Days, the Student Equity and Achievement committee frequently provides faculty training centered on student success and equity. The objective of the training is to give all faculty understanding and skill to help facilitate student success. Here are some examples of Flex Day presentations relevant to student success and equity:

- “Survey of Entering Student Engagement,” January 18, 2018
- “Guided Pathways,” January 19, 2018
- “Puente Project,” January 24, 2019
- “Student Equity,” August 8, 2019
- “Umoja,” August 10, 2018
- “Student Support (Re)Defined,” January 22, 2016

The College keeps students informed about program requirements, campus events and deadlines relevant to their academic success through various key publications and events. Here are a few examples of critical publications with selected information:

College Catalog: The Catalog contains all relevant degree, certificate and general education requirements, course descriptions, College policies, student services and an academic calendar with important dates highlighted.

Website: The College website main page posts coming events and deadlines, including registration dates. The website also posts an academic calendar, schedule of current classes, directories of various services, organizations and offices, the Bridge online course management system, a site for ordering textbooks and a site for online course registration.

Student Handbook/Planner: Like the College catalog, the Student Handbook/Planner is a resource for College policies relevant to students, a calendar with key dates highlighted, student services and financial aid information.

Additionally, the College sponsors special events throughout the year on topics relevant to students’ academic success. These events include Priority Registration, New Student Orientation (in person and online), Transfer Day, Career Day, CalWORKs Orientation and Graduation Day ([Evidence II.C-18, 2019-20 calendar from Student Handbook/Planner](#)).

The College also sponsors other special cultural events relevant to students’ personal and career development, such as Hispanic Heritage Month, Black History Month, Cinco de Mayo, Day of the Dead, Women’s History Month and Sexual Assault Awareness Month.

## **Analysis and Evaluation**

The College supports student success and equity by training faculty as to trends and programs in equity and success, and by keeping students informed of academic programs, special campus events and cultural activities relevant to their success.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

### **Evidence of Meeting the Standard**

The College follows admissions procedures established by the Board of Trustees and administered through the Admissions and Records department. Admissions policies are published in the College catalog and reviewed annually with each new edition of the Catalog ([Evidence II.C-19, College Catalog, pp. 21-27](#)). Certain of those admissions policies are also published in the Schedule of Classes each semester ([Evidence II.C-20, Fall semester 2019](#)), in the Student Handbook/Planner ([Evidence II.C-21, Student Handbook/Planner, p. 160](#)) and on the Admissions and Records website: Main page > Scroll down to Current Students/Student Services > Admissions.

The overall admissions policy of the College states that “admission to Palo Verde College is open to anyone who is a high school graduate, who possesses a GED certificate, or who holds a High School Equivalency Certificate” ([Evidence II.C-22 College Catalog, p. 21](#)).

Registration priorities, moreover, as described in the Catalog, identify as a “second and equal priority...continuing, and new students who have completed orientation, placement, and an education plan.” ([Evidence II.C-23 College Catalog, p. 21](#)).

Similarly, Board of Trustees Policy 5055 states that “the District will provide priority registration for students who enroll in a community college for the purpose of degree or certificate attainment, transfer to a four-year college or university, or career advancement.” ([Evidence II.C-24 BP 5055 Enrollment Priorities](#)).

This priority is consistent with the mission emphasis on encouraging students to achieve their educational plans by the completing “basic skills, certificate, degree, university transfer, and career goals” (Mission statement, Standard I.A.1 in this report).

Through Guided Pathways counseling and support, the College encourages students to establish their educational goals in an education plan and to pursue their goals expeditiously. Along those lines, the College has five associate degrees for transfer in place and is currently working on several more. The prompt response to AB 705—the College discontinued offering basic skills courses and restructured freshman English and math courses and their pre-requisites in Fall 2019—testifies to the College’s commitment to its mission and admissions policies and priorities.

### **Analysis and Evaluation**

The College meets this standard by publishing admissions policies, and by publishing enrollment priorities for students who have completed orientation, placement and an education plan. Consistent with the mission, admissions priorities emphasize that students begin their college

careers with clear, realizable goals and that they stay on track, with the benefit of Guided Pathways counseling and learning support programs, to achieve them expeditiously.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

### **Evidence of Meeting the Standard**

In 2017-2018, the College embarked on a review of all Board of Trustees' policies and administrative procedures, including needed updates in admissions policies. The process relied on policy language recommended by the Community College League of California. As a regular practice, policies are reviewed about every six years—the preceding policy update was done in 2011—unless changes in law or regulations call for a more immediate revision.

As a result of the implementation of AB 705, the College discontinued placement tests for admission to freshman English and math courses. In compliance with the law, the College also removed pre-requisites for freshman English and mathematics, affording entering students the option, with counselor guidance, to take college-level English and math.

The College follows established practices in its admissions processes and follows closely Board of Trustees' policies and procedures recommended by the Community College League of California. The staff of the Admissions and Records department review all processes and forms to ensure they are effective and free of bias.

### **Analysis and Evaluation**

The College meets the standard by ensuring all Board policies and administrative procedures are current and that day-to-day practices reflect the spirit of those policies and procedures. The College relies on the advice of the Community College League of California as to the updating of its policies, including admissions policies.

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

### **Evidence of Meeting the Standard**

The College has clearly defined procedures for maintaining student records permanently, securely and confidentially. In keeping with Board of Trustees Policy 3310, the College maintains student records in a digitally scanned format ([Evidence II.C-25 BP/AP 3310 Records Retention and Destruction](#)). Records are accessible for use by authorized College personnel, and digital copies are maintained in off-site locations for security.

The College publishes in the catalog policies for the release of students' records ([Evidence II.C-26 College catalog, p. 74](#)) as required by the Family Education Rights and Privacy Act (FERPA). The College policy regarding the release of student records is found in Board of Trustees' policy ([Evidence II.C-27 BP/AP 5040, Student Records, Directory Information and Privacy](#)).

### **Analysis and Evaluation**

The College meets the standard in that it maintains students' records safely and confidentially in accordance with Board of Trustees' policy and administrative procedure. The College follows Board policy and FERPA rules in releasing student records information and publishes these rules and policies in the College catalog.

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### **Conclusions on Standard II.C. Student Support Services**

The College meets the standard by maintaining a system of support services that provide students with comparable services regardless of the location of instruction and the method by which instruction is delivered. The College evaluates the quality of its support programs through program review, assesses desired support services outcomes and implements improvements, and ensures access to services by all students.

The College keeps students informed of campus special events and reporting deadlines through various venues, including the Catalog, website and Student Handbook/Planner. The College sponsors special events, such as Orientation, Career Day and Transfer Day, as well as events, such as Black History Month and Cinco de Mayo, for students' personal enrichment.

The Admissions and Records department publishes admissions policies and rules in the Catalog and periodically reviews its policies to ensure currency. The Admissions and Records department keeps students' records safe and confidential.

### **Improvement Plan(s)**

Continue to refine the recently initiated annual program review process with emphasis on data collection, analysis and future planning.

### **Evidence List**

II.C-1 Program Review Guide

II.C-2 Examples of annual program reviews

II.C-3 Counseling Program Review, 2015, p. 3

II.C-4 Admissions and Records Annual Program Review, 2019, p. 1

II.C-5 Admissions and Records Annual Program Review, 2019, p. 2

II.C-6 Financial Aid Annual Review, 2019, p. 2

II.C-7 EOPS/CARE Program Review, 2014, p. 2

- II.C-8 Admissions and Records Annual Program Review, 2019, p. 1
- II.C-9 Sample report to the Board of Trustees, September 10, 2019
- II.C-10 Counseling Program Review, 2015, p. 13
- II.C-11 DSPS Program Review, 2015, p. 10
- II.C-12 Admissions and Records Annual Program Review, 2019, p. 2
- II.C-13 Sample advisor letters to CDCR proctors
- II.C-14 Screen shot Umoja site
- II.C-15 ASG Constitution
- II.C-16 Sample ASG newsletter
- II.C-17 BP/AP 5400 Associated Students Organizations; AP 5400-1 Student Club Procedures
- II.C-18 2019-20 Calendar from Student Handbook/Planner
- II.C-19 College catalog, pp. 21-27
- II.C-20 Fall semester 2019 Schedule of Classes
- II.C-21 Student Handbook/Planner, p. 160
- II.C-22 College catalog, p. 21
- II.C-23 College catalog, p. 21
- II.C-24 BP 5055 Enrollment Priorities
- II.C-25 BP/AP 3310 Records Retention and Destruction
- II.C-26 College catalog, p. 74
- II.C-27 BP/AP 5040, Student Records, Directory Information and Privacy

### **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

#### **A. Human Resources**

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

#### **Evidence of Meeting the Standard**

The College assures the integrity and quality of its programs and services by employing personnel with appropriate qualifications and demonstrated commitment to the education of students, in accordance with Board of Trustees' Policy 7000-PVC, which states in part:

Through its personnel policies the Board of Trustees shall endeavor to establish conditions that attract and maintain highly qualified personnel who devote themselves to the education, welfare, and service of the college's students ([Evidence III.A-1 BP 7000-PVC General Personnel Policy Statement](#)).

In hiring faculty and administrators, the College follows the qualifications standards established by the Chancellor in the most current edition of Minimum Qualifications for Faculty and Administrators.

The College ensures fairness, confidentiality, and appropriateness for all faculty, administrative, and staff selections by following strict procedures related to recruitment, screening, interviewing and selection that include participation by College constituencies, as provided for in the following Board of Trustees' Policies and Administrative Procedures:

BP/AP 2431 Superintendent/President Selection ([Evidence III.A-2](#))

BP/AP 7120 Recruitment and Selection ([Evidence III.A-3](#))

BP/AP 7210-0 Permanent Academic Employees: Recruitment and Hiring ([Evidence III.A-4](#))

BP/AP 7230-0 Classified Employees: Recruitment and Hiring ([Evidence III.A-5](#))

BP/AP 7250-0 Educational Administrators: Recruitment and Hiring ([Evidence III.A-6](#))

As part of hiring decisions, the College recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students ([Evidence: III.A-7 BP 7100 Commitment to Diversity](#)).

All recruitment and hiring practices are carried out in accordance with the College's Equal Employment Opportunity Plan, as well as with applicable laws, regulations, policies and procedures, subject to review by participatory governance by all contingencies. The College is committed to taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, that is welcoming to all, fosters diversity and promotes excellence (Evidence III.A-8 Palo Verde College Equal Employment Opportunity Plan 2017-2020).

The College establishes and monitors job classifications and descriptions in support of institutional planning, strategic priorities and the College mission. Every job description clearly defines minimum qualifications, experience, knowledge, skills and abilities as determined by the California Community Colleges Chancellors' Office Minimum Qualifications for Faculty and Administrators handbook and Ewing Consulting/CPS HR Consulting Classification and Compensation Study for Managers ([Evidence III.A-9 Sample job descriptions for faculty, classified staff, administrators](#)).

To ensure that open positions are widely publicized, the College uses a variety of publications and resources to advertise positions ([Evidence III.A-10 List of publications for advertising positions open at the College](#)). Current employment opportunities at the College are also viewable on the College's website: Main page > Scroll down to Faculty & Staff > Employment Opportunities.

Here are some additional improvements in the hiring process that have been implemented recently:

The Human Resources Department updated the hiring process for all interested applicants. In 2017 all employment applications were required to be submitted online through the NEOGOV Application Site. This encouraged an unbiased application process by improving the anonymity of all applicants.

In 2018 the Human Resources Office continued its progression of updating the hiring process by incorporating the Student Workers application process to be aligned with the Districts hiring process of permanent employees. This helped ensure that Student Workers were hired through a fair competitive hiring process, as well as educating students on career application and interviewing skills.

In 2019 the Human Resources Department obtained the ability to perform employment and student fingerprinting on campus. Doing so streamlined the verification process and provided another avenue of confidentiality for applicants and students.

### **Analysis and Evaluation**

The College meets the standard assures the integrity and quality of all of its employment related programs and services. The College selects highly qualified administrators, faculty and classified personnel in accordance with standards and procedures spelled out in Board of Trustees' policies and administrative procedures and Chancellor guidelines for minimum qualifications. Through these efforts, the College is able to live up to the mission, which states, in part, that it shall provide "opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity." The College can only achieve this promise with the most qualified employees.

All job announcements, postings, advertisements, and other public and internal communications clearly and fully describe position criteria, qualifications, and requirements as well as application, interview, and selection procedures. Job announcements and postings establish the district's commitment in hiring and supporting a qualified and diverse workforce. Each job description is specifically crafted to fully list all job duties and ways the specific job supports the college's mission, goals and student success.

The College has Board policies and administrative procedures and an Equal Employment Opportunity Plan in place to ensure hiring procedures are consistently followed and implemented. All screening and interviewing committees have shared governance representation on all hiring procedures.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

## **Evidence of Meeting the Standard**

As part of the hiring process, applicants for faculty positions are required to provide documentation demonstrating they meet the minimum qualifications stated in the job description of the position for which they are applying, and as defined by the Chancellor in the current edition of Minimum Qualifications for Faculty in California Community Colleges. Job descriptions for faculty positions list minimum and desirable requirements as to degrees and experience and establish that duties and responsibilities including review of curriculum and assessment of learning ([Evidence III.A-11 Sample faculty job descriptions](#)).

That applicants to be considered for a position must meet minimum qualifications is established in Board administrative procedure ([Evidence III.A-12 AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies](#)).

In addition to providing supporting documentation, applicants for faculty positions are required to complete and sign a College application in which they are to list qualifications and background information as to degrees, teaching experience, scholarly activities, commitment to diversity and other information.

Applications and supporting documents submitted by faculty applicants are screened for minimum qualifications by a committee in accordance with procedures described in Board policy and administrative procedure ([Evidence III.A-13 AP 7210-0 Permanent Academic Employees; Recruitment and Hiring](#)).

## **Analysis and Evaluation**

The College meets the standard in that it recruits and employs a diverse and qualified faculty who meet or exceed education, experience, knowledge, and skills requirements necessary to achieve all College education standards, including student learning outcomes assessment and measures of student success.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

## **Evidence of Meeting the Standard**

In addition to processes for hiring faculty, the College, consistent with its mission, Board policies and administrative procedures and minimum qualifications standards established by the Chancellor, employs qualified administrators and other personnel to support student learning programs and services. As described more fully in the response to standard III.A-1 in this report, the College's recruitment and screening process verifies that all potential hires meet minimum qualifications as described in the relevant job description.

In accordance with applicable Board policies and administrative procedures, College committees are assembled to interview, screen and select applicants who demonstrate the most promise in serving the mission of the College and supporting instructional quality.

To sustain institutional effectiveness and quality, all personnel are periodically evaluated as to their job performance, as is more fully described in the response to standard III.A-5.

### **Analysis and Evaluation**

The College meets the standard with a systematic and rigorous process to recruit and select the most qualified administrators and other personnel to support the College's mission and to support students' educational success.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### **Evidence of Meeting the Standard**

The screening process verifies that required degrees are from institutions accredited by recognized U.S. accrediting agencies. This verification is accomplished under the direction of the Associate Vice-President of Human Resources.

Applicants who are applying for faculty or academic administrator positions and are submitting transcripts from non-U.S. institutions must complete an application for equivalency. The application must be accompanied by a U.S. evaluation and translation from a National Association of Credential Evaluation Services member organization as stated on each job announcement, or by a service recommended by the California Commission on Teacher Credentialing.

As for establishing equivalency to minimum qualifications, the College has a clearly defined equivalency process established in Board policies ([Evidence III.A-14 BP 4130.1 Equivalency and Evidence, III.A-15 AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies](#)). These policies are consistent with California Education Code Sections 87359 and Section 53430, both of which address faculty equivalencies ([Evidence III.A-16 Education Code Sections 87359 and 53430](#)). Under these policies, the College may grant equivalency for full-time and adjunct faculty for those applicants who provide conclusive evidence of equivalency to the published minimum qualifications.

### **Analysis and Evaluation**

The College meets the standard. All applicants' applications are screened to verify that required degrees are from institutions accredited by recognized U.S. accrediting agencies.

Applicants presenting transcripts from non-U.S. institutions must demonstrate equivalency through verification by a National Association of Credential Evaluation Services member

organization as stated on each job announcement, or by a service recommended by the California Commission on Teacher Credentialing.

The College has a well-defined process in place to evaluate applicants for equivalency in meeting the minimum qualifications for the position they are applying for.

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

### **Evidence of Meeting the Standard**

The College has established formal, timely, and fair processes and procedures for evaluating all employees. Each constituency has its own evaluation process, and each process is defined in written agreements, Board policies, or both. The following is a listing of constituency groups together with the publication or policy in which their evaluation processes, including timelines, are defined:

#### Board of Trustees:

[Evidence III.A-17 BP 2745 Board Self-Evaluation](#) and [Evidence III.A-18 Board of Trustees Self-Evaluation Form](#)

#### Superintendent/President:

[Evidence III.A-19 BP/AP 2435 Evaluation of the Superintendent/President](#) and [Evidence III.A-20 CEO Evaluation Form](#)

#### Administrators and Managers:

[Evidence III.A-21 BP/BP 7262 Administrative/Management Evaluation](#) and [Evidence III.A-22 Administrative/Management/Confidential Evaluation](#)

#### Faculty, full- and part-time:

[Evidence III.A-23 District-CTA Agreement 2019, pp. 43-52](#)

#### Classified Staff:

[Evidence III.A-24 District-CSEA Agreement 2018, p. 36](#) and [Evidence III.A-25 Classified Employee Performance Evaluation](#)

Classified Management and Confidential:

[Evidence III.A-26 Classified Management and Confidential Employee Handbook, p. 7](#)  
and [Evidence III.A-27 Administrative/Management/Confidential Evaluation](#)

### **Analysis and Evaluation**

The College has an established evaluation procedure for each constituent group, supported by Board policies and formal agreements. Each process has a clearly defined timeline for the completion of the evaluations and, if needed, for remediation. Completed evaluations are maintained at the Human Resources Office with employees' personnel files.

- ~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

### **Evidence of Meeting the Standard**

The College maintains a sufficient number of qualified faculty, which includes full-time and part-time faculty. The total FTEF for Full-Time Faculty is 59.2, exceeding the Faculty Obligation Number of 23.4, as of Fall 2018. ([Evidence III.A-28 Fall 2018 Full-Time Obligation Number Report](#)).

Faculty staffing needs are assessed in instructional program review reports in which the question of Program and Course Coverage, by full-time and part-time faculty, is addressed ([Evidence III.A-29 Program Review Guide, pp. 12 and 19](#).) Staffing needs are also addressed annually by the Academic Senate.

At the present time, there are no expressed needs for additional faculty evident in instructional program review reports.

### **Analysis and Evaluation**

The College employs a sufficient number of qualified full-time and part-time faculty to achieve the mission and to sustain a quality instructional program. Institutional needs for faculty are evaluated in program review reports, and annually by the Academic Senate.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

### **Evidence of Meeting the Standard**

The College employs part-time, or adjunct, faculty who have proven to be valuable educational assets to teaching departments. Adjuncts allow the College to offer extra class sections, as needed, when there are not enough full-time faculty and, in a few cases, adjuncts teach subjects, such as art and American Sign Language, for which there are no full-time faculty.

All adjuncts are highly qualified in the subjects they teach and meet or exceed the same minimum qualifications required of full-time faculty. The Instruction and Student Services Office is responsible for advertising open adjunct positions, for evaluating applicants and for making hiring decisions.

New adjunct faculty have help and guidance available to them from the Dean of Instruction and Student Services and from the chair of the division to which the adjunct is assigned. Division chairs communicate with faculty through email notifications and include part-time along with full-time faculty in their email lists, particularly for reminders and notifications of reports due, and for agendas and minutes of division meetings.

Here is a summary of the key support services provided to adjunct instructors, and some of the tasks the College expects of them:

#### Orientation

When adjuncts are first hired, they are required to receive online training in these areas through the Keenan State College site ([Evidence III.A-30 Screen shot of Keenan site](#)):

- New Hire Orientation, video
- FERPA: Confidentiality of Records
- Sexual Harassment

Teaching adjuncts are provided a paper or online copy of the PVC Services Faculty User Guide to them set up class rosters, file required reports, issue grades and perform other functions ([Evidence III.A-31 PVC Services Faculty User Guide](#)).

Adjunct instructors are also invited, by the Academic Senate, to attend occasional workshops and training to acquaint them with College procedures and tasks expected of teaching faculty. The Academic Senate sponsored an adjunct recognition luncheon this past year.

#### Compensation for Attending Flex Days, Meetings, Orientation

Part-time faculty employees are invited to attend and participate in orientations, training sessions, division meetings, Flex Days and other meetings and are paid an hourly rate for up to four hours per semester ([Evidence III.A-32 District-CTA Agreement, p. 10](#)).

#### Compensation for Office Hours

Part-time teaching faculty have the opportunity to be compensated for office hours [Evidence III.A-33 District-CTA Agreement, p. 10](#)).

#### SLO Assessments

As part of their job duties, adjunct instructors are required to perform SLO assessments for the courses they teach, in the semester they teach the courses, in accordance with the SLO Schedule viewable on the College website: Main page > Accreditation > SLOs/SAOs > SLO Schedule.

#### Evaluations

New adjunct faculty are evaluated in their first semester of employment using the same procedures and forms that are used for full-time faculty. After their first evaluation, adjuncts are evaluated thereafter in the Spring semester at least every three years.

The College hires adjunct faculty on a temporary basis in accordance with Board administrative procedure ([Evidence III.A-34 AP 7212 Part-Time Faculty: Screening](#)).

#### **Analysis and Evaluation**

The College meets the standard by providing orientation, training and support to adjunct instructors, particularly new adjunct faculty.

Apart from their teaching responsibilities, new adjunct faculty are required to participate in training. They are also required to assess SLOs for courses they teach when required in the SLO Schedule. Adjuncts are encouraged to attend—with compensation—College meetings relevant to their assignments, and to hold office hours for which they are compensated, as well.

Adjunct instructors are evaluated using the same instruments that are used with full-time faculty. In addition, the Academic Senate has taken the extra step to provide workshops and luncheons to include part-time faculty and adjuncts.

While the College meets the standard by providing basic services to adjunct instructors, many full-time faculty members believe that more can be done to help orient and train adjuncts, and to maintain better communication avenues with adjuncts.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

### Evidence of Meeting the Standard

During the past six years, after a brief period of stabilization in 2013-14, FTES has grown gradually and steadily along with the growth in College staffing. The number of classified and management staff today is sufficient to support the College’s mission and educational goals.

At the present time, based on current requests before the Budget and Planning Committee, program review reports submitted in Fall 2019 and monthly reports to the Board of Trustees from support services areas, there were no proposals for new positions; it appears, therefore, the College has a sufficient number of classified and management staff positions to support the various functions of the College.

Term	FTES	FON	Admin	Mgmt/ Confident	Faculty	Adjunct	Full-Time Classified	Part- Time Classified	Total Staff
2013-2014	1401.84	17.00	8	14	35	77	26	15	175
2014-2015	1921.36	17.00	6	11	37	39	27	22	142
2015-2016	2056.73	17.00	8	13	35	50	28	24	158
2016-2017	2095.00	18.30	8	14	36	46	30	20	154
2017-2018	2165.73	20.40	9	14	38	76	31	18	186
2018-2019	2102.97	23.40	9	17	39	64	34	17	180
2019-2020	N/A	23.40	9	16	40	70	36	17	188

### Analysis and Evaluation

The College meets the standard and has a sufficient number of classified and management staff with appropriate qualifications to support the effective educational, technological, physical and administration operations of the College.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

### Evidence of Meeting the Standard

The chart presented in the response to standard III.A.9, indicates there are sufficient numbers of administrators to support the College’s various functions adequately.

The new position of Dean of Instruction and Student Services was created in 2016 to help the Vice President of Instruction and Student Services provide better administrative support to staff employed in instruction and student services. The most recent new administrative position is the Interim Athletic Director, an educational administrator position created to manage the College's new athletic program.

One additional change is a proposed position upgrade from manager to educational administrator in the Office of Instruction and Student Services to strengthen leadership in instruction and student support, and particularly in the growing correspondence education area. The proposal is before the Board of Trustees in December 2019.

Given the gradual increase in student population and FTES in recent years and the expected moderate growth in the coming few years, it is likely the number of administrators is sufficient for the College to fulfill its mission and meet its educational objectives.

### **Analysis and Evaluation**

The College maintains a capable and highly qualified administrative workforce that continues to support the institution's needs in fulfilling its mission and purpose.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

### **Evidence of Meeting the Standard**

All of the College's Board policies and administrative procedures are accessible by College personnel and the public on the College's website: Main page > About Us > Board of Trustees > Policies and Procedures. Generally, policies and administrative procedures related to personnel are classified in Chapter 7 Human Resources, although personnel-related policies are located in other Chapter categories, as well.

Employees may, at their option, review their personnel files, as provided by Board policy ([Evidence III.A-35 BP/AP 7145 Personnel Files and Administrative Procedure](#)).

Also, employees are notified that they can access and print the agreements and handbooks appropriate to their employment area from the College's website: Main Page > Scroll down to Faculty & Staff/Committees & Associations > Select appropriate association affiliation.

To keep employees informed of Board actions, including matters pertaining to personnel, each month College employees are notified via email of the upcoming meeting of the Board of Trustees. The email notifications include the Board meeting time, location, and agenda. After the Board Meeting, another email is sent to personnel to notify them of approved agenda items.

The College also conducts, through the Human Resources staff, frequent workshops and presentations on personnel matters, including but not limited to retirement planning, Medicare updates, medical insurance and health topics. While attendance at some presentations are voluntary, most are delivered to employees during the monthly general staff meetings, Flex Days and Institute Day. Here are examples of Flex Day presentations related to personnel:

“Payroll Process,” January 22, 2016 ([Evidence III.A-36](#))

“HR and You,” January 24 2019 ([Evidence III.A-37](#))

“CPR and First Aid,” January 25, 2019([Evidence III.A-38](#))

“HR and You,” August 8, 2019 ([Evidence III.A-39](#))

The College makes known the process, if needed, for filing complaints: [Main Page > Accreditation > Filing a Complaint](#). Along those lines, the College recently revised Board policy regarding claims against districts and established the following: [Evidence III.A-40 BP/AP 3810 Claims Against the District](#).

### **Analysis and Evaluation**

The College meets the standard by making employees aware of policies and administrative procedures related to personnel matters and contractual bargaining agreements and handbooks. The College also sponsors, through the Human Resources Department, presentations and workshops during general staff meetings, Flex Days and Institute Day.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

### **Evidence of Meeting the Standard**

Quoting from part of the College’s mission statement, the College provides “opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment...” The College’s commitment to diversity, expressed in its mission, is borne out in various Board policies and administrative procedures, practices and activities.

The College complies with California Education Code §87106 (b), evidenced in the following Board policy and administrative procedures that support diversity and nondiscrimination:

BP 3420 - Equal Employment Opportunities ([Evidence III.A-41](#))

AP 3420 - Equal Employment Opportunities ([Evidence III.A-42](#))

AP 3410 – Nondiscrimination ([Evidence III.A-43](#))

BP 7100 - Commitment to Diversity ([Evidence III.A-44](#))

BP 7100 Commitment to Diversity supports the College's mission to foster cultural awareness, promote mutual understanding and respect by hiring and developing staff through equal consideration of all qualified candidates.

The College has in place a three-year Equal Employment Opportunity Plan in which the district's workforce is analyzed, and specific plans and procedures are set forth for ensuring equal employment opportunity.

The Human Resources Office compiles an applicant demographic report after each job recruitment is closed. This report shows the diversity of the district's applicant pool. This report is then utilized in the Multiple Methods report that is submitted to the Chancellor's Office annually.

Upon request, during employment interviews, interview questions can be provided in English and Spanish. In addition, an interpreter can be provided when needed.

As discussed in the response to standard III.C.1 in this report, the Student Equity and Achievement Committee each semester reviews success rates among students reviews equity data. Also, the annual Snapshot, started Fall 2019, reports student course completion rates by student by equity characteristics, as discussed in various parts of this report, particularly in the response to standard I.B.6 in this report.

As discussed in the response to standard II.C.4, each year the College sponsors various campus cultural activities that celebrate diversity, including but not limited to: Hispanic Heritage Month, Day of the Dead, Black History Month and Women's History Month and Sexual Assault Awareness Month. The College's Umoja organization encourages reading, writing, transfer, and career preparedness activities as prescribed by the College's mission. All these events and organizations invite the participation of students and employees alike.

### **Analysis and Evaluation**

Palo Verde Community College has established policies, procedures, practices, and services to maintain support for its diverse personnel. Through the demographic reports and the annual Multiple Methods report, the district continually is able to evaluate its diverse and equal employment applicant pool. Other formal reviews of equity are evident in reports by the Student Equity and Achievement Committee and the annual Snapshot reports. The College also sponsors various cultural activities that invite participation by students and employees alike. The College will soon start displaying federal and state compliance bulletins and posters in English and Spanish for its diverse personnel.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

### **Evidence of Meeting the Standard**

The 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 in accordance with the following Board policies:

BP 2715 Code of Ethics/Standards of Practice ([Evidence III.A-45](#))

BP 3050 Institutional Code of Ethics ([Evidence III.A-46](#))

Additionally, the College's commitment to ethics and integrity is evident in its statement of Values and in its Academic Honor Code, published in the College catalog ([Evidence III.A-47 College catalog, pp. 13 and 68](#)).

As evidence of their commitment to ethical behavior among employees, the two employee associations, CSEA and CTA, both contain provisions in their agreements with the College for disciplinary action to be taken against its members for violations of College rules, regulations, statutes or standards of behavior ([Evidence III.A-48 District-CSEA Agreement, 2018, pp. 67-68](#) and [Evidence III.A-49 District-CTA Agreement, p. 69](#)).

Moreover, the CSEA publicizes its code of ethics on the College website ([Evidence III.A-50 Screen shot of CSEA Code of Ethics statement](#)).

### **Analysis and Evaluation**

The College meets the standard in that it widely publishes and upholds codes that expect the highest standards of ethical behavior among its employees, students and members of the Board of Trustees. Such codes provide for consequences in the event of violation.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### **Evidence of Meeting the Standard**

The College is committed to the ongoing professional development of its employees, consistent with Board of Trustees' policy and administrative procedure ([Evidence III.A-51 BP/AP 7160 Professional Development](#)).

Both employee associations, CTA and CSEA, support professional development for their members.

The CTA considers professional development as part of the "professional responsibilities" of full-time faculty ([Evidence III.A-52 CTA-District Agreement, p. 28](#)) and includes participation in professional development programs, including conferences and workshops, as a component of faculty performance evaluations ([Evidence III.A-53 Professional Development Self-Disclosure Statement](#)).

CSEA, in its contract agreement with the College provides for compensation to employees participating in educational programs to advance themselves ([Evidence III.A-54 District CSEA Agreement, 2018, p. 12](#)).

Professional development is also supported in instructional and annual student support program review. Faculty are asked in program review reports to address the professional development activities they have participated in, and the benefits those activities have provided to the academic program in which they work ([Evidence III.A-55 Program Review Guide, p. 13](#) and [Evidence III.A-56 Program Review for Student Support Programs](#)).

The College's academic calendar provides for a total of four Flex Days consisting of institutional trainings and presentations principally for faculty. An Institute Day for all faculty, staff and administrators is also part of the academic calendar. An example of a recent training session offered to all staff on a volunteer basis was "Dealing with Difficult People," sponsored by the Human Resources department ([Evidence III.A-57 Dealing with Difficult People Workshop](#)).

The College provides funding for each of its departments so employees can attend professional growth conference, seminars and workshops. The College seeks to provide professional development opportunities for all employee groups. Professional development training on campus, particularly Flex Days, are typically followed by a participant evaluation of the program.

### **Analysis and Evaluation**

The College meets the standard by virtue of its commitment to the ongoing professional development of its employees. The commitment is supported by Board policy and administrative procedure, by both employee associations and by instructional program reviews and annual student program reviews. The College provides sufficient funding to enable employees to participate in and benefit from professional development. Most on-campus professional development programs, especially those offered during Flex Days, are evaluated by participants.

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

### **Evidence of Meeting the Standard**

The College adheres to policies established by the Board of Trustees governing the security and confidentiality of personnel records:

- BP/AP 3310 Records Retention and Destruction ([Evidence III.A-58](#))
- BP/AP 7145 Personnel Files ([Evidence III.A-59](#))

These policies and administrative procedures are supported by both employee associations:

CSEA ([Evidence III.A-60 District-CSEA Agreement, pp. 37-38](#))  
CTA ([Evidence III.A-61 CTA-District Agreement, p. 2](#)).

In carrying out the terms of the College's policy and administrative procedure the College ensures that all personnel records are private, accurate, complete, and permanent. Employees may review and make copies of their records under specific conditions.

All employees, upon hire, are required to take training in FERPA: Confidentiality of Records through the Keenan Safe College site, as discussed in the response to standard III.A.8.

### **Analysis and Evaluation**

The College meets the standard by following Board policies and procedures to ensure that files are kept secure and confidential. Employees, upon request, can schedule an appointment to review their personnel file; however, no personnel files can leave the Human Resources Office. In addition, if information is to be released to any other person or agency, written consent from the employee must be obtained, unless permitted by law.

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### **Conclusions on Standard III.A. Human Resources**

The College meets the standard by having a comprehensive and effective human resources function that serves the College and its students well. Human resources management procedures are well-publicized and are closely aligned with established Board of Trustees' policies and administrative procedures as to, for example, recruitment and selection of new employees, equity, job descriptions, application procedures, equivalency, evaluation, code of ethics, professional development, diversity and records management. Specific human resources policies and practices, including evaluation, professional development and records management, have the stated support of the two employee associations, CTA and CSEA. Professional development is also addressed in both the instructional and student support program reviews.

### **Improvement Plan(s)**

1. Continue the process underway to keep Board of Trustees' policies and procedures up to date on an ongoing basis.
2. Develop a staffing strength report to facilitate planning for future staffing needs.
3. Employment Opportunity Advisory Committee will periodically review and update College staffing and employment practices to ensure ongoing compliance with federal and state laws.
4. Establish a professional development committee to develop a process for all employees to have access to professional development opportunities.

5. Support processes that provide better communication between the College and adjunct faculty.

### **Evidence List**

- III.A-1 BP 7000-PVC General Personnel Policy Statement).
- III.A-2 BP/AP 2431 Superintendent/President Selection
- III.A-3 BP/AP 7120 Recruitment and Selection
- III.A-4 BP/AP 7210-0 Permanent Academic Employees: Recruitment and Hiring
- III.A-5 BP/AP 7230-0 Classified Employees: Recruitment and Hiring
- III.A-6 BP/AP 7250-0 Educational Administrators: Recruitment and Hiring
- III.A-7 BP 7100 Commitment to Diversity
- III.A-8 Palo Verde College Equal Employment Opportunity Plan 2017-2020
- III.A-9 Sample job descriptions for faculty, classified staff, administrators
- III.A-10 List of publications for advertising positions open at the College
- III.A-11 Sample faculty job descriptions
- III.A-12 AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A-13 AP 7210-0 Permanent Academic Employees; Recruitment and Hiring
- III.A-14 BP 4130.1 Equivalency
- III.A-15 BP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies
- III.A-16 Education Code Sections 87359 and 53430
- III.A-17 BP 2745 Board Self-Evaluation
- III.A-18 Board of Trustees Self-Evaluation Form
- III.A-19 BP/AP 2435 Evaluation of the Superintendent/President
- III.A-20 CEO Evaluation Form
- III.A-21 BP/AP 7262 Administrative/Management Evaluation
- III.A-22 Administrative/Management/Confidential Evaluation
- III.A-23 District-CTA Agreement 2019, pp. 43-52
- III.A-24 District-CSEA Agreement 2018, p. 36
- III.A-25 Classified Employee Performance Evaluation
- III.A-26 Classified Management and Confidential Employee Handbook, p. 7
- III.A-27 Administrative/Management/Confidential Evaluation
- III.A-28 Fall 2018 Full-Time Obligation Number Report
- III.A-29 Program Review Guide, pp. 12 and 19
- III.A-30 Screen shot of Keenan site
- III.A-31 PVC Services Faculty User Guide
- III.A-32 District-CTA Agreement, p. 10
- III.A-33 District-CTA Agreement, p. 10
- III.A-34 AP 7212 Part-Time Faculty: Screening
- III.A-35 BP/AP 7145 Personnel Files and Administrative Procedure
- III.A-36 Flex Day, January 22, 2016
- III.A-37 Flex Day, January 24 2019
- III.A-38 Flex Day, January 25, 2019
- III.A-39 Flex Day, August 8, 2019
- III.A-40 BP/AP 3810 Claims Against the District
- III.A-41 BP 3420 Equal Employment Opportunities

III.A-42 AP 3420 Equal Employment Opportunities  
III.A-43 AP 3410 Nondiscrimination  
III.A-44 BP 7100 Commitment to Diversity  
III.A-45 BP 2715 Code of Ethics/Standards of Practice  
III.A-46 BP 3050 Institutional Code of Ethics  
III.A-47 College catalog, pp. 13 and 680  
III.A-48 District-CSEA Agreement, 2018, pp. 67-68  
III.A-49 District-CTA Agreement, p. 69  
III.A-50 Screen shot of CSEA Code of Ethics statement  
III.A-51 BP/AP 7160 Professional Development).  
III.A-52 CTA-District Agreement, p. 28  
III.A-53 Professional Development Self-Disclosure Statement  
III.A-54 District CSEA Agreement, 2018, p. 12  
III.A-55 Program Review Guide, p. 13  
III.A-56 Program Review for Student Support Programs  
III.A-57 Dealing with Difficult People Workshop  
III.A-58 BP/AP 3310 Records Retention and Destruction  
III.A-59 BP/AP 7145 Personnel Files  
III.A-60 District-CSEA Agreement, pp. 37-38  
III.A-61 CTA-District Agreement

## **B. Physical Resources**

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

### **Evidence of Meeting the Standard**

The College has six buildings on the Blythe main campus and two offsite facilities, the Child Development Center in downtown Blythe and the Needles Center in Needles. These facilities adequately meet the needs of the College's courses, programs and learning support services.

The Performing Arts Center on the main campus was the last major construction project funded by state construction funds. Other projects, such as parking lot re-sealing and striping, have been funded through the College's annual operating budget and with one-time monies. As funding is identified, the College enhances the physical resources required by academic programs through facility renovation, new construction, and equipment upgrades. Annual facility maintenance funding received from the California Community College Chancellor's Office supplements the facility maintenance funds identified by the College during its annual budgeting process.

The College's physical resources are maintained by the Maintenance and Operations (M&O) department and contracted vendors, as needed. M&O is headed by the director of Facilities and Operations who plans and manages all functions related to building maintenance and repair,

custodial responsibilities and grounds maintenance. The director prioritizes all work assignments through meetings with facilities staff.

In addition to the director, M&O is staffed by a maintenance and custodial supervisor, as well as grounds and custodial personnel. While the grounds and custodial divisions are staffed separately, employees in these areas work in conjunction with one another to ensure that the quality of life of the College's students and staff is conducive to supporting a safe and healthful learning environment.

Among the many responsibilities of the M&O department, an important task is to conduct periodic inspection of buildings and facilities to ensure compliance with applicable fire, safety, security, and sanitary codes and regulations ([Evidence III.B-1 Example of Inspection Report](#)).

At the Blythe main campus, the grounds division oversees sixteen acres planted with a variety of grass and vegetation that requires regular care. All existing landscaping and xeriscaping are consistently maintained by College maintenance and operations grounds personnel. New college landscape projects are evaluated for cost of labor, equipment, and materials needed for additional workload. Requests for resources are submitted to the Vice President of Administrative Services ([Evidence III.B-2 Examples of budget requests](#)) and through the program review process ([Evidence III.B-3 Maintenance and Operations Program Review, 2011, p. 4 and the in-process 2019 annual review](#)).

The custodial division is responsible for cleaning more than 215,000 square feet of offices, classrooms, and common areas each day. Custodial staff provides sufficient service for the existing structures, but the crew is at maximum efficiency and at times College events strain staffing and resources. During each function, the custodial staff has responded in an efficient and timely manner.

The M&O department worked with external consultant Cambridge West to generate a total cost of ownership analysis so that administration can review and understand the request for increased human resources, tools and equipment needed to meet the additional workload ([Evidence III.B-4 Master Plan Addendum: Total Cost of Ownership, 2019](#)).

The maintenance division is responsible for repairing and renovating facilities, including classrooms, offices, conference rooms, public areas, and restrooms. At all times, the division staff is on-call and available by cell phone. The division maintains parking lots, sidewalks, water and irrigation system, heating and cooling equipment, and electrical and lighting systems. Maintenance also assists with set-ups for large events and many incidental tasks.

The College's unique location in the Palo Verde Valley exposes the campus to high winds and dust, extreme heat in the summer, and cold in the winter. Ultimately, the College will need to upgrade the HVAC control system to reach further sustainability.

All capital construction projects are designed and constructed to meet with Division of the State Architect (DSA) approval for fire, life, and safety compliance and for structural integrity. ([Evidence III.B-5 Recent projects with relevant support docs](#))

Any employee of College at any site in the district may report a safety hazard by either calling the M&O department or by submitting a report via the campus website. Students and employees may also report any safety concern by submitting a Safety Hazards/Suggestion Form that will soon be available on the College website ([Evidence III.B-6 Work Order form under Fillable Forms](#)).

The CSEA Contract, Article 6 section 6.1, Work Place Safety, also encourages classified employees to report possible unsafe conditions ([Evidence III.B-7 CSEA Contract, p. 34](#)).

The director of Facilities and Operations and the Vice President of Administrative Services co-chair the Facilities/Safety Committee, which reviews, evaluates, and prioritizes facility/safety issues that are not immediate hazards ([Evidence III.B-8 Facilities/Safety meeting agendas or minutes](#)). M&O staff also identify, evaluate, and address safety hazards during the course of executing their job duties. M&O leadership stays informed about newly identified safety issues through the work order email system, radio communications, and telephone calls from the campus community.

The 2016 Comprehensive Master Plan uses enrollment projections, load ratios, future needs for facilities space, and available facilities space inventory to identify future facilities needs and evaluate sufficiency ([Evidence III.B-9 2016 Comprehensive Master Plan, pp. 137-167](#)). The district's Space Inventory Report identifies the available district owned or controlled facilities spaces ([Evidence III.B-10 Space Inventory Report-FUSION](#)).

## **Analysis and Evaluation**

The College provides safe, clean, secure, and well-maintained buildings, grounds, and equipment that help sustain and guarantee the excellence of its academic programs and support services at all campus locations and centers. The College takes a variety of proactive approaches to provide a healthful learning and working environment, including timely inspections, regular repairs and care, use of the Total Cost of Ownership report and other measures. The 2016 Comprehensive Master Plan helps guide the college to provide sufficient physical resources where it offers courses, programs, and services.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

## **Evidence of Meeting the Standard**

Physical resources are crucial to meeting the College's mission "to provide opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment." The College uses a variety of methods to plan, build, maintain, and use land, facilities, equipment, and other physical resources effectively. Measure P, a \$12.5 million school facilities bond approved by the voters in 2014, helped fund the renovations in the CS and CL buildings ([Evidence III.B-11 Measure P summary](#)).

Building projects are prioritized by the Board of Trustees, with the actual planning and building overseen by the Vice President of Administrative Services and the director of M&O. No facilities are known to have physical deficiencies that inhibit the delivery of services required to meet the needs of students, faculty and staff.

To help ensure coordination between the College's academic programs and physical resources, the 2016 Comprehensive Master Plan includes both an Educational Plan and a Facilities Master Plan. Once educational priorities were established, the facilities plan was built to support those priorities and create an environment that is poised for growth and improvement of services ([Evidence III.B-12 2016 Comprehensive Master Plan](#)).

The district maintains its facilities in a manner that supports programs and services. The M&O department provides custodial service, campus grounds keeping, hazardous materials handling, and other necessary services. A review of the scheduled maintenance projects provides the College the ability to ensure that all facilities are adequately maintained and repaired. The function, program need, age, efficiency, availability of parts and equipment, and cost of repairs are analyzed to support informed repair-or-replace decisions.

The Vice President of Administrative Services is responsible for the development of the Facilities component of the 2016 Comprehensive Master Plan and recommends priorities for capital projects. In addition, the Vice President of Administrative Services, in consultation with the director of M&O, recommends board policy revisions related to physical spaces on campus, such as building and parking projects.

### **Analysis and Evaluation**

The College plans for, acquires, maintains, and upgrades physical resources through a comprehensive planning process overseen by the Vice President of Administrative Services with consultation from the director of M&O. At this time, the College has sufficient physical space for its programs. Equipment sufficiency, replacement needs, and upgrades are monitored and recommended through the College's program review and planning processes ([Evidence III.B-13 Maintenance and Operations Program Review, 2011, p. 4](#) and in-process for the 2019 annual update).

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

### **Evidence of Meeting the Standard**

The college operates and maintains all of its physical facilities in a way that serves the needs of its educational programs, support services, and other mission-related activities. The College's physical resource planning is integrated with institutional planning, beginning with requests for additional or enhanced resources by campus departments through their program reviews.

Program review recommendations are evaluated through several levels of constituent groups and management. Upon approval, requests are incorporated into the 2016 Comprehensive Master Plan, the primary document that outlines institutional planning at the College. This entire process adheres to decision-making guidelines developed by representatives from staff, faculty and administration ([Evidence III.B-14 Examples of projects emerging from program review, or other channels](#)).

All capital plans requiring new construction or major renovations are reviewed and approved by the Superintendent/President's Cabinet, which includes all College vice presidents and the Associate Vice President of Human Resources. This integrated process is utilized to ensure that adequate facilities are available to support the College's offerings and that physical resources are effectively utilized.

Annually, the College prepares a Five-Year Capital Outlay Plan that is submitted to the California Community Colleges Chancellor's Office. The Five-Year Capital Outlay Plan includes all capital projects that are identified for proposed construction activities regardless of institutional funding source ([Evidence III.B-15 recent Five-Year Capital Outlay Plan](#)). During this same period, an annual Maintenance Plan is prepared for major scheduled maintenance needs.

The M&O department also partners with vendors as needed to address extraordinary or time-consuming project work and repairs.

### **Analysis and Evaluation**

The College assures the feasibility and effectiveness of physical resources by integrating physical resource planning with overall institutional planning. Needs for additional or enhanced physical resources are processed through the program review process and, if approved, are integrated with the 2016 Comprehensive Master Plan. All areas of the College are involved in this process. The college also maintains a Five-Year Capital Outlay Plan that identifies all proposed construction activities.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

### **Evidence of Meeting the Standard**

The College engages in an inclusive annual process to identify and plan major, long-term capital plans. Annual evaluations of campus facilities are made by the director of Facilities and Operations and the Vice President of Administrative Services. Needs for increased space are also identified through the Facilities/Safety Committee. Instructional and student services program reviews provide long range direction in space and maintenance usage, including the creation of computing labs and smart classrooms that better reach learning outcomes. Faculty and classified staff generate resource needs that have been communicated to the lead administrator in each division. The justifications for the allocation requests are examined Budget Committee, and decisions are made

based on the quality of the data submitted supporting the request and the fiscal viability of the proposals.

The Five-Year Capital Outlay Plan identifies building components, equipment, or fixtures that need to be replaced due to damage, age, or wear. The Five-Year Capital Outlay Plan identifies facilities that need to be renovated, upgraded, or built to meet current or future program and service needs. A space inventory report is also developed to identify how efficiently available space is used ([Evidence III.B-16 Five-Year Capital Outlay Plan, most recent](#)).

The College plans scheduled maintenance projects using facility condition assessments ([Evidence III.B-17 Example of facility condition assessment report](#)). All of the components in long-range planning directly support the goals in the 2016 Comprehensive Master Plan. This planning has allowed the College to modernize its physical resources and provide support for its academic programs and student services.

### **Analysis and Evaluation**

The College reviews long-term facilities needs on an annual basis, and approved projects are included in the Five-Year Capital Outlay Plan. The College's comprehensive and collaborative planning process ensures that long-range plans are based on institutional improvement goals and are fiscally reasonable and responsible, and they support the educational mission of the College.

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### **Conclusions on Standard III.B. Physical Resources**

The College meets the standard by ensuring that facilities are safe, well-maintained and conducive to learning. The M&O department, through its staff and operational responsibilities fulfills the College's mission, namely, to provide "opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity."

Needs for additional or enhanced physical resources are evaluated in program review and if approved, are integrated with the 2016 Comprehensive Master Plan. The college also maintains a Five-Year Capital Outlay Plan that identifies all proposed construction activities. The College maintains an effective system for employees and students to report hazardous conditions.

### **Improvement Plan(s)**

None at this time.

### **Evidence List**

III.B-1 Example of Inspection Report

III.B-2 Examples of budget requests

III.B-3 Maintenance and Operations Program Review, 2011

- III.B-4 Master Plan Addendum: Total Cost of Ownership, 2019
  - III.B-5 List of recent projects with relevant support docs
  - III.B-6 Safety/Hazards Suggestion Form, if available, or Work Order under Fillable Forms
  - III.B-7 CSEA Contract, Safety conditions reporting, p. 34
  - III.B-8 Minutes, agendas from Safety/Facilities committee meetings
  - III.B-9 2016 Comprehensive Master Plan, pp. 137-167
  - III.B-10 Space Inventory Report-FUSION
  - III.B-11 Measure P summary
  - III.B-12 Comprehensive Master Plan
  - III.B-13 Maintenance and Operations Program Review, 2011, p. 4
  - III.B-14 Examples of projects emerging from program review or other channels
  - III.B-15 Five-Year Capital Outlay Plan, most recent
  - III.B-16 Five-Year Capital Outlay Plan, most recent
  - III.B-17 Facility condition assessment report, example
- 

### **C. Technology Resources**

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

### **Evidence of Meeting the Standard**

The College adheres to the institutional goal expressed in its Strategic Plan, namely:

Maximize state-of-the-art technology to ensure instructional, student support, and operational effectiveness and to provide for data informed decision-making across the institution ([Evidence III.C-1 PVC Strategic Plan: 2020 Vision, Goal 7, p. 13](#))

In achieving this goal, the College, through its Information Technology (IT) and institutional research departments, supports the operational functions of the College, academic programs, teaching and learning and support services.

#### Management and operational functions:

The IT department staff, consisting of a director, five full-time (one in Needles) and one permanent part-time staff, supports the College's email, telephone, website and other technical support functions essential to the effective operations of the College. As part of its service to the College, the IT department maintains a help desk to provide prompt assistance to College personnel experiencing difficulty and needing assistance with any of the College's technical support functions. The institutional research department assists in researching data in support of various College management and operational functions.

#### Academic programs:

Academic programs are a key part of the College's mission, and it is where the IT department focuses its support. The IT department is responsible for providing training and technical support for the Bridge (Canvas) course management system used by instructors and students in all instructional modes. It also provides assistance to instructors in the recently-implemented eLumen system. At present, eLumen is used as a curriculum management system; soon, the IT department will expand eLumen to serve as a repository of SLO data and program review reports. IT maintains the computers, software communications and projection systems located in all classrooms and the library at the Blythe campus, Child Development Center and Needles Center as well as technical support to the interactive television systems located at the Blythe main campus and the Needles Center,

#### Teaching and learning:

Because teaching and learning go hand-in-glove, most of the support services provided to students to promote learning apply to teaching as well. These services include on-the-spot training and technical assistance to instructors in the classroom; maintenance and upgrade of classroom computers, projection systems, and office computers; software upgrades, interactive television, website and library databases. These resources and services are essential for teaching and are all supported by IT department staff. In 2019, The College combined the Instructional Technologies Committee and the Enterprise Resource Planning committee to enable faculty to work directly with IT staff in addressing plans and issues affecting teaching and learning. The institutional research department provides data to instructional and learning support personnel to assist in the preparation of program review reports.

#### Support services:

With the implementation of Ellucian-Colleague, institutional research activity has improved as a result of enhanced access to data, with beneficial impact, for example, on the College's initiation of the Student Equity and Achievement program. Ellucian-Colleague has greatly enhanced the reporting accuracy and timeliness of campus reports required by the Chancellor's Office and federal programs. These positive changes have had beneficial impact on reporting and analysis performed by Admissions and Records, Human Resources and Financial Aid.

### **Analysis and Evaluation**

The College meets the standard by having effective technology support from the IT and institutional research departments. These departments provide support to virtually all of the College's operations and programs, including management and functional operations, academic programs, teaching and learning and support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

### **Evidence of Meeting the Standard**

In accordance with the Palo Verde Technology Plan, incorporated into the Comprehensive Master Plan, the College has a computer replacement strategy for office and classroom computers ([Evidence III.C-2 Comprehensive Master Plan, p. 220](#)). Depending on funding availability, approximately 25% of the desktops and servers are replaced every year. As new equipment comes online for first-tier work, that is, work that is critical and time-sensitive, the older equipment is used for second-tier duties, that is, duties, requiring a lesser workload. All locations are treated the same in terms of equipment replacement, using the same replacement and repair logs and system monitoring procedures.

In an effort to maintain high quality and secure technology systems, the College, through the IT department, has implemented the following innovations:

1. Two-factor authentication for all employee email accounts.
2. Switched from complex, short passwords that expire often and are difficult to remember (and get written down) to using 14-character “password phrases” that are easy to remember and never expire.
3. A Personal Identifiable Information (PII) management program (Spirion) that continuously scans all files and folders for any PII, such as Social Security numbers, birthdates and driver’s license numbers. This innovation enables the College to manage high-value data targets better, that is, to find stale data no longer needed and delete it, thus reducing the risk of exposing PII. The program shows where PII is and sends alerts if it is somewhere it should not be or secures the information automatically.
4. Network Access Control for all wireless access points. Public users are required to register with their email address and will receive free internet access only for two devices for 90 days, after which they can renew. Employees using personal devices but logging in with their College credentials will also be put on the internet-access only network. This will not enable access to the PVC network. If employees log in with their College credentials on a district device, they will be allowed into the district’s network and have access to the resources they need.
5. Network Access Control for the wired network enables the College to allow only district devices on the district’s wired network and automatically put personal devices on an internet-only network with no access to the district’s network and resources.
6. Data Loss Prevention in Outlook and Office 365 to help prevent PII from accidentally being emailed out. The sensors watch for Social Security numbers, credit card information, banking information, and more.
7. Next Generation firewall and a failover with features like sandbox inspection of attachments, DLP and two-factor authentication for VPN access. Sandbox detects PII in a sandbox (a space which does not affect the rest of the network) and then sends it on. If the email attachment is toxic, then it is quarantined.

8. New endpoint security with NextGen antivirus, Carbon Black Defense and whitelisting via Carbon Black Protection. Whitelist is a list of allowed programs versus a blacklist (antivirus), a list of disallowed programs.
9. Desktop management program that not only installs security updates for Microsoft products, but hundreds of other vendors applications too. This is done remotely using a program called Desktop Central. This program is effective for over 3,000 applications.
10. Microsoft Advance Threat Analytics to alert the College to network anomalies, similar to how credit card companies detect a change in cardholders' spending habits.
11. Tenable Security Center vulnerability management that searches all desktops and network machines and detects potential vulnerabilities (pre-threat assessment).
12. Security information and event management server to provide real-time analysis of security alerts generated by all network hardware and applications using Splunk. Takes the logs from every device and keeps them secure. Good for forensics.
13. Multiple layers of security for email hygiene, two in the cloud, and more on each endpoint.
14. A management server that automatically changes critical passwords every 24 hours. We have over 140 servers and their password is changed every day with multi-factor authentication, so manual intervention is not needed.
15. Replaced helpdesk software. In addition to allowing any user to request help from any location, it also does: incident management, self-service portal, knowledgebase, multi-site support, SLA management, help desk reports, help desk management, IT asset discovery, software asset management, asset inventory reports, purchase and contracts management, problem management, change management, IT project management, service catalog, and asset management.

### **Analysis and Evaluation**

The College meets the standard with a strategy for replacing office and classroom computers and with ongoing upgrades and improvements in technology support systems to improve security and ease of use, to increase efficiency and to better support teaching and academic programs.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

### **Evidence of Meeting the Standard**

The College's IT department manages the technology needs at three sites—the Blythe main campus, the Child Development Center and the Needles Center—with over 500 desktops,

approximately 140 servers, and about a hundred other switches and network devices. IT also supports the College's phone system as well as the video security systems, with hundreds of phones and dozens of security cameras.

Technology support is not provided to the various prisons in which the College's instructional and support services are provided due to procedural restrictions in effect at those locations.

The following are specific technology support services provided for all campus locations:

1. Visio network diagrams and building diagrams.
2. Two 50 terabyte backup servers on site, in separate buildings. Each backup server backs up data that is not located in the same building. Critical files are also automatically backed up to locations on the East Coast of the United States.
3. In the process of developing a disaster recovery site in the Microsoft Azure cloud. This will be for servers that are required to maintain the continuity of business in the event of a total loss of the main server room or the entire site.
4. Most servers are virtual, allowing IT to leverage backup and recovery options that are not possible with physical servers. A virtual server is easily backed up on one host server and restored to any available host if need be. Critical servers are also automatically replicated (copied) from the primary host server to a cold (off) stand by host server every five seconds. If the primary server of the replication fails, the secondary server can be activated immediately.
5. Due to the College's remote location and only a single Wide Area Network (WAN) provider, there is no redundancy for internet access. For this reason, the College also has a satellite failover WAN in the event of the loss of fiber connection to the internet due to a provider outage. This is an essential service for strategic positions, such as payroll, as well as other positions for which access to the internet is critical.
6. IT operates a helpdesk system that is accessible to all employees at all locations.

### **Analysis and Evaluation**

The College meets the standard by providing technology services at all campus locations.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

### **Evidence of Meeting the Standard**

Training for all users of technology is among the key College goals in its Strategic Plan, as evidenced in the following excerpts from that plan ([Evidence III.C-3 PVC Strategic Plan: Vision 2020, Goal 7, pp. 13-14](#)):

Annually evaluate the training and technical support IT provides for faculty and staff to ensure these services are appropriate and effective (Task 7.1.1.3).

Provide training for all technology users (Objective 7.2.1).

Develop optional and mandatory training for all staff and faculty to ensure they are knowledgeable of district technology and security needs, policies, and procedures (ongoing as needed) (Task 7.2.1.2).

Training is delivered to College personnel in various ways, including online training.

#### Online training:

Students are encouraged to participate in an online orientation session that introduces them to a variety of support services, including financial aid, planning academics, registration, student services, and College policies. Additionally, a tutorial session on the Bridge (Canvas) course management system is available for students online: Main page > Scroll down to Current Students/Tech Support. Training in the recently implemented eLumen curriculum management system was offered to all faculty in early Fall semester 2019. Online training and tutorials in eLumen are available on the College website: Main page > Scroll down to Faculty and Staff/Committees and Associations > Curriculum Committee > eLumen.

Moreover, a recently adopted Board of Trustees Administrative Procedure requires cyber security training of all new employees. The following excerpt is the text of a pop-up message that will appear on computer screens:

I understand that new employees must complete the Cyber Security training program within the first 30 days of hire. I also understand that I must complete a Palo Verde College approved Cyber Security refresher course. I am aware that violations of this Computer and Network Usage Procedure may subject me to disciplinary action, including but not limited to revocation of my network account up to and including prosecution for violation of State or Federal law ([Evidence III.C-4 AP 3720 Computer and Network Use](#)).

The IT department periodically updates on various matters of computer usage, including information on cyber security.

#### Flex days and general staff meetings:

In response to stated needs, the College uses Flex days and general staff meetings as opportunities to provide training in specialized topics with technology emphasis. Examples of training during Flex Days are: eLumen Training ([Evidence III.C-5 Flex Day January 24, 2019](#)) and Konica Minolta Bubble Grader Software ([Evidence III.C-6 Flex Day, January 20, 2017](#)). Future training sessions will include review of training available from the Chancellor's office through lynda.com.

#### Classroom instruction:

The College, through its Professional Technologies division, offers a large number of courses in computer information science (CIS) courses, providing instruction in computers, programming

and software programs. CIS classes are open to everyone—regular students, faculty and staff, as well as the general public. In Spring 2013, the College implemented an enrollment fee waiver program encouraging employees to take courses, complete certificates and associate degrees and advance themselves educationally.

#### Staff development:

Funding for professional development opportunities is available through staff development funds provided annually in each teaching and learning support division. Both employee associations, the CTA and CSEA, encourage their members to participate in professional development courses and workshops.

#### Help desk:

The IT department's help desk provides technical assistance and, when needed, on-the-spot training to technology users.

### **Analysis and Evaluation**

The College meets the standard by providing training and support to all users of technology. The venues for training vary depending upon the need. Online tutorials in Canvas (Bridge) are available to students and faculty alike. Training in eLumen is available online principally for faculty and staff. Other venues include Flex Days and general staff meetings, classroom instruction in computer technology, staff development funding supported by a fee waiver program and the help desk.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

### **Evidence of Meeting the Standard**

The College is guided in the appropriate use of technology in at least two Board policies.

The first, BP 3720, has to do with respecting software copyrights and licenses, the integrity of computer-based information resource and authorized procedures for gaining access to computerized information:

Employees and students who use District computers and networks and the information they contain, and related resources, including websites and email addresses, have a responsibility not to abuse those resources and to respect the rights of others. The Superintendent/President shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, complete a Palo Verde College approved Cyber Security refresher course annually, and respect the rights of other computer users ([Evidence III.C-7 BP 3720 Computer and Network Use](#)).

The second policy, BP 3725, deals with ensuring access in a timely manner to information and communication technology for all persons, and particularly persons with disabilities:

The governing board shall ensure equal access to instructional materials and information and communication technology (ICT) for all and particularly for individuals with disabilities, in a timely manner.

As it relates to equally effective alternative access to instructional materials and ICT, timely manner means that the individual with a disability receives access to the instructional materials or ICT at the same time as an individual without a disability.

The Superintendent/President shall establish administrative procedures to comply with the requirements specified in Section 508 of the Rehabilitation Act and its implementing regulations ([Evidence III.C-8 BP 3725 Information and Communications Technology Accessibility & Acceptable Use](#))

## **Analysis and Evaluation**

The College meets the standard with policies in place governing the appropriate use and availability of College technology resources.

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## **Conclusions on Standard III.C. Technology Resources**

The College meets the standard by ensuring technology and data research are sufficient to support the operational functions of the College, particularly its educational programs and support services. Technology support, including but not limited to telephones, email system, website, classroom equipment and related software are continuously upgraded to their ensure quality, effectiveness and security.

Institutional research services are available to assist in academic and teaching programs as well as operational functions. Technology support is provided to all campus locations, including the main campus, Needles Center and Child Development Center. Technology support is not provided to the various prisons due to procedural restrictions in effect at those locations.

When new technology is introduced to the College—for example, eLumen in Fall 2019—training is provided to faculty and other users. Technology use and availability are governed by Board policies and by the PVC Strategic Plan: 2020 Vision. Future technology is addressed in the Technology Section of the Comprehensive Master Plan.

## **Improvement Plan(s)**

None at this time.

## **Evidence List**

- III.C-1 PVC Strategic Plan: 2020 Vision, Goal 7, p. 13
- III.C-2 Comprehensive Master Plan, p. 220
- III.C-3 PVC Strategic Plan: Vision 2020, Goal 7, pp. 13-14
- III.C-4 AP 3720 Computer and Network Use
- III.C-5 Flex Day January 24, 2019
- III.C-6 Flex Day, January 20, 2017

III.C-7 BP 3720 Computer and Network Use

III.C-8 BP 3725 Information and Communications Technology Accessibility & Acceptable Use

## **D. Financial Resources**

### Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

### **Evidence of Meeting the Standard**

Each fiscal year, the College adopts a budget, with sufficient funds to support programs and services in accordance with Board Policy 6200 Budget Preparation, which states, in part:

Budget development shall meet the following criteria: The annual budget shall support the District's master and educational plans ([Evidence III.D-1 BP 6200 Budget Preparation](#)).

Inasmuch as the Board of Trustees approves the final budget, the budget development process aligns with policy defining Board of Trustees' duties and responsibilities:

The Board is committed to fulfilling its responsibilities to...Assure fiscal health and stability [and] Monitor institutional performance and educational quality ([Evidence III.D-2 BP 2200 Board Duties and Responsibilities](#)).

In writing the annual budget, the College also follows a goal relevant to fiscal integrity and program support established in the PVC Strategic Plan: 2020 Vision:

Maximize existing resources and improve processes to ensure short range and long-range fiscal stability and to maintain instructional, student support, and operational integrity ([Evidence III.D-3 PVC Strategic Plan: 2020 Vision, Goal 5](#)).

The budget preparation process follows steps outlined in the Integrated Planning Manual ([Evidence III.D-4 Integrated Planning Manual, 2015, pp. 18-21](#)).

The preparers of the annual budget are the Vice President of Administrative Services, her staff and members of the Budget and Planning Committee, with input from all College constituencies.

The Budget and Planning Committee is a "mutual benefit" committee, meaning its membership includes a representative from each constituent group, as well as the Director of Facilities, Director of Informational Technology and Director of Institutional Research. The inclusive representation on the Budget and Planning membership helps ensure all voices are heard and that

resources are distributed according to need and in support of College policies, plans and the mission.

<b>General Fund - Unrestricted</b>				
<i>Summary of Ending Balances</i>				
<b>Summary of Operations</b>	<b>Actual 16/17</b>	<b>Actual 17/18</b>	<b>Actual 18/19</b>	<b>Budget 19/20</b>
<b>Beginning Balance</b>	\$3,863,926	\$3,717,285	\$5,138,544	\$6,901,311
Adjustments	0	115,705	0	0
<b>Adjusted Beginning Balance</b>	<b>3,863,926</b>	<b>3,832,990</b>	<b>5,138,544</b>	<b>6,901,311</b>
Revenue	16,843,976	17,422,068	19,163,193	19,040,945
Expenses	16,990,617	16,141,388	17,400,426	22,540,945
<b>Ending Balance</b>	<b>\$3,717,285</b>	<b>\$5,113,670</b>	<b>\$6,901,311</b>	<b>\$3,401,311</b>
Reserve	21.88%	31.68%	39.66%	15.09%

To ensure that College-wide input into the decisions of the Budget and Planning Committee is sufficient, funding requests from program reviews and the Budget Enhancement Request process are also considered ([Evidence III.D-5 Budget Enhancement Request Form](#)).

To ensure fiscal integrity and stability, the College’s financial practices and condition are audited each year by an external auditor in accordance with Board policy ([Evidence III.D-6 BP 6400 Audits](#)). Handling of Measure P General Obligation Bond funds is also audited annually ([Evidence III.D-7 Measure P Audit Report, 2018](#)).

### **Analysis and Evaluation**

The College meets the standard in that the College has an established budget development process guided by Board policy and College plans that ensure timely budget preparation and priority for maintaining fiscal integrity and educational programs. The budget preparation process provides for input from all constituency groups and appropriate funding requests to ensure fair allocation of resources. External audits are required to ensure fiscal integrity and stability.

2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

## Evidence of Meeting the Standard

In order to “provide opportunities...to a diverse community of learners in an academic environment...” as promised in the College mission, the College operates with a sound budget and adheres to fiscal management policies and practices that ensure fiscal integrity and stability.

As discussed in the response to Standard III.D.1, the PVC Strategic Plan: 2020 Vision, which enumerates all College goals, fulfills the mission’s promise and incorporates a key goal related to financial planning, namely,

Maximize existing resources and improve processes to ensure short range and long-range fiscal stability and to maintain instructional, student support, and operational integrity ([Evidence III.D-8, PVC Strategic Plan: 2020 Vision, Goal 5](#)).

Similarly, financial planning and the provision of adequate resources for programs and services is a goal expressed in the PVC Comprehensive Master Plan, 2016, as follows:

Maximize existing resources and improve processes to maintain necessary programs and services ([Evidence III.D-9 PVC Comprehensive Master Plan, Goal 6](#)).

Board policies BP 2200 Board Duties and Responsibilities, BP 6200 Budget Preparation, BP 6250 Budget Management and BP 6300 Fiscal Management, establish financial integrity and stability as College priorities.

Budget information is disseminated principally in the form of reports posted to the College website. Here are examples:

### Adopted Budgets:

Main Page > Scroll down to Business Services > Fiscal and Budget Services > Adopted Budgets

### Audit Reports:

Main Page > Scroll down to Business Services > Fiscal and Budget Services > Annual Audits

### Budget and Planning Committee Agendas and Minutes:

Main Page > About Us > Board of Trustees > Minutes and Agendas > Upper right corner pull-down menu to committee agendas and minutes

### Galaxy Reports on current expenditures for departments:

Access to Galaxy is for College personnel and is password protected. Galaxy is managed by the Riverside County Office of Education, with which the College contracts to manage all its financial records except for the Palo Verde College Foundation.

### **Analysis and Evaluation**

The College meets the standard. The College's mission and goals are the foundation for financial planning. Financial planning, furthermore, is integrated with key College plans, including the Comprehensive Master Plan and the PVC Strategic Plan: 2020 Vision. Financial stability and integrity are priorities in Board policies. Financial information, including the budget, audits, and agendas and minutes of the Budget and Planning Committee, are accessible to all College personnel on the College website.

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

### **Evidence of Meeting the Standard**

The steps in the preparation of the annual budget are clearly outlined in the College's Integrated Planning Manual ([Evidence III.D-10 PVC Integrated Planning Manual, 2015, pp. 18-21](#)) and in Board policy and administrative procedure ([Evidence III.D-11 BP/AP 6200 Budget Preparation](#)). The process starts in February-March with review by the Budget and Planning Committee of funding requests presented in program reviews and other proposals, as well as funding requirements, such as results of employee contract negotiations, needed facilities improvements, technology upgrades and other prioritized needs. The process continues with preparation of the tentative budget in April-May and concludes with presentation of the final budget to the Board of Trustees for approval in June-September. The adopted budget is subsequently posted to the College website.

That the College follows the steps outlined in the PVC Integrated Planning Manual is evidenced in the development, review and adoption of the FY 2019-20 budget:

#### January 2019:

Beginnings of preparation for the 2019-20 budget ([Evidence III.D-12 Report to the Board of Trustees, January 22, 2019, Interim Vice President of Administrative Services](#)).

#### February 2019:

Budget and Planning Committee reviews governor's budget and participates in workshop ([Evidence III.D-13 Budget and Planning Committee Agenda, February 7, 2019](#)).

#### June 2019:

Board of Trustees participates in budget workshop ([Evidence III.D-14 Board of Trustees Study Session Agenda, June 4, 2019](#))

June 2019:

Board of Trustees approves tentative budget 2019-20 ([Evidence III.D-15 Board of Trustees Agenda, June 11, 2019](#))

September 2019:

Budget and Planning Committee reviews tentative budget and adopted budget ([Evidence III.D-16 Budget and Planning Committee Agenda, September 5, 2019](#))

September 2019:

Board of Trustees reviews and approves final budget ([Evidence III.D-17 Board of Trustees Agenda, September 10, 2019](#))

The College, through the Budget and Planning Committee, provides opportunity for departments to submit annual budget proposals for consideration and review ([Evidence III.D-18 Faculty Budget Form](#) and [Evidence III.D-19 Site/Program Budget Form](#)) as part of the budget development process. In the event the College receives one-time or special funding, eligible departments are encouraged to submit funding requests using the Budget Enhancement and Request Form ([Evidence III.D-20 Budget Enhancement and Request Form](#)) in which applicants are asked, among other things, to identify how their proposed use of funds aligns with strategic plan goals.

The Budget and Planning Committee is committed to collaborating with the program review process to ensure all College funding needs are addressed, as is evident in this statement from a recent agenda:

The Budget and Planning Committee wishes to collaborate with other committees to use program review and other metrics that will help assist the budget committee with allocation of one-time and ongoing funds. Needs of departments should be incorporated into departments yearly program review snapshot and funding should be considered before hiring on any personnel. This provides time for the committee to discuss was to successfully gathered stated funded needs and ensure budget resource allocation based upon needs of the District as well as the mission, vision and goals of the District ([Evidence III.D-21 Budget Planning Committee Agenda, Budget Allocation Process and One-Time Funds, September 5, 2019](#))

The College recognizes, nonetheless, that more can be done to improve communication with the Program Review Committee. With the implementation of the annual Snapshot among academic departments and the annual program review from learning support programs, it is expected that resource needs can be evaluated and presented to the Budget and Planning Committee more frequently—that is, annually—instead of once every four years.

## **Analysis and Evaluation**

The College meets the standard by consistently following budget development processes established in College plans and Board of Trustees' policies and administrative procedures. The budget development process invites the participation of all College constituencies. The membership of the Budget and Planning Committee, a mutual benefit committee, consists of representatives from all College constituencies, ensuring all voices are heard in the budget process.

#### Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

#### Evidence of Meeting the Standard

The College's adopted budget each year is a result of a nearly year-long review of anticipated state revenues balanced against consideration of local needs, grounded in plans and policies requiring realistic assessments of resources to meet commitments. Examples of College plans and policies requiring realistic assessments of resource availability and use are as follows:

The institution must demonstrate that it has the resources to realistically maintain the contemplated [educational] program at the level of quality described in the proposal. That includes funding for qualified faculty to teach the curriculum of the proposed program, sufficient and adequate facilities and equipment, and essential library and learning resources to support the instruction. The institution must also commit to offering the required courses in the program at least once every two years and have faculty available to sustain the proposed required courses. It is incumbent upon the proposing college to carefully ascertain the space/facilities needs for a new program using the State facilities space standards ([Evidence III.D-22 Comprehensive Master Plan 2016 p. 109](#)).

Maximize existing resources and improve processes to ensure short and long-range fiscal stability and to maintain instructional, student support, and operational integrity ([Evidence III.D-23 PVC Strategic Plan: 2020 Vision, Goal 5](#)).

Budget development shall meet the following criteria:  
The annual budget shall support the District's master and educational plans...  
Assumptions upon which the budget is based are presented to the Board for review...  
Budget projections address long term goals and commitments... ([Evidence III.D-24 BP 6200 Budget Preparation](#))

The approved definitive annual plans for programs, staff, facilities, and finance—all correlated and interdependent—shall be the basis for performance of college functions and services and shall be reflected in the annual budget ([Evidence III.D-25 AP 6200 Budget Preparation](#)).

The result of the College's conservative approach in budget development and expenditures is a significant build up in year-end reserves over the past several fiscal years, as shown in the response to Standard III.D.1. The College maintains a Board-recommended, year-end reserve balance of 15%. Reserves exceeding 15% may be transferred to the Capital Outlay Fund for anticipated and unanticipated capital improvements.

The College contracts with an external consultant for an annual actuarial study of Other Post-Employment Benefits and, in following the report's recommendations, sets aside funds in anticipation of future expenditures in this area ([Evidence III.D-26 Actuarial Study of Retiree Health Benefits](#)).

As for partnerships, the College established, in 1985, the Palo Verde College Foundation, which later became a 501(c)(3) corporation whose mission is to support "educational excellence by assisting and encouraging investment in the development and growth of educational opportunities at Palo Verde College" ([Evidence III.D-27 Mission Statement, Palo Verde College Foundation](#)). The College provides staff, office space and financial accounting support for the Foundation, which has an independent Board of Directors, along with the Superintendent/President who services as Secretary to the Foundation. The Foundation is an important fund-raising arm of the College specifically for student scholarships and for projects that further the educational mission of the College.

### **Analysis and Evaluation**

The College meets the standard. By taking a realistic approach to budget preparation and expenditures, grounded in College plans and policies, the College is fulfilling its obligations and is producing annual surpluses exceeding what is required. Surplus funds in excess of the required minimum are transferred to capital accounts for future project expenditures. The College is in partnership with the Palo Verde College Foundation, a key fund-raising arm of the College to support scholarships and other educational programs, and provides staff, office space and accounting services support to the Foundation.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

### **Evidence of Meeting the Standard**

Apart from external audits performed annually, the College employs various internal control procedures and practices to assure the accuracy and integrity of its financial information and reports. Here are the key internal control mechanisms in place:

1. The Riverside County Office of Education, with which the College contracts to manage all its financial transactions, except for the Palo Verde College Foundation, conducts periodic training with administrative services staff to ensure timely and accurate financial procedures.
2. Procedures published in the Budget and Accounting Manual ([Evidence III.D-28 Budget and Accounting Manual](#)) and the RCOE Audit Manual ([Evidence III.D-29 RCOE Audit Manual](#)) are followed by administrative services staff.

3. Transactions, warrants, and checks are regularly reviewed for accuracy by someone other than the person who prepared them.
4. The Board of Trustees reviews all warrants and approves them at each Board meeting.
5. Bank accounts are reconciled monthly.
6. Department budgets are reviewed regularly by administrative services staff. Timely budget information may be reviewed by College personnel online through the Galaxy system.
7. In the spirit of self-evaluation, the administrative services staff along with members of the Budget and Planning Committee and other College personnel continuously review the College's financial procedures and recommend improvements. One recent suggestion for improvement was to arrange more frequent budget workshops and Galaxy training to ensure all staff are well acquainted with financial processes and procedures and can interpret financial reports more effectively.

The administrative staff also regularly attends conferences and workshops, such as the Association of Chief Business Officers conferences, to stay current with laws and regulations, as well as best practices, governing financial procedures.

### **Analysis and Evaluation**

The College meets this standard through its various internal control processes and procedures by providing processes for independent, internal review of all transactions, review and approval of warrants by the Board of Trustees, documented accounting procedures to guide administrative services staff, staff training and conferences and self-evaluation practices.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

### **Evidence of Meeting the Standard**

The College's financial documents, including the adopted budget, are credible reflections of the College's financial condition as demonstrated by the auditors' opinions expressed in the annual external audits. The various internal control procedures in place, as described in the response to Standard III.D.5, demonstrate that the College takes appropriate steps to ensure financial transactions and reporting are appropriate, accurate and timely.

As for providing sufficient funds to support student learning programs and services, the College is compliant with the 50% Law in accordance with California Education Code section 84362, having attained 51.80% in instructional salaries out of the current expense of education, verified in the most recent external audit ([Evidence III.D-30 Report on Audit, June 30, 2018, p. 57](#)).

Furthermore, the College follows the steps outlined in the PVC Strategic Planning Manual for faculty positions ([Evidence III.D-31 PVC Integrated Planning Manual, p. 20](#)). Each year, the Superintendent/President provides the Academic Senate with an estimate of the number of possible new faculty positions. The Academic Senate is asked to provide a list, ranked in order of priority, to the Superintendent/President for his final decision.

In recent years, the College has allocated resources for these new faculty and learning support services:

- New position of Correspondence Education Counselor/Coordinator, 2015
- New position of Education Advisor, 2019
- New position of Education Advisor, 2019
- New position of Education Advisor, Part-Time, 2019
- New faculty position in Anthropology, 2019
- New faculty position in Earth Science, 2019
- New faculty position in Agriculture, 2019
- Start-up of the Student Success Center, Fall 2019
- Start-up of the Veterans Resource Center, Fall 2019
- Start-up of the new athletics program in intercollegiate basketball, Fall 2019
- New position of Athletics Director, 2019
- New position of Dean of Instruction & Student Services, 2016
- New position of Job Placement Specialist/Nursing Placement & Clinical Site Coordinator, 2018
- Newly upgraded position of Associate Dean of Instruction, 2019
- Needles Center has a part-time adult education coordinator and three adjunct faculty

Additionally, the College, through the Budget Planning Committee, looks for indications of need for faculty and other educational resources in program review reports, expressed in a least two report template questions, namely, Program and Course Coverage and unmet needs in Professional Development. Requests for faculty and learning resources included in program review reports are among the factors taken into consideration by the Budget and Planning Committee and the Superintendent/President in making final funding decisions.

In recent years, the College automatically funds the budgets of teaching and instructional support divisions with \$2,750 for job-related conferences and related expenditures. Administrative staff also provide guidance and assistance to faculty in recommending funding sources, such as state lottery fund, for eligible projects and requests.

### **Analysis and Evaluation**

The College meets the standard by issuing credible, accurate reports that reflect appropriate allocation to support student learning programs and services. The support is evident in new

faculty and learning support positions approved in the past few years and the annual allocation to teaching and learning support for-job related conferences and expenses. The College follows the steps outlined in the PVC Strategic Planning Manual by considering Academic Senate recommendations for new faculty hiring.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

### **Evidence of Meeting the Standard**

In accordance with Board policy the College conducts an external audit annually ([Evidence III.D-32 BP 6400 Audits](#)). Should any findings be reported as a result of the audit, the College is timely and thorough in addressing them.

The external audit for fiscal year 2017-2018 reported one finding having to do with an internal control matter. This matter was addressed by the College and the correction was acknowledged in the same report. No other findings from prior years were reported ([Evidence III.D-33 Report on Audit, June 30, 2018, pp. 71-74](#)).

In 2014, an external review of the College's Cal Grant program was conducted by the California Student Aid Commission, and all findings were promptly addressed ([Evidence III.D-34 Cal Grant Program Review, April 24, 2014](#) and [Evidence III.D-35 Management Letter, July 29, 2014](#)).

The College audit for the 2018-2019 fiscal year was in process at the time of the writing of this self-evaluation report and will be ready for review by January 2020.

Prior years' audit reports are posted to the College website and may be accessed as follows: Main page > Scroll down to Faculty & Staff/Business Services > Fiscal and Budget Services > Annual Audit Reports.

### **Analysis and Evaluation**

External audits are completed annually in accordance with Board policy. Findings, if any, are reviewed with the Board, the Budget and Planning Committee and college constituency groups to ensure that appropriate changes are made in a timely manner. Responses to audit findings are published in the audit review and are posted to the College website. Prior years' audit reports are posted to the College website.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

### **Evidence of Meeting the Standard**

As discussed in the response to Standard III.D-5, the College places a high priority on the validity of its financial and internal control systems and evaluates those systems on an ongoing

basis in various ways. Evaluation processes include implementing recommendations resulting from the annual external audit, implementing suggestions by the Riverside County Office of Education and implementing recommendations for improvements from the Budget and Planning Committee and administrative services staff.

The correction of the audit finding discussed in the response to Standard III.D.7 is an example of the College using an assessment result to make an improvement.

To help ensure that its internal control procedures are effective, administrative services staff regularly attends professional conferences and workshops, such as the Association of Chief Business Officers.

The Administrative Services Office is currently preparing a program review report, providing an additional process to evaluate its internal control and financial management practices. The report is expected to be ready January 2020.

### **Analysis and Evaluation**

The College meets the standard through ongoing review of its financial management and internal control practices. These reviews are conducted by the external auditor, the Riverside County Office of Education, the Budget and Planning Committee and administrative services staff themselves. The Administrative Services Office is currently at work on a program review report that is expected to be ready January 2020.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

### **Evidence of Meeting the Standard**

The College has sufficient cash flow to cover operating expenses and to maintain a year-end reserve in excess of the Board of Trustees' recommendation of 15% ([Evidence III.D-36 Adopted Budget 2019-20, p. 8](#)). Reserves in excess of the required minimum are transferred to the College's Capital Outlay Fund for future capital projects.

In accordance with Board policy ([Evidence III.D-37 BP 6540 Insurance](#)) the College maintains adequate liability and replacement insurance coverage, as well as other coverages consistent with state requirements ([Evidence III.D-38 Insurance Coverage Proforma, July 1, 2019 to July 1, 2020](#)).

### **Analysis and Evaluation**

The College meets the standard by maintaining sufficient cash flow to cover operating expenses and to meet reserve requirements. As required by Board policy, the College carries sufficient insurance to cover liability, property loss and other protections

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

### **Evidence of Meeting the Standard**

Each of the activities identified in this standard is governed by Board policy and, in most cases, administrative procedures. While most of these programs are managed by other College departments and their staffs, all come under the financial management purview of the Administrative Services Office and are audited as part of the College's annual audit ([Evidence III.D-39 Report on Audit June 30, 2018, pp. 69-70](#)).

#### Financial aid, CalWORKs

Board policy describes the types of permitted financial aid with a statement regarding "misrepresentation":

A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs.

All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state and other applicable regulatory requirements.

The Superintendent/President shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

#### Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in "substantial misrepresentation" of 1) the nature of its education program, 2) the nature of its financial charges, or 3) the employability of its graduates ([Evidence III.D-40 BP 5130 Financial Aid](#)).

#### Grants

Board policy describes the required alignment between grants and College planning:

Applications for special purpose grants shall be made with state, federal, and private agencies when the content of these applications extends the resources available to the District for implementation of approved long-range comprehensive plans for the District ([Evidence III.D-41 BP 3280 Grants](#)).

#### Externally funded programs

The College manages several externally funded, or categorical, programs, and each is governed by Board policy:

[Evidence III.D-42 BP 5140 Disabled Students Programs and Services](#)

[Evidence III.D-43 BP 5150 Extended Opportunity Programs and Services](#)

[Evidence III.D-44 BP 5151-PVC EOPS and C.A.R.E. Sponsored Food Service](#)

### Contractual relationships

The Board delegates to the Superintendent/President the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management... ([Evidence III.D-45 BP 6340 Contracts](#))

### Auxiliary organizations or foundations

The College's PVC Foundation is a 501(c)(3) corporation whose mission is to support "educational excellence by assisting and encouraging investment in the development and growth of educational opportunities at Palo Verde College". The PVC Foundation is managed by the Office of the Superintendent/President. The Vice-President of Administrative Services serves as the Foundation's treasurer. The Foundation derives its purpose and authority from Board policy:

Under the leadership of the Superintendent/President, the District shall maintain the Palo Verde Community College Foundation. The Palo Verde College Foundation is a tax-exempt organization to receive gifts of both real and personal property as a basis for extending educational opportunities to members of its service area. Gifts can aid the District in its efforts to expand its program and course offerings or they may serve students through scholarships, grants, loans, and other types of assistance. Citizens of the district, individuals residing outside the district, and alumni are encouraged to actively participate in the Foundation and its related activities ([Evidence III.D-46 BP 1205-PVC Palo Verde Community College Foundation](#)).

### Institutional investments and assets

The Superintendent/President is responsible for ensuring that the funds of the District that are not required for the immediate needs of the District are invested. Investments shall be in accordance with law, including California Government Code Sections 53600 et seq. ([Evidence III.D-47 BP 6320 Investments](#)).

### **Analysis and Evaluation**

The College meets the standard through its fiscal oversight of financial aid programs, grants, categorical programs, contracts, the PVC Foundation, and investments. All described programs are by managed by various staffs, governed by Board policies and audited as part of the College's annual audit.

### Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution

considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

### **Evidence of Meeting the Standard**

To ensure financial stability the College always takes into account the implications for long-term commitments when making short-term financial plans.

As discussed in the response to Standard III.D.12, the College contracts for an annual actuarial study of Other Post-Employment Benefits to ensure sufficient funds are set aside for future obligations in that area. Also, the College's prudent financial management has resulted in significant cash surpluses exceeding the Board-recommended 15% and has set aside surpluses in the Capital Outlay Fund in order to be prepared for future obligations.

The College has a Moody's credit rating of A1. The A+/A1 rating signifies that the issuer or carrier has stable financial backing and ample cash reserves ([Evidence III.D-48 Moody's Rating](#)).

### **Analysis and Evaluation**

The College meets the standard when making short-term financial plans by setting aside sufficient funds to pay for expected, and unexpected future obligations. The College has a Moody's rating of A+/A1, reflecting the stability of the College's finances and its ample cash reserves.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

### **Evidence of Meeting the Standard**

The College contracts annually for an actuarial study of Other Post-Employment Benefits ([Evidence III.D-49 Actuarial Study of Retiree Health Benefits](#)) and sets aside funds in anticipation of related future obligations ([Evidence III.D-50 Account evidencing OPEB funds](#)). The College is working with an insurance company to create an irrevocable trust for OPEB to ensure funds are available for post-employment benefits yearly, while benefitting from interest rates higher than what is available through the Riverside County Office of Education.

Additionally, after the end of each fiscal year, the College sets aside surplus balances exceeding the Board-recommended minimum of 15% and transfers funds exceeding that amount to the Capital Outlay Fund to help pay for future capital expenses. The College manages its finances prudently and is careful to ensure there are funds in place to help pay for future obligations, expected and unexpected.

### **Analysis and Evaluation**

The College meets the standards by managing its fiscal assets prudently and is careful to ensure there are funds in place to help pay for future obligations, expected and unexpected. The College contracts for contracts for an OPEB actuarial study, updated yearly and approved by the Board of Trustees.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

### **Evidence of Meeting the Standard**

The College carefully assesses resources to ensure there is enough cash in the general fund to repay locally incurred debt instruments each year. At present, the only debt instruments are Certificates of Participation requiring payments as follows:

2019-20	\$ 772,493.75
2018-19	\$1,017,487.50
2017-18	\$ 993,862.08
2016-17	\$1,413,541.39
2015-16	\$ 855,000.00
2014-15	\$ 855,000.00

As indicated in chart in response to Standard III.D.1, the College is able to make COP payments each year from the general fund and to have significant funds remaining in reserve.

### **Analysis and Evaluation**

The College meets the standard by ensuring there are enough funds annually to repay the Certificates of Participation.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

### **Evidence of Meeting the Standard**

The College's fiscal management practices are consistent with California Education Code ([Evidence III.D-51 Education Code Section 58311 Principles for Sound Fiscal Management](#)) and Board policy regarding integrity in the use of financial resources, which states, in part: "The District adheres to the following principle for sound fiscal management listed in Title

5...Provide for responsible stewardship of available resources ([Evidence III.D-52 AP 6300 Fiscal Management](#)).

That the College provides for responsible stewardship of available resources can be verified by the results of the key external financial audits, accessible on the College website in which findings, if any, are addressed promptly:

Annual Audit: Main page > Scroll down to Faculty & Staff/Business Services > Fiscal and Budget Services > Annual Audit Reports

Annual Bond Audits: [Evidence III.D-53](#)

Annual Foundation Audit: Main page > PVC Foundation > Foundation Documents

### **Analysis and Evaluation**

The College meets the standard through its adherence to Education Code Section 58311 and Board Policy 6300 Financial Management. Evidence that the College manages resources with integrity is evidenced in the results of key audit reports, conducted annually.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

### **Evidence of Meeting the Standard**

The College does have a student loan program.

### **Analysis and Evaluation**

The standard does not apply to the College.

## **Contractual Agreements**

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

### **Evidence of Meeting the Standard**

The College maintains contractual agreements with several entities for projects consistent with the College mission and goals. Examples of these agreements are as follows:

Agreement with Riverside County Office of Education ([Evidence III.D-54](#))

Agreement with Industrial Emergency Council ([Evidence III.D-55](#))

Agreement with MBS (Virtual Bookstore) ([Evidence III.D-56](#))

There is an array of Board of Trustees' policies and administrative procedures pertaining to various types of agreements entered into by the College. These policies may be viewed on the College website: Main page > About Us > Board of Trustees > Policies and Procedures > Chapter 6000 Business and Fiscal Affairs.

As examples, BP 6340 Contracts and AP 6340 Bids and Contracts provide for specific standards and protections in all contractual agreements designed to maintain the integrity and quality of the College's programs and services ([Evidence III.D-57 BP 6340 Contracts and Evidence, Evidence III.D-58 AP 6340 Bids and Contracts](#)). Standards and protections would include but not be limited to Board approval for all contracts, competitive bidding when required, selection based on "best value," time limits on contracts and situations involving emergency repairs.

### **Analysis and Evaluation**

The College meets the standard by adhering to Board policies and administrative procedures designed to maintain the integrity and quality of the College's programs and services.

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### **Conclusions on Standard III.D. Financial Resources**

The College meets the standard through consistent, prudent management of its financial resources. The College has sufficient funds to maintain an educational program consistent with the mission, College goals, and policies established by the Board of Trustees. The Administrative Services Office coordinates the development of the annual adopted budget and arranges each year for an external audit. The results of the audit are reviewed with the Board of Trustees. Audit findings, if any, are addressed promptly.

The budget process encourages the participation of all College constituents, as reflected in the membership of the Budget and Planning Committee. The College oversees all departments and programs involving financial transactions including financial aid, grants, the PVC Foundation and investments. The financial practices of the College are continuously reviewed for improvement as is evident in the annual external audit, ongoing evaluation by the Riverside County Office of Education, frequent attendance by staff at conferences and workshops and self-evaluation in program reviews.

The College adheres to various Board of Trustees policies and administrative procedures in providing reliable stewardship of all resources and ensures that all grants and contracts support the mission of the College and the integrity of its educational programs and services.

### **Improvement Plan(s)**

1. Improve the process of collaboration between the Budget and Planning Committee and the Program Review Committee to ensure that funding needs and requests resulting from department self-evaluations are fully considered by the Budget and Planning Committee.
2. Arrange more frequent budget workshops and Galaxy training to ensure all College personnel are well acquainted with financial processes and procedures and can interpret financial reports more effectively.

### **Evidence List**

- III.D-1 BP 6200 Budget Preparation
- III.D-2 BP 2200 Board Duties and Responsibilities
- III.D-3 PVC Strategic Plan: 2020 Vision, Goal 5
- III.D-4 Integrated Planning Manual, 2015, pp. 18-21
- III.D-5 Budget Enhancement Request Form
- III.D-6 BP 6400 Audits
- III.D-7 Measure P Audit Report, 2018
- III.D-8 PVC Strategic Plan: 2020 Vision, Goal 5
- III.D-9 PVC Comprehensive Master Plan, Goal 6).
- III.D-10 Integrated Planning Manual, 2015, pp. 18-21
- III.D-11 BP/AP 6200 Budget Preparation
- III.D-12 Report to the Board of Trustees, January 22, 2011, Interim Vice President of Administrative Services
- III.D-13 Budget and Planning Committee Agenda, February 7, 2019
- III.D-14 14 Board of Trustees Study Session Agenda, June 4, 2019
- III.D-15 Board of Trustees Agenda, June 11, 2019
- III.D-16 Budget and Planning Committee Agenda, September 5, 2019
- III.D-17 Board of Trustees Agenda, September 10, 2019
- III.D-18 Faculty Budget Form
- III.D-19 Site/Program Budget Form
- III.D-20 Budget Enhancement and Request Form
- III.D-21 Budget Planning Committee Agenda, Budget Allocation Process and One-Time Funds, September 5, 2019
- III.D-22 Comprehensive Master Plan 2016 p. 108
- III.D-23 PVC Strategic Plan: 2020 Vision, Goal 5
- III.D-24 BP 6200 Budget Preparation
- III.D-25 AP 6200 Budget Preparation
- III.D-26 Actuarial Study of Retiree Health Benefits
- III.D-27 Mission Statement, Palo Verde College Foundation
- III.D-28 Budget and Accounting Manual
- III.D-29 RCOE Audit Manual
- III.D-30 Report on Audit, June 30, 2018, p. 57
- III.D-31 PVC Integrated Planning Manual, p. 20
- III.D-32 BP 6400 Audits
- III.D-33 Report on Audit, June 30, 2018, pp. 71-74
- III.D-34 Cal Grant Program Review Audit Report, April 24, 2014

- III.D-35 Cal Grant Management Letter, July 29, 2014
- III.D-36 Adopted Budget 2019-20, p. 8
- III.D-37 BP 6540 Insurance
- III.D-38 Insurance Coverage Proforma, July 1, 2019 to July 1, 2020
- III.D-39 Report on Audit June 18, 2018, pp. 69-70
- III.D-40 BP 5130 Financial Aid
- III.D-41 BP 3280 Grants
- III.D-42 BP 5140 Disabled Students Programs and Services
- III.D-43 BP 5150 Extended Opportunity Programs and Services
- III.D-44 BP 5151-PVC EOPS and C.A.R.E. Sponsored Food Service
- III.D-45 BP 6340 Contracts
- III.D-46 BP 1205-PVC Palo Verde Community College Foundation
- III.D-47 BP 6320 Investments
- III.D-48 Moody's Rating
- III.D-49 Actuarial Study of Retiree Health Benefits
- III.D-50 Account evidencing OPEB funds
- III.D-51 Education Code Section 58311 Principles for Sound Fiscal Management
- III.D-52 AP 6300 Fiscal Management
- III.D-53 Annual Bond Audits
- III.D-54 Agreement with Riverside County Office of Education
- III.D-55 Agreement with Industrial Emergency Council
- III.D-56 Agreement with MBS (Virtual Bookstore)
- III.D-57 BP 6340 Contracts
- III.D-58 AP 6340 Bids and Contracts

#### **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

##### **A. Decision-Making Roles and Processes**

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

## **Evidence of Meeting the Standard**

The College has a long tradition encouraging excellence and the participation of administrators, faculty, staff and students in helping develop innovative approaches to the improvement of practices and programs. The basis of this tradition is expressed in the College's Statement of Mission, Vision and Values, in various Board policies and institutional plans and in the performance evaluations of administrators, managers and faculty. Here are some examples of how specific College documents demonstrate support for innovation and participation in policy development and decision-making:

### Statement of Vision Mission and Values:

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

Palo Verde College supports and encourages creativity and innovation ([Evidence IV.A-1 College Statement of Mission, Vision and Values, College Catalog, p. 13](#)).

### BP/AP 3050 Institutional Code of Ethics:

This policy applies to all College constituencies as well as to Board members themselves and reflects the College's support for the active involvement of all personnel in making recommendations for policies and decisions:

Each Trustee, officer and employee of Palo Verde College shall...welcome and encourage the active involvement of students, employees and citizens of the District with respect to reviewing and recommending policy. ([Evidence IV.A-2 BP/AP 3050 Institutional Code of Ethics](#)).

### BP/AP Code of Ethics/Standards of Practice:

Among the standards of practice listed in this policy is this promise:

Welcome and encourage the active involvement of students, employees, and citizens of the District with respect to establishing policy ([Evidence IV.A-3 BP/AP Code of Ethics/Standards of Practice](#)).

### PVC Strategic Plan: 2020 Vision ([Evidence IV.A-4](#)):

The following excerpts from the PVC Strategic Plan: 2020 Vision demonstrate College support for participation and innovation:

GOAL 8: Stimulate innovation by encouraging and supporting participation in professional development and by fostering a blame-free environment where risk-taking is encouraged and rewarded.

GOAL 9: Promote and sustain an institutional environment of collegiality, transparency, participation, communication, and professionalism among all district constituents.

Objective 8.2.2 Encourage risk taking as a way to stimulate innovation.

Strategy 9.2 Improve internal and external communications that foster prompt and broad

feedback and engage in dialogue with stakeholders.

Support for innovation is also evident in the values demonstrated in some of the criteria expressed in faculty and administrator job performance evaluations. All College personnel are evaluated periodically as to their job performance. Among the criteria to assess employee performance is the extent to which the employee (in the case of managers and administrators) encourages collegial participation, and (in the case of faculty members) participates in College organizations, committees and activities. Here are examples of questions from administrator, and faculty evaluation procedures:

Encourages people to excel. ([Evidence IV.A-5 Administrative/Management/Confidential Evaluation, #1](#)).

Leads and motivates staff to accomplish program goals. ([Evidence IV.A-6 Administrative/Management /Confidential Evaluation, #11](#)).

Is able to motivate people. ([Evidence IV.A-7 Administrative/Management/Confidential Evaluation, #34](#)).

Helps create a climate of support for innovation, new approaches and new ideas ([Evidence IV.A-8 Administrative /Management Staff Survey, #3](#)).

Participates in professional development conferences, workshops, courses or in-service activities (e.g., doing presentations for Flex Day, Institute Day, etc.) ([Evidence IV.A-9 Professional Self-Disclosure Statement](#)).

Participates in academic activities on campus, including committee and task force involvement ([Evidence IV.A-10 Professional Self-Disclosure Statement](#)).

The College recognizes the contributions its diverse personnel make to the success of the school and encourages collegial governance in its various committees and organizations. Committees and organizations whose membership is drawn from various constituencies—faculty, staff, administration, students—are referred to as “mutual agreement” committees. There are eight mutual agreement committees: Budget, College Council/Strategic Planning Steering, Distance Education, Facilities, Student Equity and Achievement, Program Review, Staff Development, and Instructional Technologies. These committees actively solicit the participation and views of its membership in the effective governance of the College.

## **Analysis and Evaluation**

The College meets the standard by demonstrating its commitment to innovation and excellence through participative processes. These commitments are evidenced in the College’s Mission Vision and Values Statement, various Board of Trustees’ policies, the PVC Strategic Plan: 2020 Vision, the criteria by which it evaluates job performance and in its organizational and committee structure which encourages collegial governance.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in

those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

### **Evidence of Meeting the Standard**

The College policy providing for faculty, staff, and student participation in the decision-making process is BP 2510 ([Evidence IV.A-11, BP 2510 Collegial Governance: Participation in Local Decision Making, adopted by the Board of Trustees](#)).

The policy states that while the Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations, it is committed to ensuring that appropriate members of the College community participate in developing policies and administrative procedures. The following members of the College community shall participate in the decision-making process: Academic Senate, staff, and students.

Additionally, AP 2510 identifies the College committees and organizations and, for each, describes its charge, membership and manner of reporting.

Collegial governance is supported in the PVC Strategic Plan: 2020 Vision, one of whose goals is to: “Promote and sustain an institutional environment of collegiality, transparency, participation, communication, and professionalism among all district constituents” ([Evidence IV.A-12, PVC Strategic Plan: 2020 Vision, Goal 9, p. 1](#)).

Among the constituent organizations identified in AP 2510 as participants in mutual agreement committees are the faculty and classified staff associations. CTA is a legally established faculty association authorized to engage in collective bargaining on work-related matters. The CTA is invited to report on its activities at regularly scheduled meetings of the Board of Trustees, and has a vote on all mutual agreement committees, including the College Council/Strategic Planning Steering Committee.

The CSEA is a legally established classified staff association authorized to engage in collective bargaining on work-related matters. The CSEA is invited to report on its activities at regularly scheduled meeting of the Board of Trustees, and has a vote on all mutual agreement committees, including the College Council/Strategic Planning Steering Committee.

Collegial governance is implemented not only in the College committees and organizations referenced above, but also in less formal ways through participation in Flex Days, Institute Days, all-staff meetings, Board of Trustees’ meetings, and other venues where participation and dialogue are encouraged.

At the time of the writing of this report in Fall 2019, AP 2510 is undergoing review for updating, corrections and possible changes in committee structures. In the spirit of shared participation in policy-making, the document that defines collegial governance is itself under review collegially by the College Council/Strategic Planning Steering Committee and the Academic Senate.

## **Analysis and Evaluation**

The College meets the standard in the establishment of AP/BP 2510, which authorizes administrator, faculty, and staff participation in decision-making processes. The policy defines Board and faculty decision-making relationships and identifies campus committees as to their charge, membership and reporting relationship. At present, AP 2510 is under review for updating and possible changes in committee structures.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

## **Evidence of Meeting the Standard**

Each year, the College publishes an updated List of College Organizations and Committees that identifies by name each member of each committee, constituency each represents and, if applicable, members' voting status on the committee ([Evidence IV.A-13 List of Organizations and Committees](#)). The committee names and the represented constituencies on each committee are based on comparable information provided in AP 2510 Collegial Governance: Participation in Local Decision Making,

For mutual agreement committees, such as College Council/Strategic Planning Steering Committee, Program Review, Budget Committee and Student Equity and Achievement, faculty and administrators have a virtually co-equal role in decision-making. After points of disagreement are resolved through discussion and dialog, most committee votes tend to be unanimous.

## **Analysis and Evaluation**

The College meets the standard by establishing clearly defined roles of faculty, administrators, staff and students in participative governance evidenced by the List of College Organizations and Committees. These roles are expressed formally in Board of Trustees' policies and in the PVC Strategic Plan: 2020 Vision, and informally by encouraging campus-wide participation in Flex Days, Institute Days, all-staff meetings and Board of Trustees' meetings.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

## **Evidence of Meeting the Standard**

Faculty and administrators have responsibility in recommendations regarding curriculum, as provided for in Board of Trustees' administrative procedure:

Through the Curriculum Committee of the Academic Senate, appropriate segments of faculty, students, and administration of the college shall share the responsibility for initiating or revising the curriculum ([Evidence IV.A-14 AP 4020 Program and Curriculum Development](#)).

Using their subject area expertise, faculty play a key role in writing and revising curricula, identifying desired competency levels and learning outcomes, and assessing student progress towards achieving those outcomes, as is more fully discussed in the response to Standard I.B.1.

Administrator responsibilities in the area of curriculum are as follows: decisions on course offerings, course scheduling, facilities to be used and faculty teaching assignment.

Once a course outline of record has been written and posted to eLumen by faculty representing an academic division, the review process begins, first with division members review, then with the Technical Review Committee, a subcommittee of the Curriculum Committee, and then to the Curriculum Committee for final review ([Evidence IV.A-15 Screen shot of Curriculum Workflow Deadlines](#)).

Both the Technical Review Committee, which reviews course outlines of record for clarity, coherence, accuracy and grammatical correctness, and the Curriculum Committee are co-chaired by the Vice President of Instruction and Student Services and a faculty member. The Curriculum Committee examines each course for the same qualities the division does, but from a broader, College-wide perspective. The Technical Review Committee and the Curriculum Committee may approve a course, approve it with modifications or disapprove it and send it back to the sponsoring division for rework.

### **Analysis and Evaluation**

The College's leadership looks to faculty for recommendations about student learning programs and services. Administrators examine and evaluate curriculum proposals and revisions in the Technical Review Committee and the Curriculum Committee. Administrators make final decision on offering curricula, scheduling, use of facilities and assignment of faculty. The Board of Trustees ultimately approves all curricula; however, it customarily follows the recommendations of the Academic Senate, through its subcommittee, the Curriculum Committee.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

### **Evidence of Meeting the Standard**

In addition to the participative governance structures and processes described above in the responses to standards IV.A.2, IV.A.3 and IV.A.4, the College also provides for open discussion and communication of ideas and varying perspectives from among constituent groups and the

public at meetings of the Board of Trustees. Early in the agenda of every meeting is a segment devoted to reports and discussion from the CTA, CSEA, Academic Senate, and Associated Student Government. A segment of each meeting agenda is also set aside for comments from citizens. These opportunities bring members of the Board of Trustees into discussions with representatives of constituent groups and the general public; they provide the occasions for Board members, constituent groups, and the public to discuss issues openly and for the good of the College.

The openness and accessibility of the Board of Trustees during regularly scheduled Board meetings is described in an array of Board policies. Here are some examples:

[Evidence IV.A-16: BP 3050 Institutional Code of Ethics #9](#): Welcome and encourage the active involvement of students, employees, and citizens of the District with respect to reviewing and recommending policy.

[Evidence IV.A-17: BP 2015 Student Member](#): The Board shall include one (1) non-voting student member. The term of office shall be one year commencing June 1 and ending May 31 of each year

[Evidence IV.A-18 BP 2345 Public Participation at Board Meetings](#): The Board shall provide opportunities for members of the general public to participate in the business of the Board.

[Evidence IV.A-19 BP 2510 Collegial Governance](#): Participation in Local Decision-Making: The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

There are effective governance policies and procedures in place such that the College can live up to Goal 9 of the PVC Strategic Plan: 2020 Vision, namely, to: Promote and sustain an institutional environment of collegiality, transparency, participation, communication, and professionalism among all district constituents ([Evidence IV.A-20 PVC Strategic Plan: 2020 Vision. p.1](#)).

## **Analysis and Evaluation**

The principles of collegial governance are spelled out in Board of Trustees' policies and in the PVC Strategic Plan: 2020 Vision and are put into practice in various College venues, namely, committee and organization meetings, Flex Days, Institute Days, all-staff meetings and at meetings of the Board of Trustees.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

## **Evidence of Meeting the Standard**

Most decision-making processes are codified in Board AP 2510 and in other Board policies, all of which are published on the College website. Results of decisions are published on the College website as well, most often in Board Docs. Here are a some of the key College organizations and

the ways decision-making processes are made known, and how decisions are communicated throughout the College:

	Decision-Making Defined	Decision Results Disseminated
Board of Trustees	<ol style="list-style-type: none"> <li>1. Board Bylaws BP/AP Chapter 2</li> <li>2. BP/AP 2200 Board Duties and Responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Minutes posted to Board Docs</li> <li>2. Approved actions emailed College-wide</li> </ol>
Academic Senate	Academic Senate Bylaws	Minutes posted to Board Docs
College Council/Strategic Planning Steering Committee	AP 2510 Collegial Governance: Local Decision Making—Charge, Membership, Reporting Relationship	Minutes emailed to committee members who, in turn, disseminate minutes to represented constituencies.
Curriculum Committee	<ol style="list-style-type: none"> <li>1. AP 2510 Collegial Governance: Local Decision Making—Charge, Membership, Reporting Relationship</li> <li>2. Curriculum Guide</li> <li>3. Curriculum website</li> <li>4. Workflow Deadlines</li> </ol>	Minutes posted to Board Docs
Student Equity and Achievement Committee	AP 2510 Collegial Governance: Local Decision Making—Charge, Membership, Reporting Relationship	Minutes posted to Board Docs
Program Review	<ol style="list-style-type: none"> <li>1. AP 2510 Collegial Governance: Local Decision Making—Charge, Membership, Reporting Relationship</li> <li>2. Program Review Guide</li> </ol>	Minutes posted to Board Docs Outlook
Budget and Planning Committee	<ol style="list-style-type: none"> <li>1. AP 2510 Collegial Governance: Local Decision Making—Charge, Membership, Reporting Relationship</li> <li>2. BP 6250 Budget Preparation</li> <li>3. BP 6250 Budget Management</li> <li>4. Budget and Planning Committee website</li> </ol>	Minutes posted to Board Docs

To access minutes on Board Docs: Main page > About Us > Board of Trustees > Board Policies and Procedures > Click icon in upper right corner

To access Board policies on Board Docs: Main page > About Us > Board of Trustees > Board Policies and Procedures

### **Analysis and Evaluation**

The College meets the standard by publishing decision-making processes, as well as decisions resulting from those process, on the College website, thereby making them accessible throughout the College and the public.

7. Leadership roles and the institution’s governance and decision-making policies,

procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

### **Evidence of Meeting the Standard**

College leadership, including the Board of Trustees in self-evaluation ([Evidence IV.A-21 Board of Trustees Self-Evaluation](#)), the Superintendent/President evaluated by the Board of Trustees ([Evidence IV.A-22 CEO Evaluation](#)), and educational administrators and managers are all evaluated annually on their job performance. Needless to say, while those evaluations are performed as required, the results, because they are confidential, are not published.

Board policies and administrative procedures, in which many decision-making processes are codified, are reviewed and updated as needed, usually in accordance with recommendations by the California Community College League. As noted earlier in the response to Standard IV.A.2, the College is reviewing AP 2510 as to timeliness and effectiveness in committee structure. The College is currently working up a schedule to provide a systematic review of all Board policies and administrative procedures.

Committee and organizational decision-making processes are continuously reviewed for integrity and effectiveness by the committee members themselves. Recent examples of improvements resulting from committee members are the Program Review Committee and the Curriculum Committee. Program Review Committee members updated, in 2017, its various review templates, and in Fall 2019, implemented annual program review for student support services departments, and implemented the program review Snapshot for academic divisions. The Curriculum Committee, similarly, revised its curriculum review processes in accordance with the recent implementation of eLumen. These changes are memorialized in the revised Program Review Guide ([Evidence IV.A-23](#)) and the revised Curriculum Guide ([Evidence IV.A-24](#)).

### **Analysis and Evaluation**

The College meets the standard by periodically evaluating its key decision-making processes, publishing results and implementing improvements. Key College leadership is evaluated annually as to job performance, though for reasons of confidentiality, the results of those evaluations are not published. Board of Trustees' policies and administrative procedures are periodically reviewed and updated. Committee and organization members themselves update and improve their own processes, as evidenced in the Program Review Committee and the Curriculum Committee.

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### **Conclusions on Standard IV.A. Decision Making Roles and Processes**

The College meets the standard by encouraging collegial decision-making, by supporting collegial decision-making in Board policies and the PVC Strategic Plan: 2020 Vision, by clearly defining the decision-making roles of College constituencies, by welcoming varying perspectives

and opinions, by publishing decision-making processes and the results of decisions for review by the entire College and the public and by periodically evaluating those processes for effectiveness and integrity.

### **Improvement Plan(s)**

1. Complete revisions and updates on AP 2510 Collegial Governance: Participation in Local Decision Making.
2. Implement a systematic process for the review and update of Board of Trustees' policies and administrative procedures.

### **Evidence List**

IV.A-1 College Statement of Mission, Vision and Values, College Catalog, p. 13  
IV.A-2 BP/AP 3050 Institutional Code of Ethics  
IV.A-3 BP/AP Code of Ethics/Standards of Practice  
IV.A-4 PVC Strategic Plan: 2020 Vision  
IV.A-5 Administrative/Management/Confidential Evaluation, #1  
IV.A-6 Administrative/Management /Confidential Evaluation, #11  
IV.A-7 Administrative/Management/Confidential Evaluation, #34  
IV.A-8 Administrative /Management Staff Survey, #3  
IV.A-9 Professional Self-Disclosure Statement  
IV.A-10 Professional Self-Disclosure Statement).  
IV.A-11 BP 2510 Collegial Governance: Participation in Local Decision Making  
IV.A-12 PVC Strategic Plan: 2020 Vision, Goal 9, p. 1).  
IV.A-13 List of Organizations and Committees  
IV.A-14 AP 4020 Program and Curriculum Development  
IV.A-15 Screen shot of Curriculum Workflow Deadlines).  
IV.A-16 BP 3050 Institutional Code of Ethics #9  
IV.A-17 BP 2015 Student Member  
IV.A-18 BP 2345 Public Participation at Board Meetings  
IV.A-19 BP 2510 Collegial Governance: Participation in Local Decision-Making  
IV.A-20 PVC Strategic Plan: 2020 Vision. p.1  
IV.A-21 Board of Trustees Self-Evaluation  
IV.A-22 CEO Evaluation  
IV.A-23 Program Review Guide  
IV.A-24 Curriculum Guide

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### **B. Chief Executive Officer**

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

## **Evidence of Meeting the Standard**

The Superintendent/President, by virtue of his leadership, management skills, knowledge and experience in college administration and character, is responsible for establishing and maintaining the highest level of quality for the College as an institution of higher learning. His ongoing job responsibilities include:

1. Chief advisor to the Board of Trustees on policy matters and decisions pertaining to the effective management and operation of the College.
2. Chair of the Full Administrative Council, consisting of the Vice President of Instruction and Student Services, Vice President of Administrative Services, Associate Vice President of Human Resources, Director of Information Technology and all program managers providing managerial support and direction to the College.
3. Chair of the College Council/Strategic Planning Steering Committee, consisting of representatives of all constituent organizations—faculty, staff, administrators and students. The Committee is charged with reviewing issues of concern to the College community and assigning those concerns to the appropriate constituent organization to develop recommendations. The Full Administrative Council and College Council/Strategic Planning Steering Committee are also responsible for reviewing and approving agendas of the Board of Trustees and frequently have joint meetings to accomplish this task.
4. Secretary to the Palo Verde College Foundation, which provides scholarship and other support to the students of the College. In this role, the Superintendent/President provides administrative support and informed guidance to the Foundation, while serving as its liaison with the Board of Trustees and the College.
5. Acts as the key representative of the College in community organizations and functions.
6. Serves as the representative of the College for appropriate state, regional and federal agencies and organizations.
7. Supervisor of the Office of the Superintendent/President, which consists of an administrative staff, the Administrative Assistant and the Executive Secretary. Three administrators report directly to the Superintendent/President:
  - a. Vice President of Instruction and Student Services
  - b. Vice President of Administrative Services
  - c. Associate Vice President of Human Resources
8. Plans and presides at Faculty-Staff meetings, monthly gatherings of all faculty, staff and administrators for a one-hour meeting devoted to discussion to topics of interest

and concern to the College community, such as the budget, accreditation progress, and reports from College departments and organizations.

The Superintendent/President also provides leadership to the College by ensuring Board policies are reviewed and updated to maintain consistency with the College's mission and to maintain compliance with state and federal policies and standards in higher education. He coordinates with College constituencies to provide for collegial governance of the College, works cooperatively with constituent organizations in evaluating the effectiveness of the College's processes and structures and provides leadership to the College in meeting or exceeding standards of accreditation.

### **Analysis and Evaluation**

The College meets the standard. The Superintendent/President is the key leader of the College and its chief representative. He is given the authority by the Board of Trustees to administer policies in its behalf, and, as such, is entrusted with upholding the mission and ensuring the educational quality of the College. He promotes collegial participation and encourages his immediate subordinates to do the same.

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

### **Evidence of Meeting the Standard**

The Superintendent/President's immediate subordinates responsible for managing the operations of the college are the Vice President of Instruction and Student Services, Vice President of Administrative Services, and the Associate Vice President of Human Resources.

Through these key persons, the Superintendent/President oversees the operations of the College. The authority of the Superintendent/President to delegate powers and duties entrusted to him by the Board is provided in BP 2430 Delegation of Authority, which states, in part:

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties ([Evidence IV.B-1 BP 2430 Delegation of Authority](#)).

The administrative structure is simple but effective, and demonstrates the Superintendent/President's skills in delegating authority. He invests in each of his subordinates the authority and resources to carry out his or her responsibilities effectively.

### **Analysis and Evaluation**

The College meets the standard. The Superintendent/President has assembled a team of administrators who know their jobs and who understand the duties and responsibilities with which the Superintendent/President has charged them. The Superintendent/President is an

effective delegator. He invests his subordinates with sufficient authority and resources to administer College programs and services effectively.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  - establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;
  - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
  - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
  - ensuring that the allocation of resources supports and improves learning and achievement; and
  - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### **Evidence of Meeting the Standard**

The Superintendent/President guides the College in a process of ongoing improvement of its teaching and learning environment, as follows:

1. Establishing a collegial process that sets values, goals, and priorities:

The Superintendent/President sets a positive tone encouraging collegial participation in College policy discussions and decisions in support of the mission, namely, to provide opportunities for “personal and professional growth to a diverse and unique community of learners in an academic environment.” He recognizes that sustaining an exemplary learning environment requires that all College constituents be empowered to participate collegially in formulating College policies.

The Superintendent/President has established collegial processes in various venues: as advisor to the Board of Trustees on academic matters; as chair of the College Council/Strategic Planning Steering Committee and the Full Administrative Council; as chair of all-staff meetings; and in his delegation of authority to his management team.

In establishing a collegial process for the College, the actions of the Superintendent/President are consistent with the Institutional Goals expressed in the PVC Strategic Plan: 2020 Vision, specifically, Goal 9:

Promote and sustain an institutional environment of collegiality, transparency, participation, communication, and professionalism among all district constituents ([Evidence IV.B-2 PVC Strategic Plan: 2020 Goal 9, p.1](#)).

2. Ensuring the college sets institutional performance standards for student achievement:

The Superintendent/President authorized the Vice President of Instruction and Student Services, in 2015, to work with institutional research staff to develop institution-set standards for the College. The results are posted on the College website and are more fully discussed in the response to Standard I.B.3 in this report. Among the various institution-set standards tabulated, course completion rates were since integrated into each program review report to the extent that actual course completions are compared with institution-set standards.

3. Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions:

As evidence of his support of research and analysis of the College's external and internal environment, the Superintendent/President authorized development Comprehensive Master Plan, 2016, consisting of plans in education, facilities and technology that included an environmental scan, internal and external, of the College. ([Evidence IV.B-3 Comprehensive Master Plan, pp. 13-97](#)).

The Superintendent/President's support of institutional research is evidenced, moreover by his authorization, in 2016, of the creation of the position of Director of Institutional Research.

4. Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning:

The Superintendent/President authorized and supports College planning documents that incorporate educational planning with resource planning. Here are relevant excerpts from some of those College plans:

Maximize existing resources and improve processes to ensure short and long-range fiscal stability and to maintain instructional, student support, and operational integrity ([Evidence IV.B-4 PVC Strategic Plan: 2020 Vision Goal 5, p. 1](#)).

As reflected in its strategic goals, the College is keenly interested in student achievement and completion, and sets a high priority on those indicators of its successful accomplishment of its mission ([Evidence IV.B-5 Comprehensive Master Plan, 2016, p. 6](#)).

Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer ([Evidence IV.B-6 PVC Strategic Plan: 2020 Vision, Goal 1, p. 1](#)).

5. Ensuring that the allocation of resources supports and improves learning and achievement:

The Superintendent/President's commitment to allocating resources to improve learning is evident in the various new faculty and staff positions he has

authorized, as well as new campus services and programs started under his watch:

- New position of Correspondence Education Counselor/Coordinator, 2015
- New position of Education Advisor, 2019
- New position of Education Advisor, 2019
- New position of Education Advisor, Part-Time, 2019
- New faculty position in Anthropology, 2019
- New faculty position in Earth Science, 2019
- New faculty position in Agriculture, 2019
- Start-up of the Student Success Center, Fall 2019)
- Start-up of the Veterans Resource Center, Fall 2019
- Start-up of the new athletics program in intercollegiate basketball, Fall 2019
- New position of Athletics Director, 2019
- New position of Dean of Instruction & Student Services, 2016
- New position of Job Placement Specialist/Nursing Placement & Clinical Site Coordinator, 2018
- The new upgraded position of Associate Dean of Instruction, 2019
- Needles Center has a part-time adult education coordinator and three adjunct faculty

6. Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:

The President/Superintendent actively promotes regular and comprehensive evaluations of College policies and practices, as evidenced by his leading the update of the College mission statement, the Integrated Planning Manual, the Comprehensive Master Plan, the PVC Strategic Plan: 2020 Vision and Board policies and administrative procedures. He supports policies and programs of continuous improvement in all programs and services, evidenced by his strong advocacy of program review, institutional research, and the accreditation process.

### **Analysis and Evaluation**

The College meets the standard in that the Superintendent/President actively supports, by his actions, collegial processes consistent with College values and goals, institutional-set standards for learning and achievement, quality institutional research, integration of educational planning with resource planning, allocation of resources in support of learning and processes that evaluate planning and implementation efforts in support of the mission.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

### **Evidence of Meeting the Standard**

The Superintendent/ President demonstrates leadership in assuring the College maintains its accreditation status and meets or exceeds all accreditation standards, and complies with Commission policies, in accordance with Board of Trustees' Policy 3200:

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report ([Evidence IV.B-7 BP 3200 Accreditation](#)).

The Superintendent's leadership in accreditation matters is in support of one of the goals of the PVC Strategic Plan: 2020 Vision:

Maintain fully affirmed Accreditation status, and continue to use Accreditation Standards to guide integrated strategic planning, program review, student learning outcomes assessment, and college operations ([Evidence IV.B-8 PVC Strategic Plan: 2020 Vision Goal 4, p. 1](#)).

The Superintendent/President designated the Vice President of Instruction and Student Services as the Accreditation Liaison Officer, who, in turn, appointed a team of faculty, staff and administrators as the "A-Team" charged with writing the current institutional self-evaluation report.

The Superintendent/President has served on visiting accreditation teams to other California Community Colleges, and recently served as chair of a visiting team.

### **Analysis and Evaluation**

The College meets the standard in that the Superintendent/President actively supports the accreditation process and ensures that College policies and actions are consistent with accreditation standards and principles.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

### **Evidence of Meeting the Standard**

The Superintendent/President assures the implementation statutes, regulations and Board policies several ways:

1. By staying informed of changes and new statewide developments that have an impact on the College:

As a participant in statewide professional associations and organizations, including the California Community College League, the Superintendent/President stays informed of new and anticipated regulatory and policy developments that might affect the College. He relays back to the Board of Trustees and to College personnel news of such developments and what impact they might have on the College.

2. By maintaining ongoing contact with faculty and staff:

The Superintendent/President is highly accessible to the Board, faculty, staff and administration at various types of meeting venues, formal and informal. Such venues include formal meetings of the Board of Trustees, College Council/Strategic Planning Steering Committee, all-staff meetings, Flex Days and Institute Days. Venues may also include informal meetings over lunch in the Den, while walking to a meeting or a class, or in an email exchange. These venues provide opportunities for the Superintendent/President to discuss candidly matters facing the College and to ensure that College processes are consistent with its Mission and policies.

The Superintendent/President controls the budget and expenditures as follows:

1. The Superintendent/President reviews monthly expenditures with the Vice President of Administrative Services to ensure they are within budget limits, and he regularly reviews FTES projections with the Vice President of Administrative Services and Vice President of Instruction and Student Services.
2. Periodically throughout the month, and prior to each Board meeting, the Superintendent/President reviews the cash flow statement and other budget reports produced by the office of Vice President of Administrative Services. He notes any expenditure that appears to be out of line and reviews fund balances to make sure they are in compliance with state requirements and College budget policy.
3. During contract negotiations with the College's two associations, CSEA and CTA, the Superintendent/President, as chief negotiator for the College, reviews with the Vice President of Administrative Services and Vice President of Instruction and Student Services all contract items that have potential financial impact on the College. He takes into account all other ongoing and anticipated financial obligations of the College, as well as its projected revenue, prior to committing to further contract obligations.
4. All purchase orders, travel requests, contracts, and other agreements involving expenditures must receive approval by the Superintendent/President.

5. The Superintendent/President reviews the independent auditor's annual report with the Vice President of Administrative Services, and where applicable, other administrators and staff. He reviews auditor's recommendations and ensures, through the Vice President of Administrative Services, that all recommendations are implemented to the satisfaction of the auditor.
6. The Superintendent/President serves as the College's representative on the Measure P Citizens' Bond Oversight Committee.

### **Analysis and Evaluation**

The College meets the standard. The Superintendent/President, by virtue of his managerial practices and style, assures the implementation of statewide and College policies and regulations. He is highly accessible to members of the Board of Trustees, administrators, faculty, staff and students. He keeps current with statewide rules and policies that might have impact on the College, and he conveys these observations to the Board of Trustees and College personnel. He participates in various kinds of meeting venues, formal and informal, that enable him to assure the College is consistent with its mission and policies.

The Superintendent/President effectively controls the budget and expenditures. He confers regularly with the Vice President of Administrative Services on budget matters and reviews monthly cash flow and other reports. He represents the College in contract negotiations and is responsible all contract items that have potential financial impact on the College. He approves purchase orders, travel requests and other monetary agreements. He reviews the auditor's annual report and ensures that the College implements the auditor's recommendations. The Superintendent/President also represents the College on the Measure P Citizens' Bond Oversight Committee.

6. The CEO works and communicates effectively with the communities served by the institution.

### **Evidence of Meeting the Standard**

The Superintendent/President is active in the Blythe community formally and informally. He is an active member of the Blythe Rotary Club and participates in many community events. Informally, the Superintendent/President works closely with the administration of the Palo Verde Unified School District and the City of Blythe, as well as with elected officials from both. Moreover, the Superintendent/President is widely known and involved with community affairs and maintains close ties with the local newspaper.

The Superintendent/President is making efforts to participate in the Needles community, home to the College's Needles Center. He has participated in various community events, including service club meetings. The Superintendent/President, along with the Vice President of Instruction and Student Services, maintains ongoing contact with the Director of the Needles

Center to ensure the Needles Center receives the benefits of all the College's educational and student support services.

The Superintendent/President is an accomplished vocalist and guitarist and performs with the College's faculty quartet, Dee Sharp and Mesa Flatts, in various events, both on campus and in the community.

The Superintendent/President recently earned an internationally recognized credential in Teaching English as a Foreign Language (TEFL) and currently teaches an ESL course at the College to Spanish-speaking migrant farmworkers through an agreement with California Adult Education Consortium (CAEP). These classes keep Dr. Wallace in touch with the prime student demographic of the College as well as the local farm owners who encourage and support their workers who attend these classes.

### **Analysis and Evaluation**

The Superintendent/President is active in both the Blythe and Needles communities and is an effective ambassador for the College in each community.

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### **Conclusions on Standard IV.B. CEO**

The College meets the standard by virtue of the knowledge, skill, managerial expertise and leadership of its Superintendent/President. The Superintendent/President uses the responsibility given him by Board of Trustees' policy to carry out the policies of the Board of Trustees and to delegate responsibilities to appropriate administrators. He oversees and evaluates the operations of the College and takes corrective action when needed. He ensures that Board policies support education and learning and that financial resources are available and used to support quality instruction and support services. He ensures compliance with accreditation and other applicable laws and regulations, controls the College's budget and finances and works and communicates effectively with the communities served by the College.

### **Improvement Plan(s)**

None at this time.

### **Evidence List**

- IV.B-1 BP 2430 Delegation of Authority
- IV.B-2 PVC Strategic Plan: 2020 Goal 9, p.1
- IV.B-3 Comprehensive Master Plan, pp. 13-97
- IV.B-4 PVC Strategic Plan: 2020 Vision Goal 5, p. 1
- IV.B-5 Comprehensive Master Plan, 2016, p. 6
- IV.B-6 PVC Strategic Plan: 2020 Vision, Goal 1, p. 1

### **C. Governing Board**

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

#### **Evidence of Meeting the Standard**

The College’s Board of Trustees has authority and responsibility for all policies governing the College, deriving its authority from Section 70902 of the Education Code of the State of California ([Evidence IV.C-1 Education Code Section 70902](#), as re-stated in the College’s Board policy ([Evidence IV.C-2 BP 2429-PVC Board Authority](#)).

Board authority and responsibilities, further defined in Board policy, include, but are not limited to, responsibilities to assure “fiscal health and stability” and to monitor “educational quality”:

The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the district
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the district ([Evidence IV.C-3 BP 2200 Board Duties and Responsibilities](#))

As to academic and professional matters, the Board recognizes its responsibilities to consult collegially with the Academic Senate, and defines this relationship as follows:

The Board chooses that the District Governing Board shall develop policies on “academic and professional matters” through its designate, the Superintendent/President, and representatives of the Academic Senate which shall share the obligation of reaching “mutual agreement” by written resolution, regulation, or policy with the Governing Board effectuating such recommendations ([Evidence IV.C-4 BP 2510 Collegial Governance: Local Decision Making](#)).

#### **Analysis and Evaluation**

The College meets the standard. The College’s Board of Trustees has full authority, derived from California Education Code, to develop policies for the operation of the College. Among the responsibilities, defined in Board policy, are those requiring the Board to monitor educational quality, in mutual agreement with the Academic Senate, and to ensure financial stability.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

### **Evidence of Meeting the Standard**

This standard is addressed unequivocally in Board of Trustees' Policy 2715 Code of Ethics/Standards of Practice, which states, in part:

It is my further responsibility to: Base my personal decisions upon all available facts in each situation, vote by honest conviction in every case unswayed by partisan bias, and abide by and uphold the final majority decision of the Board ([Evidence IV.C-5 BP 2715 Code of Ethics/Standards of Practice](#), Item #3).

### **Analysis and Evaluation**

The College meets the standard by virtue of the cited Board policy.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

### **Evidence of Meeting the Standard**

The process for selecting the CEO of the College is clearly defined in the following Board of Trustees' policy:

In the case of a Superintendent/President (CEO) vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations ([Evidence IV.C-6 BP 2431 Selection of the Superintendent/President](#)).

See also [Evidence IV.C-7 AP 2431 Superintendent/President Selection](#).

The process for evaluating the CEO is clearly defined in the following Board policy and administrative procedure, quoted in part:

The Board shall conduct an evaluation of the Superintendent/President at least annually, in writing, by September 30 (see BP/AP 2429-PVC). Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy ([Evidence IV.C-8 BP 2435 Evaluation of Superintendent/President](#)).

The Board will evaluate the performance of the Superintendent/President based on goals and objectives and other appropriate criteria agreed to by the Superintendent/President and the Board of Trustees. The primary purpose of the evaluation will be to maintain high quality District and college administrative leadership ([Evidence IV.C-9 AP 2435 Evaluation of Superintendent/President](#).)

The evaluation instrument used most recently, in Fall 2019, by the Board of Trustees in evaluating the job performance of the Superintendent/President's is as follows: [Evidence IV.C-10 CEO Evaluation Instrument 2018-19](#)).

## **Analysis and Evaluation**

The College meets the standard by virtue of the cited Board policy and administrative procedure.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

## **Evidence of Meeting the Standard**

The College, through the Board of Trustees and implementation of its policies and administrative procedures, fulfills this standard, as follows:

### Independent policy-making body:

To ensure that the Board of Trustees acts as an independent body, free of influence or economic interest in its decisions, members are required to file a conflict of interest statement in accordance with the provisions of Government Code of the State of California and restated in policy of the Board of Trustees ([Evidence IV.C-11 BP 2710 Conflict of Interest](#)). Members also must adhere to the provisions of the Board-adopted Code of Ethics/Standards of Practice, which state, in part, that each member will "resist every temptation and outside pressure to use my position as a community college board member to benefit either myself or any other individual or agency apart from the welfare of the Palo Verde Community College District" ([Evidence IV.C-12 BP 2715 Code of Ethics/Standards of Practice](#), Item #6).

### Reflects the public interest:

Each member of the Board of Trustees is required to adhere to the provisions of the Board-adopted Code of Ethics/Standards of Practice, which states, in part: "I am committed to serve the needs of the citizens of the District...I am responsible to all citizens of the District, and not solely to those who elected me. The authority delegated to me by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community" ([Evidence IV.C-13 BP 2715 Code of Ethics/Standards of Practice](#), Item #5).

### Defends the College and protects it from undue influence or political pressure:

This requirement is part of the Board-adopted Code of Ethics/Standards of Practice, which states, in part, that each member will "resist every temptation and outside pressure to use my position as a community college board member to benefit either myself or any other individual or agency apart from the welfare of the Palo Verde Community College District" ([Evidence IV.C-14 BP 2715 Code of Ethics/Standards of Practice](#), Item #6).

Measures are in place in this same policy to address violations of this policy or BP 2710 (see response to Standard IV.C.11).

## Analysis and Evaluation

Policies are in place and implemented to ensure the Board of Trustees is: an independent policymaking body that acts in the public interest, advocates for and defends the College and protects it from undue influence or pressure. BP 2715 describes steps to be taken in the event of violations of the policy.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

## Evidence of Meeting the Standard

Each of the matters raised in this standard is addressed in Board policy. The following excerpts are from BP 2200 ([Evidence IV.C-15 BP 2200 Board Duties and Responsibilities](#)) unless otherwise noted:

### Quality, integrity and improvement of student learning programs and services and resources necessary to support them:

The Board is committed to fulfilling its responsibilities to...Monitor institutional performance and educational quality

As part of and in addition to the authority granted under Education Code Section 70902, the duties of the board are as follows...To consider and act upon the curricular offerings of the college upon the recommendation of the Superintendent/President after consultation with the Academic Senate ([Evidence IV.C-16 BP 2429-PVC Board Authority](#), Item #3)

Recognize that it is as important for the Board to understand and evaluate the educational program of Palo Verde College as it is to plan for the business of college operation ([Evidence IV.C-17 BP 2715 Code of Ethics/Standards of Practice](#), Item #7).

### Educational quality:

The Board is committed to fulfilling its responsibilities to...Monitor institutional performance and educational quality

As part of and in addition to the authority granted under Education Code Section 70902, the duties of the board are as follows...To consider and act upon the curricular offerings of the college upon the recommendation of the Superintendent/President after consultation with the Academic Senate ([Evidence IV.C-18 BP 2429-PVC Board Authority](#), Item #3)

Recognize that it is as important for the Board to understand and evaluate the educational program of Palo Verde College as it is to plan for the business of college operation ([Evidence IV.C-19 BP 2715 Code of Ethics/Standards of Practice](#), Item #7).

### Legal matters:

The Board is committed to fulfilling its responsibilities to...Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations

Financial integrity and stability:

The Board is committed to fulfilling its responsibilities to...Assure fiscal health and stability

**Analysis and Evaluation**

7

The College meets the standard through Board policy, which gives the Board of Trustees responsibilities for each of the matters cited in the standard.

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

**Evidence of Meeting the Standard**

The matters described in this standard are each described in Board policy, as follows:

Board's size:

Board policy specifies the size and membership of the Board, which consists of a non-voting student representative in addition to the seven members elected at large—five from Blythe, two from Needles (Evidence IV.C-20 2010 BP 2010 Board Membership). See also [Evidence IV.C-21 BP 2015 Student Member](#).

Duties, responsibilities:

Duties and responsibilities are defined in Board policy: [Evidence IV.C-22 BP 2200 Board Duties and Responsibilities](#).

Structure:

The organizational structure of the Board of Trustees as to size, membership, officers, and committees is described in Board policy, as follows:

BP 2010 Board Membership ([Evidence IV.C-23 BP 2010 Board Membership](#))

BP 2015 Student Member ([Evidence IV.C-24 BP 2015 Student Member](#))

BP 2210 Officers ([Evidence IV.C-25 BP 2210 Officers](#))

BP 2220 Committees of the Board ([Evidence IV.C-26 BP 2220 Committees of the Board](#))

## Operating procedures

Operating procedures cover an array of matters, including, but not limited to, vacancies, term limits, closed sessions, quorum and voting, agendas and decorum. These matters are addressed variously in Board policies listed on the College website and accessed as follows: Main page > About Us > Board Policies and Procedures > Chapter 2 Board Bylaws.

### **Analysis and Evaluation**

The College meets the standard with policies in place addressing each of the matters raised in this standard.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

### **Evidence of Meeting the Standard**

By majority vote, the Board of Trustees may, by Board policy, amend or revise any existing policy

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended ([Evidence IV.C-27 BP 2410 Policy and Administrative Procedures](#)).

As noted in the response to Standard I.B.7, Board of Trustees' policies and administrative procedures have historically been evaluated and revised on an as-needed basis, supplemented by updates provided by the California League of Community Colleges. In addition to League updates, the College has developed a schedule calling for regular review and update of policies and procedures. Board policies and administrative procedures have been converted to Board Docs, providing a central, accessible location for important College documents.

### **Analysis and Evaluation**

The College meets the standard. The Board of Trustees, by policy, may amend or revise any existing policy at any time, by majority vote. Board policy revisions and updates have historically been accomplished on an as-needed basis supplemented by updates by the California League of Community Colleges.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

### **Evidence of Meeting the Standard**

The Board reviews various indicators of student success principally in its review of instructional and learning support program reviews. Those indicators include assessments of course-level (SLO) and program-program-level (PLO) learning outcome results for academic areas, course completion rates as compared with institution-set standards, course retention rates, program award conferrals, and annual service area outcomes (SAO) for learning support areas. With the addition of the annual Snapshot addendum to the instructional program reviews, the Board may examine for each academic division, analyses of course completions, over time, by student equity characteristics, as well as specific improvements resulting from SLO assessments.

Here are examples of how performance indicators are incorporated into program review reports:

An example of a comprehensive, four-year academic area program review is the AA with Emphasis in Arts and Humanities, Language Arts and Communication Division: [Evidence IV.C-28 Language Arts and Communication Program Review, 2018, SLO and PLO assessments, pp. 20-25; course completion and retention, pp. 37-48; award conferrals, p. 14.](#)

An example of the Snapshot annual program review report showing course completion rates by student equity characteristics is the Business Snapshot ([Evidence IV.C-29 Business Snapshot, 2019](#)).

An example of an annual learning support program review is the Admissions and Records Annual Program Review ([Evidence IV.C-30 Admissions and Records Annual Program Review, 2019, service area outcome assessments, pp. 2-3](#)).

The College also publishes on the website current data collected from the Chancellor's Data Mart services in the form of the Scoreboard, viewable as follows: Main page > Scroll down to Scoreboard.

### **Analysis and Evaluation**

The College meets the standard with opportunities to review various key performance indicators in program review reports from academic areas and learning support areas. The College publishes Scorecard data on the website, viewable publicly.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

### **Evidence of Meeting the Standard**

New member orientation and Board member development:

According to Board policy, the Board of Trustees "is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation" ([Evidence IV.C-31 BP 2740 Board Education](#)).

The policy further addresses the matter of new member orientation:

Superintendent/President and the Board shall assist each new member-elect to understand the Board's functions, policies and procedures before he or she assumes office. Such assistance shall include, but shall not be limited to, Board study sessions and providing written materials and invitations to attend Board meetings, conferences and other activities that foster trustee education with the Superintendent/President. New Board members shall be encouraged to attend meetings on a regional basis held as training/information sessions by other organizations.

Each year, Board members, especially the Board President and new members, are encouraged to attend training sponsored by the Community College League of California.

#### Board continuity and staggered terms of office:

The continuity of the Board is achieved by having staggered terms: "Elections shall be held every two years, in odd-numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election" ([Evidence IV.C-32 BP 2100 Board Elections](#)).

Provisions for unexpected vacancies are also addressed in Board policy: [Evidence IV.C-33 BP 2110 Vacancies on the Board](#).

### **Analysis and Evaluation**

The Board of Trustees has an effective professional development and new-member orientation. Board members attend training and workshop sessions offered through the Community College League of California and have various resources available to them through the College.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

### **Evidence of Meeting the Standard**

The members of the Board of Trustees evaluate their own performance once each year, in accordance with Board policy ([Evidence IV.C-34 BP 2745 Board Self-Evaluation](#)). Board members develop their own evaluation instruments and review a summary of the results at a Board session scheduled for that purpose. In its most recent self-evaluation, in September/October 2019, the Board assessed its performance in these areas ([Evidence IV.C-35 Board of Trustees Self-Evaluation](#)).

1. Policies, Guidance, and Decision-Making
2. Relationships with Superintendent

3. Board-Employee Relationships
4. Relationships with the Educational Program/Students
5. Board/Community Relationships
6. Business and Financial Management
7. Professional Development of the Board

Results the Board self-evaluation are published on the College website. The results of the 2018-19 self-evaluation are posted to the Board of Trustees' regular meeting agenda of September 10, 2019 ([Evidence IV.C-36 Board of Trustees 2018-19 Self-Evaluation, September 10, 2019 Agenda](#)).

### **Analysis and Evaluation**

The Board of Trustees is committed to the practice of self-assessment as part of the process of improving performance, as is evidenced in Board policy and by the self-evaluation instrument. Self-evaluation results are posted to the College website and are publicly viewable.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

### **Evidence of Meeting the Standard**

The terms of this standard are addressed in Board policy ([Evidence IV.C-37 BP 2715 Code of Ethics/Standards of Practice](#)). As discussed in the response to Standard IV.C.4, the policy establishes steps to be taken to deal with violations of BP 2715 Code of Ethics/Standards of Practice or BP 2710 Conflict of Interest:

Any Board member who violates this policy or the Board of Trustees' Conflict of Interest Policy (BP 2710) shall be subject to the appropriate disciplinary action. Such action may include but is not limited to the following depending upon whether it is a first, second or subsequent occurrence and the severity of the issue:

Verbal counseling by the Board President, or if the Board member in question is the Board President by the Board Vice President or next ranking Board officer.

Letter of Reprimand by the Board President, [or] if the Board member in question is the Board President by the Board Vice President or next ranking Board officer ([Evidence IV.C-38 BP 2715 Code of Ethics/Standards of Practice](#)).

A majority of the board members have no employment, family, ownership, or other personal financial interest in the College. In the event of possible financial conflict of interest with matters coming before the Board, a Board member is required to disclose publicly the possible conflict of

interest and take appropriate steps to avoid a conflict of interest in participating in Board actions ([Evidence IV.C-39 BP 2710 Conflict of Interest](#)).

Among the Board's duties and responsibilities defined in Board policy ([Evidence IV.C-40 BP 2200 Board Duties and Responsibilities](#)) are two relevant to this standard, namely,

- Assure fiscal health and stability
- Monitor institutional performance and educational quality

### **Analysis and Evaluation**

The College meets the standard with code of ethics and conflict of interest policies in place designed to ensure impartiality in Board actions. Those policies incorporate measures to deal with violations of those policies, when and if they occur. Board policy also defines specific duties and responsibilities of the Board, including ensuring the academic and fiscal integrity of the College.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

### **Evidence of Meeting the Standard**

The terms of this standard are addressed in various Board policies:

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action ([Evidence IV.C-41 BP 2430 Delegation of Authority to Superintendent/President](#))

The Board is committed to fulfilling its responsibilities to...Delegate power and authority to the chief executive to effectively lead the district ([Evidence IV.C-42 BP 2200 Board Duties and Responsibilities](#)).

...The Board shall delegate to and hold the Superintendent/President and his/her staff accountable for the administration of the educational program and the conduct of college business ([Evidence IV.C-43 BP 2715 Code of Ethics/Standards of Practice](#)).

### **Analysis and Evaluation**

The College meets the standard through various Board policies, including BP 2430 Delegation of Authority to Superintendent/President, BP 2200 Board Duties and Responsibilities and BP 2715 Code of Ethics/Standards of Practice.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

## **Evidence of Meeting the Standard**

The Board of Trustees is kept fully informed of all matters pertaining to the College's accreditation status by the Superintendent/President and Accreditation Liaison Officer, as provided in BP 3200 Accreditation, quoted here in full:

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Included in the Board of Trustees' performance evaluation of the Superintendent/President is an assessment of the Superintendent/President's success in maintaining a fully affirmed accreditation status:

Maintain accreditation status fully affirmed and continue to use accreditation standards to guide integrated strategic planning, program review, student learning outcomes, and college operations ([Evidence IV.C-44 Superintendent/President Evaluation Form, Part A. Annual Goals Accomplishments, Item #6](#)).

## **Analysis and Evaluation**

The College meets the standard in the Board of Trustees' expectation, expressed through policy, to keep fully informed of the College's accreditation status and to be advised of any accreditation process in which the Board needs to participate. The Board evaluates the Superintendent/President on his efforts to keep the College in fully-affirmed accreditation status.

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## **Conclusions on Standard IV.C. Governing Board**

The College meets the standard by having in place, and adhering to, various policies that clearly define the authority, duties and responsibilities of the Board of Trustees.

Such policies include responsibilities for the College's financial stability and quality education programs, for making decisions as a collective entity, for selecting and evaluating the Superintendent/President, for being an independent body acting in the public interest, for being the ultimate decision-maker in educational quality, legal matters and financial integrity, for specifying the size and membership of the Board, for revising policies when needed, for reviewing College performance indicators, for conducting an annual self-evaluation, for subscribing to a code of ethics policy, for delegating authority to the Superintendent/President

and holding him accountable for executing Board policies and for keeping informed of accreditation processes affecting the College.

### **Improvement Plan(s)**

Require that key performance indicator reports and analyses of the College as a whole be presented to the Board of Trustees at least annually.

### **Evidence List**

- IV.C-1 Education Code Section 70902
- IV.C-2 BP 2429-PVC Board Authority
- IV.C-3 BP 2200 Board Duties and Responsibilities
- IV.C-4 BP 2510 Collegial Governance: Local Decision Making
- IV.C-5 BP 2715 Code of Ethics/Standards of Practice, Item #3
- IV.C-6 BP 2431 Selection of the Superintendent/President
- IV.C-7 AP 2431 Superintendent/President Selection
- IV.C-8 BP 2435 Evaluation of Superintendent/President
- IV.C-9 AP 2435 Evaluation of Superintendent/President
- IV.C-10 CEO Evaluation Instrument 2018-19
- IV.C-11 BP 2710 Conflict of Interest
- IV.C-12 BP 2715 Code of Ethics/Standards of Practice, Item #6
- IV.C-13 BP 2715 Code of Ethics/Standards of Practice, Item #5
- IV.C-14 BP 2715 Code of Ethics/Standards of Practice, Item #6
- IV.C-15 BP 2200 Board Duties and Responsibilities
- IV.C-16 BP 2429-PVC Board Authority, Item #3
- IV.C-17 BP 2715 Code of Ethics/Standards of Practice, Item #7
- IV.C-18 BP 2429-PVC Board Authority, Item #3
- IV.C-19 BP 2715 Code of Ethics/Standards of Practice, Item #7
- IV.C-20 BP 2010 Board Membership
- IV.C-21 BP 2015 Student Member
- IV.C-22 BP 2200 Board Duties and Responsibilities
- IV.C-23 BP 2010 Board Membership
- IV.C-24 BP 2015 Student Member
- IV.C-25 BP 2210 Officers
- IV.C-26 BP 2220 Committees of the Board
- IV.C-27 BP 2410 Policy and Administrative Procedures
- IV.C-28 Language Arts and Communication Program Review, 2018, SLO and PLO assessments, pp. 20-25; course completion and retention, pp. 37-48; award conferrals, p.1
- IV.C-29 Business Snapshot, 2019
- IV.C-30 Admissions and Records Annual Program Review, 2019, service area outcome assessments, pp. 2-3
- IV.C-31 BP 2740 Board Education
- IV.C-32 BP 2100 Board Elections
- IV.C-33 BP 2110 Vacancies on the Board
- IV.C-34 BP 2745 Board Self-Evaluation

IV.C-35 Board of Trustees Self-Evaluation Form  
IV.C-36 Board of Trustees 2018-19 Self-Evaluation, September 10, 2019 Agenda  
IV.C-37 BP 2715 Code of Ethics/Standards of Practice  
IV.C-38 BP 2715 Code of Ethics/Standards of Practice  
IV.C-39 BP 2710 Conflict of Interest  
IV.C-40 BP 2200 Board Duties and Responsibilities  
IV.C-41 BP 2430 Delegation of Authority to Superintendent/President  
IV.C-42 BP 2200 Board Duties and Responsibilities  
IV.C-43 BP 2715 Code of Ethics/Standards of Practice  
IV.C-44 Superintendent/President Evaluation Form, Part A. Annual Goals Accomplishments,  
Item #6

#### **D. Multi-College Districts or Systems**

NOTE: Palo Verde College is not a multi-college system; therefore, this standard does not apply.

#### **Conclusions on Standard IV.D. Multi-College Districts or Systems**

Palo Verde College is not a multi-college system; therefore, the standard does not apply.

### **G. Quality Focus Essay**

#### **Introduction of Projects**

##### **PALO VERDE COLLEGE'S CORRESPONDENCE EDUCATION PROGRAM: MAINTAINING CONTINUOUS IMPROVEMENT IN ACADEMIC QUALITY**

For the subject of this Quality Focus Essay, and for the subject to be studied over the next four years, Palo Verde College has chosen the correspondence education program, with emphasis on maintaining continuous improvement in academic quality. Consistent with its mission to provide “opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity,” the College has chosen correspondence education because of its tremendous growth during the past twenty years, its complexity and challenges and its potential for innovative change and improvement in academic quality.

Correspondence education has grown significantly since its beginning in 2001 when the College first offered opportunities for a college education to fewer than 100 incarcerated students at two nearby state prisons through correspondence education. Today, over 3,000 incarcerated students are enrolled in Palo Verde's correspondence courses, offered in nineteen state prisons throughout California. As a result of ACCJC approval of the College's substantive change proposal in 2012, moreover, students may now earn any associate degree entirely with correspondence courses.

For a small college whose traditional (non-inmate) student population numbers a little over 1,000, having such a large population of incarcerated students with minimal opportunity for personal contact between instructor and student can pose challenges to continuously maintaining academic quality.

While the majority of correspondence students are incarcerated, the College has experienced significant growth in the enrollment of traditional students in correspondence education courses as well. The growth in correspondence education enrollment among incarcerated and traditional students alike is among the reasons for the study in maintaining academic quality.

With the majority of correspondence students in prisons, many of which are in faraway locations such as in the California's Central Valley, the logistics problems of corresponding with incarcerated students and transmitting educational materials such as syllabi, assignments and graded work back and forth between instructor and student can be particularly difficult. Inasmuch as incarcerated students are not allowed to use the internet, course materials and correspondence must necessarily be transmitted in paper, which can be expensive and time-consuming. Observing rules and security procedures of the participating prisons also necessitates working through prison proctors and administrators who, in turn, relay information to and from the incarcerated students. Add to this the fact that prisons are subject to lockdowns that slow down, or stop completely, the transmission of materials.

The solutions to most logistics problems can be implemented and evaluated only with the full participation and consent of prison proctors and officials. The participation of prison officials, therefore, is an essential requirement for the success of this study. Examining matters of logistics with College faculty, staff and administrators, as well as prison officials and seeking consensus solutions that improve academic quality, are among the components of this study. In examining logistics issues, matters of the design and structure of the correspondence education program—organization, workflow, job duties, accountability—need to be considered.

Related to design, structure and logistics, are questions about substantive contacts between instructors and students. How frequent should such contacts be to maintain academic quality? How are substantive contacts defined? How can substantive contacts be designed to create an optimal learning experience? These questions and others like it will be considered in the study.

Several current faculty and staff have been with the College since the early years of the correspondence education program, yet many new full-time and part-time faculty and staff have been hired in recent years with little or no experience with correspondence education programs, let alone the unique aspects of Palo Verde's program. It should be noted that correspondence course syllabi, like their face-to-face counterparts, are based on the course outline of record, and, significantly, are custom designed and developed individually by the faculty member teaching the course. While faculty, staff and administrators provide training and orientation to new faculty and staff covering a whole host of areas, more emphasis needs to be on training specifically for the special challenges of correspondence course design and delivery, as well as other matters

pertaining to correspondence education. The study will evaluate training needs in correspondence education not only for new hires but also for current faculty.

The College encourages change and innovation in just about every teaching and learning support area, including correspondence education. Recent innovations include faculty voluntarily teaching courses face-to-face at one or the other of two local prisons. Additionally, there has been some work in providing limited computer-based instruction to prison inmates within the restrictions of the participating prison institution. These innovations, and others like it, should be encouraged and evaluated for effectiveness. The present study will recommend future innovations and, perhaps as important, provide avenues for proposing other innovations—with cooperation of officials at participating prisons—with the goal of continuous improvement in academic quality.

To accurately evaluate the success of this study, certain measures need to be established and evaluated periodically in the years of the study to properly gauge the success of improvements in academic quality. Baseline measures for incarcerated and traditional students in correspondence education, as well as traditional students in face-to-face classes, will be established. Such measures would include:

- Student learning outcomes performance in courses and programs
- Equity characteristics
- Course completion rates
- Course retention rates
- Degree completion
- Certificate completion
- Transfer to four-year institutions (applicable principally to traditional students in correspondence courses)

### **Anticipated Impact on Student Learning and Achievement**

It is expected that action steps taken in the delivery of the correspondence education program will result in measurable continuous improvement in student learning and achievement, as indicated by the outcome measures below.

### **Outcome Measures**

As noted, the following measures will be used as indicators of improvements resulting from actions taken in the delivery of the correspondence education program. Each of the items listed is readily available from existing data sources and has been studied and evaluated in previous College studies. The terms are familiar to College personnel:

Student learning outcomes performance in courses and programs reports are prepared by all academic divisions in accordance with the SLO matrix for courses and programs. Data is published and reviewed in periodic program review reports and the annual Snapshot.

Equity characteristics reports are available from Colleague ERP/Business Objects and are published and analyzed in the annual Snapshots from all academic divisions.

Course completion rates reports are available from Colleague ERP/Business Objects and are published and analyzed in program review reports.

Course retention rates reports are available from Colleague ERP/Business Objects and are published and analyzed in program review reports.

Degree completion reports are available from Colleague ERP/Business Objects and are published and analyzed in program review reports.

Certificate completion reports are available from Colleague ERP/Business Objects and are published and analyzed in program review reports.

Transfer to four-year institutions (applicable principally to traditional students in correspondence courses) reports are available from Cal/Pass Plus, University of California and California State University.

## **Action Plans**

The College will undertake a series of four projects to be covered over the next four years, as follows:

Project 1 Structure, Design and Logistics of Correspondence Education to Support Continuous Improvement in Academic Quality

Activity	Responsible Party	Resources	Timeline
1.Examine course planning to accommodate prison schedules and unforeseen events	Vice President of Instruction and Student Services	Faculty, course outlines, syllabi	Years 1-2
2.Examine curriculum design to facilitate learning in correspondence settings	Vice President of Instruction and Student Services	Faculty, course outlines, syllabi	Years 1-2
3.Examine transmission of materials to and from prison sites, including textbook availability	Vice President of Instruction and Student Services	Faculty, prison officials, student support staff, College correspondence staff	Years 1-2

4. Assess organizational structure of College correspondence education program personnel	Vice President of Instruction and Student Services	Faculty, College correspondence staff	Years 1-2
5. Assess avenues of communication with prison officials	Vice President of Instruction and Student Services	Faculty, College correspondence staff, prison officials	Years 1-2
6. Evaluate results using appropriate measures	Vice President of Instruction and Student Services	Institutional research, collected data	Years 1-2

Project 2 Define the Frequency and Nature of Substantive Contacts in Correspondence Education Courses to Support Continuous Improvement in Academic Quality

Activity	Responsible Party	Resources	Timeline
1. Define substantive contacts	Dean of Instruction and Student Services	Faculty, Academic Senate	Years 1-2
2. Recommend frequency, timing and nature of substantive contacts	Dean of Instruction and Student Services	Faculty, Academic Senate	Years 1-2
3. Evaluate results using appropriate measures	Dean of Instruction and Student Services	Institutional research, collected data	Years 1-2

Project 3 Design and Implement Training in Correspondence Education to Support Continuous Improvement in Correspondence Education

Activity	Responsible Party	Resources	Timeline
1. Identify key topics to be covered in training	Vice President of Instruction and Student Services	Faculty, Academic Senate, student support services staff	Years 1-3
2. Determine how and when training is to be delivered	Vice President of Instruction and Student Services	Faculty, Academic Senate, student support services staff	Years 1-3

3.Develop and update correspondence manual	Vice President of Instruction and Student Services	Faculty, Academic Senate, student support services staff	Years 1-3
4.Evaluate results using appropriate measures	Vice President of Instruction and Student Services	Institutional research, collected data	Years 1-3

Project 4 Encourage Innovative Approaches in Correspondence Education to Support Continuous Improvement in Academic Quality

Activity	Responsible Party	Resources	Timeline
1.Create venues for innovative approaches to resolve problems	Vice President of Instruction and Student Services, Dean of Instruction and Student Services	All faculty, staff and administrators	Years 1-4
2.Encourage implementation of appropriate innovations	Vice President of Instruction and Student Services, Dean of Instruction and Student Services	All faculty, staff and administrators	Years 1-4
3.Evaluate results using appropriate measures	Vice President of Instruction and Student Services, Dean of Instruction and Student Services	Institutional research, collected data	Years 1-4